

# **ENGLISH**

**[Reader and Supplementary Reader]**

**STANDARD IX**

Untouchability is a sin

Untouchability is a crime

Untouchability is inhuman

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## **THE NATIONAL ANTHEM**

### *FULL VERSION*

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Punjaba-Sindhu-Gujarata-Maratha-  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga  
Tava Subha name jage,  
Tava Subha asisa mage,  
Gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya, jaya, jaya, jaya he.

### **SHORT VERSION**

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya, jaya, jaya, jaya he.

### **AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM**

Thou art the ruler of the minds of all people,  
Thou dispenser of India's destiny.  
Thy name rouses the hearts of the Punjab, Sind,  
Gujarat and Maratha, of Dravid, Orissa and Bengal.  
It echoes in the hills of the Vindhyas and Himalayas,  
mingles in the music of the Yamuna and Ganges  
and is chanted by the waves of the Indian Sea.  
They pray for Thy blessings and sing Thy praise  
The saving of all people waits in Thy hand,  
Thou dispenser of India's destiny.  
Victory, Victory, Victory to Thee.

## **THE NATIONAL INTEGRATION PLEDGE**

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

## **INVOCATION TO GODDESS TAMIL**

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant ‘Tilak’ is the blessed Dravidian land.

Like the fragrance of that ‘Tilak’ plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto ‘You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.

## **FOREWORD**

Communication skills in English have assumed great significance in the context of globalization. Every child needs to acquire the ability to communicate fluently and accurately in English. This book has therefore been designed according to a competency based syllabus. Ten competencies have been identified - Listening, speaking, reading, writing, vocabulary, grammar, study skills, occupational skills, strategic competence and creative skills.

Based on the current perspectives in English language teaching, the book adopts an interactive, task based approach. The texts in prose and poems have been carefully selected to motivate and train the learner to function effectively in today's world. The supplementary reader is designed to develop a love for reading in children while reinforcing the vocabulary and competencies developed in the main reader.

The secret of successful learning is involvement. Every task and every activity in the book is aimed towards this goal. We hope that the children enjoy this book and in the process acquire excellent communication skills.

## **NOTE TO THE TEACHER**

This book has been prepared in accordance with the revised syllabus which has specified the various competencies to be completed in the ninth standard. The list of competencies handled in a unit has been elaborately enunciated at the beginning of each unit.

The prose piece in each unit helps learners to acquire the competencies in diverse ways. The poem, with questions on understanding the figures of speech will help learners enhance their appreciation skills.

The supplementary reader contains eight pieces and each piece takes care of a few skills so that the skills acquired already with the help of the prose pieces could be refined and strengthened.

## NOTE TO THE PARENT

This book is offered with warmth and friendliness to your child. Your child owns this book with pride and joy of enhancing communication skills in English. The topics in the book are easy, interesting and enjoyable. Please ensure everyday that your child makes proper use of this book by completing the activities assigned to him by the teacher.

### பெற்றோர்களின் கவனத்திற்கு

இப்புத்தகம் தங்கள் குழந்தைக்கு நட்புணர்வுடனும் அன்புடனும் வழங்கப்படுகிறது. இப்புத்தகம் குழந்தைக்குத் தன் எண்ணங்களையும் உணர்வுகளையும் பிறருடன் ஆங்கிலத்தில் பகிர்ந்து கொள்ள இயலும் என்ற நம்பிக்கையையும் பெருமிதத்தையும் அளிக்கும் என்று நம்புகிறோம். இப்புத்தகத்திற்காகத் தெரிந்தெடுக்கப்பட்ட தலைப்புகள் எளியனவாகவும் ஆர்வமுட்டுவனவாகவும், மகிழ்ச்சியளிக்கத்தக்கவையாகவும் அமைக்கப்பட்டுள்ளன. தங்கள் குழந்தைக்கு ஆசிரியரால் வீட்டுப்பாடமாக அளிக்கப்படும் மொழித்திறன் சார்ந்த செயற்பாடுகளை வீட்டில் முறைப்படி முடிப்பதற்குத் தாங்கள் உதவ வேண்டும் என்று பணிவன்புடன் கேட்டுக்கொள்கிறோம்.

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# **MAIN MODULES**

# UNIT - I

## ***COMPETENCIES:***

- A LISTENING : Using appropriate plural morphemes -  
/ s /, / z /, / ɪz /
- B SPEAKING: Warning someone
- C READING : Skimming and understanding unfamiliar words
- D VOCABULARY: Giving the meaning of different words, identifying them in spoken and written contexts, using them in speech and writing
- E STUDY SKILLS : Referring to a dictionary for synonyms and antonyms
- F GRAMMAR : Recalling all the sentence patterns
- G WRITING : Writing telegraphic messages
- H OCCUPATIONAL COMPETENCY : Preparing and collecting data
- I STRATEGIC COMPETENCY : Keeping a diary
- J CREATIVE COMPETENCY : Writing an essay on a given topic

### A. LISTENING

*Listen to the following words carefully and note how the plural form is pronounced and then enter them in the correct column according to the pronunciation of the ending. You can remember three domestic animals to know how the plural form of the noun is pronounced.*

Cats - /s/ after voiceless sounds such as /p, t, k/

Dogs - /z/ after voiced sounds such as /b, d, g/

Horses - /iz/ after s, sh, ch, dge sounds

Words	/s/	/z/	/iz/
Examples	Rats	Bags	Buses
pens			
watches			
months			
brushes			
eyes			
bridges			
days			
caps			
roses			
babies			
beds			
judges			

### B. SPEAKING

1. *Sit in pairs and practise the following dialogue.*

- A. Hello Paul! Where are you going ?
- B. Hi Seeni! I'm going to the bank to encash a cheque.
- C. Mind your purse. There are a lot of pick - pockets in the city. How are you going?

- D. By bus.
- E. Take my bike. But be careful. I'll go with you, if you like.

**2. Read the situation given below. Sit in pairs and warn your partner using the hints,**

A tree felled by the storm is lying across the road. There are snapped electric wires on the sides. The road is full of potholes.

- 1. \_\_\_\_\_ . There is a tree across the road.
- 2. \_\_\_\_\_ . There is a snapped wire.
- 3. \_\_\_\_\_ . There are many potholes.

***Here are some expressions which you can use to warn others.***

Be careful	You'd better not
Mind your	Watch out
I warn you	Look out

Think of other situations and frame more sentences.

### **C. READING**

***Pre-Reading Questions:***

- 1. Have you ever been bullied by senior students ? How did you react ?
- 2. Have you learnt any martial art like Karate ? What are the advantages of learning it ?

## STANDING UP FOR YOURSELF



I was living alone in an empty flat in a quiet Moscow street. My parents were divorced. Neither of them lived with me. My education was left to the street. The street taught me to swear, smoke, spit skillfully through my teeth and keep my feet at the ready. It also taught me not to be afraid of anything or anyone. What mattered in the struggle for life was to overcome my fear of those who were stronger.

The ruler of our street was a boy of about sixteen nicknamed Red. He was big and broad-shouldered. He walked masterfully up and down the street, like a seaman on his deck. Out of his round pockmarked face, green eyes like a cat's sparkled with scorn for everything and everyone. Two or three lieutenants tripped at his heels.

Red could stop any boy and say impressively the one word 'Money'.

His lieutenants would turn out the boy's pockets, and if he resisted they would beat him up hard.

Every one was afraid of Red. So was I. I knew he carried a heavy knuckle-duster in his pocket. I wanted to conquer my fear of Red. So I wrote a poem expressing my hatred for Red and describing my imagined triumph over him. This was my first attempt at poetry. By the next day, the whole street knew it by heart and rejoiced at it.

One morning, on my way to school, I suddenly came upon Red and his lieutenants. His eyes seemed to bore through me. "Ah, the poet", he drawled. "So you write poems? Do they rhyme?" Red's hand darted into his pocket and came out armed with its knuckle-duster; it suddenly struck my head. I fell down streaming with blood and lost consciousness. This was my first remuneration as a poet.

I spent several days in bed. When I went out, with my head still bandaged, I again saw Red. I struggled with myself but lost and took to my heels. At home I rolled on my bed, biting my pillow and hitting it in shame and in impotent fury at my cowardice. I made up my mind to vanquish it at whatever cost. I went into training with parallel bars and weights. My muscles were getting stronger slowly. Then I remembered a book about a miraculous Japanese method of wrestling which gave advantage to the weak over the strong. I exchanged a week's ration card for a text book on *ju-jitsu*.

For three weeks I stayed at home practising with other boys. Then I went out.

Red was sitting on the lawn in our yard playing cards with his lieutenants. He was absorbed in the game. Fear was still deep in me urging me to go back. But I went up to the players

and kicked and scattered the cards. Red looked up, surprised at my impudence after my recent flight. He got up slowly. “You looking for more?” he asked menacingly. His hand dived into his pocket for the knuckle-duster. But I made a quick jabbing movement and Red, howling with pain, rolled on the ground confused. He got up and came at me like a maddened bull.

I caught his wrist and squeezed it slowly as I had read in the book until the knuckle-duster dropped from his limp fingers. He was sobbing and smearing the tears over his face with his grubby fist. That day Red ceased to be the monarch of our street.

And from that day on I knew for certain that one need not fear the bully. All one needs is to know the way to beat them. For every strong man there is a special ju-jitsu.

I also learned that to be a poet I had not only to write poems, but know how to stand up for them.

***Glossary :***

divorced	– husband and wife separated by a court of law
nicknamed	– given a name (by friends etc.,) not one’s real name
pocknamed	– with marks left after small-pox
scorn	– a strong feeling of contempt
lieutenants	– (here) supporters
tripped	– followed by walking or running
knuckle-duster	– metal covering for the knuckles, for attack or defence
triumph	– victory, success
drawled	– spoke slowly
remuneration	– payment, reward
impotent	– powerless, unable to act
fury	– violent anger
vanquish	– defeat, beat completely

miraculous	– most remarkable
impudence	– utter disrespect or rudeness
menacingly	– in a threatening manner
jabbing	
movement	– aiming a sudden blow
limp	– not stiff or firm, lacking strength
grubby	– dirty

### ***Comprehension***

#### ***I. Fill in the blanks with suitable words from the text.***

1. The characters in the story are -----
2. The ruler of the street was -----
3. The dangerous weapon that he carried was -----
4. The boy felt ----- and ----- at his cowardice.
5. A miraculous Japanese method of wrestling is -----

#### ***II. Give short answers to the following questions.***

1. Where did the events take place?
2. Did the narrator go to school?
3. Why do you think the boys nicknamed the bully as Red?
4. What was the first thing the boy did to overcome his fear of Red?
5. How was the boy rewarded for his poem?
6. What was Red doing when the boy saw him on the lawn?
7. Had the boy conquered his fear completely? How do you know?
8. How did the boy disable Red?
9. Did Red continue to be the monarch of the street?
10. How can we defeat any bullying person?
11. What lesson do you learn from this story?

**III. Answer the following questions in about a paragraph.**

1. Describe the narrator's first encounter with Red.
2. How did the narrator train himself to tackle Red.

**D. Vocabulary**

**I. Infer the meaning of the underlined words from the context.  
You can choose the right word from those given in brackets.**

1. What mattered in the struggle for life was to overcome my fear of those who were stronger.  
(conquer, come over, forget)
2. Two or three lieutenants tripped at his heels.  
(fell down, followed, travelled)
3. I struggled with myself but lost and took to my heels.  
(ran away, hurt my heels, took off my shoes)
4. Red's hand darted into his pocket and came out with the knuckle – duster.
5. Red howled with pain. (shouted, suffered, screamed)
6. That day, Red ceased to be the monarch of our street.  
(egan, stopped, continued)

**II. Fill in the blanks with suitable words.**

1. "This was my first remuneration as a poet." 'This' refers to \_\_\_\_\_
2. "I made up my mind to vanquish it." 'It' refers to \_\_\_\_\_
3. "I caught his wrist and squeezed slowly as I had read in the book". The book refers to \_\_\_\_\_

**III. Give the synonyms of the following words from the lesson.**

e.g.: squeeze - twist  
cowardice  
sparkle  
rejoice  
urge  
limp

**IV. Match the following words with their antonyms.**

- |              |   |     |          |
|--------------|---|-----|----------|
| 1. conquer   | - | (a) | full     |
| 2. impotent  | - | (b) | ordinary |
| 3. resist    | - | (c) | weak     |
| 4. scattered | - | (d) | yield    |
| 5. strong    | - | (e) | gathered |
| 6. special   | - | (f) | powerful |
| 7. empty     | - | (g) | defeat   |

**V. Identify the odd word.**

1. (success, victory, defeat, triumph)
2. (fear, terror, fright, courage)
3. (limp, sturdy, stiff, strong)
4. (miraculous, uncommon, extraordinary, commonplace)
5. (impudent, humble, arrogant, rude)

**VI. Fill in the blanks with the words taken from the following list.**

menacing	vanquish	tumbling
monarch	limp	darted
nicknamed	jabbing	hit

Bruce Lee, the \_\_\_\_\_ of Kung – Fu and Karate was ready to meet John Saxon \_\_\_\_\_ the Wasp. Lee looked quite tiny in

the presence of the huge American challenger. As soon as the gong was sounded, the little master rushed in and made a swift \_\_\_\_\_ movement which sent Saxon \_\_\_\_\_ to the ground. The giant came back looking very \_\_\_\_\_. Once again Lee \_\_\_\_\_ in and jabbed Saxon in the face. He \_\_\_\_\_ the challenger's body till it went \_\_\_\_\_. That was the end. Yet another challenger had failed to \_\_\_\_\_ the little master.

**VII. Here are some words related to computers. But they can also be used without reference to computers.**

e.g.: We use a mosquito net.  
 Do you browse the net regularly?  
 Can you add similar words to the list?

- |           |         |
|-----------|---------|
| 1. mouse  | 4. .... |
| 2. screen | 5. .... |
| 3. ....   |         |

**Use each of the above words in pairs of sentences to bring out the two different meanings.**

**VIII. Match the following.**

- |                |                                  |
|----------------|----------------------------------|
| Philatelist    | - collects coins                 |
| numismatist    | - watches birds                  |
| ornithologist  | - studies rocks                  |
| bibliophile    | - collect stamps                 |
| geologist      | - studies the development of man |
| anthropologist | - loves books                    |

**E. STUDY SKILLS - DICTIONARY WORK**

**I. Fill in the table below with the help of a dictionary.**

Noun	Adjective	Verb	Adverb
<i>eg.</i> strength	strong	strengthen	strongly
1.....	.....	brighten	.....
2. weakness	.....	.....	.....
3. ....	.....	.....	readily
4. ....	angry	.....	.....
5. ....	beautiful	.....	.....

**II. Choose the correct spelling and then check your answer with the dictionary.**

- |               |            |            |
|---------------|------------|------------|
| 1. seperate   | separate   | seprate    |
| 2. casete     | cassette   | casette    |
| 3. moskitoes  | moskwitoes | mosquitoes |
| 4. lieutenant | leutenant  | lieutenant |
| 5. argument   | arguement  | arguament  |

**F. Grammar**

**I. Arrange the following phrases in the proper order to give a meaningful sentence. Put them in the appropriate column and identify the sentence pattern.**

- e.g:* The boy / the ball / kicked  
 The boy / kicked / the ball ----- S V O  
 The leader / Red / was  
 Strong-shouldered and big / Red / was  
 At home / stayed / I  
 Red / called / him / the boys ,  
 Courage / me / taught / the street  
 Sobbing / Red / was  
 On my head / me / struck / Red

S	V	L.O.	D.O.	C	A

**II. Use the following verbs in the pattern mentioned against them.**

<i>Pattern</i>	<i>Verbs</i>	<i>Sentences</i>
1. SV	fly sleep go run rise	Birds fly
2. SVO	kick kill know answer boil	Ravi kicked the ball.
3.SV IO DO!	buy ask show give write	Father bought me a watch.

<i>Pattern</i>	<i>Verbs</i>	<i>Sentences</i>
4. SVC	seem grow turn be become	The problem seems easy.
5. SVOC	elect paint find name appoint	We elected Malar the leader.
6. SVA	'be' verbs stand lean think sleep	The cat is on the roof.
7. SVOA	put keep place tell inform	Father put the kettle on the stove.

### G. Writing

*Here are a few examples of telegraphic messages. Try to expand them.*

*e.g:*

MOTHER	UNWELL	UNABLE TO	TRAVEL
<input type="text" value="Mother"/>	<input type="text" value="is not well"/>	<input type="text" value="She is not able to"/>	<input type="text" value="travel"/>

#### **I. CONDOLENCE MESSAGES:**

1. DEEPLY PAINED TO HEAR UNCLE'S DEMISE  
HEARTFELT CONDOLENCES.
2. SHOCKED ABOUT BALU' S TRAGEDY CONSOLE  
AUNT HEARTFELT CONDOLENCES.
3. MY DEEPEST CONDOLENCES.

#### **II. CONGRATULATIONS:**

1. CONGRATULATIONS ON YOUR VICTORY.
2. HEARTY CONGRATULATIONS ON THE NEW  
ARRIVAL.
3. THRILLED TO HEAR YOUR SUCCESS IN EXAM.

We send telegrams to communicate important messages urgently.

The address should contain all particulars including the pin-code. The message must be brief and accurate, with minimum number of words, as we are charged per word. The sender's name and address are to be given. The message should be written in BLOCK LETTERS.

<b>RECEIPT</b>	<b>DEPARTMENT OF TELECOMMUNICATIONS TELEGRAM</b>		
<b>ADDRESS</b>	SERV. IND.	Name:..... Address: ..... ..... Dist..... ..... Pin .....	VII   III
	Please see Reverse	Telegraph    Telex No.	III
<b>Message</b>			VIII
			VIII
			VIII
			VIII
SENDER'S NAME (TO BE TELEGRAPHED)			III III III V
NOT TO BE TELEGRAPHED			III NNN NNN III III V
Sender's signature			

*Here are some tips to condense messages.*

1. The subject is omitted.  
*eg.* We are not in a position → Unable to
  
2. 'is' and 'are' are generally left out.  
*eg.* We are expecting → Expecting.

3. The verb phrase is reduced to a single word.  
*eg.* Kindly let us know → Advise.
4. To inform the sender's plan of action, the present participle form (V-ing) or will / shall +V is used.  
*eg.* We are meeting the chairman → Meeting the chairman.  
We will pay → Will pay.
5. Substitute long expressions with short one or two words.  
*eg.* We are extremely sorry → Regret.  
Without delay → Immediately.

***Tasks : Write telegraphic messages for the following situations. Remember to make them as short as possible.***

1. You are Red's friend. You learn about his defeat. Send him a message of sympathy.
2. You are the narrator's friend. You hear about his victory over Red. Congratulate him.
3. Your friend has secured the first rank in the state in the S.S.L.C. examination. Felicitate him.
4. Your friend has won the first prize in a competition. Greet him.
5. Your friend has lost his father in an accident. Comfort him.
6. Your uncle has passed away. Send a telegram of condolence to your aunt.

#### ***H. Occupational Competency***

##### ***Preparing and collecting data.***

***Collecting, arranging and interpreting data is an important aspect of research. It will help you understand the***

*people around you, and know them better. Here is a simple activity which you can carry out in the class.*

*Go round the class and collect the following information from your friends.*

<i>Name</i>	<i>Ho- ofthe bby</i>	<i>Games</i>	<i>Favourite she/ he likes</i>	<i>Leader Actor/ Actress</i>	<i>Subject he/she admires most</i>	<i>Profession he/she likes</i>	<i>he/she would like to take up</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
<i>Prepare a report based on the information you have collected.</i>							

*e.g: The least popular subject among my classmates is*

### ***I. Strategic Competence***

#### ***Keeping a diary.***

Are you in the habit of keeping a diary? Maintaining a diary will help you to manage your time efficiently, plan your work properly, record your ideas, note down the important events of your life and evaluate yourself. Maybe you will need it to write your autobiography one day !

Here's a page written by Ravi on the day he won the prize in a painting competition in school.

Painting competition today – collected paint, brush, reached the venue – many competitors – enjoyed painting my piece – no hope of winning a prize – judges announced result – pleasant surprise – won the first prize.....

***Task 1 : Write the narrator's entries on***

1. The day he was beaten up by Red.
2. The day of his victory over Red.

***Task 2 : Write Red's Diary***

1. His first meeting with the body.
2. On the day he was beaten.

***J. Creative Writing***

***Talk to a street boy or a rag-picker about his life. Write a paragraph describing a day in his life.***

## POEM

### “GIVE ME THE STRENGTH”

This is my prayer to thee, my lord -  
strike, strike at the root of penury in my heart.

Give me the strength lightly to bear  
my joys and sorrows.

Give me the strength to make my love  
fruitful in service.

Give me the strength never to disown the poor or  
bend my knees before insolent might.

Give me the strength to raise my mind  
high above daily trifles.

And give me the strength to surrender  
my strength to thy will with love.

- *by Rabindranath Tagore*

**Note :** Rabindranath Tagore (1861- 1941) was a great poet of India who wrote both in Bengali, which was his mother tongue, and in English. He was awarded the Nobel Prize for his work ‘Gitanjali’ in 1913. The above piece is an extract from the English version of\* Gitanjali’.

#### ***Glossary:***

penury	- extreme poverty
disown	- refuse to accept as one’s own
insolent	- extremely rude
trifles	- things that have little value or importance

***Answer the following questions.***

1. What does the poet pray for?
2. What does 'penury in my heart' mean?
3. How should love be expressed?
4. What should be our attitude towards the poor?
5. Give some examples of daily trifles.
6. How should we face insolent might?
7. How should we react to the minor irritants of daily life?
8. Is surrender to the Lord made out of fear?

***Appreciation questions.***

1. How many times is the word 'Strength' used in the poem?  
Why does the poet repeat the word so many times?
2. Do you think we need strength to surrender our strength to God? Why?
3. Can you recollect any other prayer in English, or your mother tongue which has the same theme? Recite *it to* the class.

## UNIT II

### COMPETENCIES :

- A LISTENING : Identifying the number of syllables in a word
- B SPEAKING : Conversing with strangers
- C READING: Scanning
- D VOCABULARY: Using syllabification for reading, spelling and speaking purposes
- E STUDY SKILLS : Abstracting information from longer texts
- F GRAMMAR : Differentiating time and tense
- G WRITING : Writing a paragraph based on an outline
- H OCCUPATIONAL COMPETENCY: Tabulating data
- I STRATEGIC COMPETENCY : Collecting language samples
- J CREATIVE COMPETENCY : Providing another title for a known poem

## *A. Listening*

### **UNFORGETTABLE MISS BESSIE**

*- Carl Rowan (Courtesy Reader's Digest)*

When I attended high school Miss Bessie taught me English, history, civics - and a lot more than I realised. I still cannot forget the day she scolded me for not reading a particular poem. "But Miss Bessie," I complained, "I ain't much interested in it". She became furious. "Boy," she said, "how dare you say 'ain't' to me! I've taught you better than that". "Miss Bessie," I pleaded, "I'm trying to get selected for the football team, and if I go around saying 'it isn't' and 'they aren't' the boys are going to laugh at me".

"Boy", she responded, "you'll play football because you have guts. But do you know what really takes guts? Refusing to lower your standards to those of the crowd".

I started saying 'it isn't' and 'they aren't', and I still made it into the football team - without losing my friends' respect. I was delighted over my selection.

Now I remember her with gratitude, affection and admiration. Miss Bessie was an example of a dedicated teacher and a symbol of determination. She was one of those who retained her individuality. She was a blessing to children.

**Task 1 :** Words have one or more syllables. A syllable is a unit of pronunciation. It consists of either a vowel sound alone or a

vowel and one or more consonant sounds. ***Listen to your teacher read the title, author and source of the passage.***

*Miss* and *Carl* have one syllable each. (monosyllabic)

*Be-ssie*, *Rea-der's* and *Di-gest* have two syllables each.  
(disyllabic)

*Cour-te-sy* has three syllables.

*Un-for-get-ta-ble* has five syllables. } (polysyllabic)

***Now your teacher Will read the first paragraph. Listen carefully. Write down the mono and disyllabic words.***

eg. *When*, *high* - 1 syllable.

*Eng-lish*, *his-tory*, *ci-vics* - 2 syllables.

***Now your teacher will read the whole passage. Write down the words that have three and four syllables.***

eg. *se-lec-ted* - 3 syllables *ad-mi-ra-tion* - 4 syllables

***There is one word in the passage with 5 syllables. Find it  
There is one word in this passage with 7 syllables. Can you identify the word?***

***Task 2: Listen to an advertisement clipping on television or radio, in English. Divide your page into 5 columns. From the words you hear, write down the words that have 1, 2, 3, 4, 5 or more syllables in the relevant column. Bring it to the class and check it with your teacher.***

## **B. Speaking**

### ***Conversation between two strangers***

(Generally two strangers talk about the weather.)

A : It's pretty hot today. Isn't it?

B : Yes, it certainly is. It's like summer.

A : Very surprising for October! How I wish it rained!

B : That's right; or else we'll have water scarcity this year too.

A : Last week it was a little cool.

B : Yes, it was. I thought it might rain. **But it didn't.**

A : I wonder what the weather will **be** like tomorrow.

**B** : Looks like we'll have another hot, sunny day.

**Task 1:** *Two of you can practise speaking by taking turns in the above conversation.*

**Task 2:** *You can prepare a similar conversation between strangers, for a situation when it is raining heavily. You can use terms like, wet, windy, cloudy, cool, damp, chill, cold, pouring, heavy drizzle, downpour, etc. You can take turns and practise speaking.*

### ***Talking about future plans***

A teacher of English, on her retirement, talks about her plans to her colleagues.

Colleague 1 : Now that you're retiring, what do you plan to do?

Teacher : I'm *going to* write a book. I *want to* share my experiences with others.

Colleague 2 : Are you going to stay in Chennai?

Teacher : No, I'm *thinking of* settling down in my home town, Thanjavur.

Colleague 1 : What other plans do you have?

Teacher : *I'm planning to* teach Spoken English. Before

that I'm *likely to* go to the States, for a short stay with my son.

All : We wish you all the very best.

Teacher : Thank you.

**Task 1 :** *You can use the above conversation for a role-play and practise speaking.*

**Task 2 :** *Note the words in italics - going to, want to, thinking of, planning to, likely to.*

*Using these phrases prepare a conversation discussing your future plans/ambitions with your friends.* eg. I want to become a doctor. etc. **You can use this conversation too for speech practice.**

### **C. Reading**

#### **Pre-reading**

*When you travel by train, have you noticed the different ways in which people speak the same language?*

*what do you think is the reason for this?*

*This is what is called dialect which varies from region to region. eg. The Tamil spoken by a person who hails from Coimbatore is different from that spoken by one from Tirunelveli. This is the case with all languages.*

*(This is an extract adapted from George Bernard Shaw's 'Pygmalion'. It was screened as a film – 'My Fair Lady'. Shaw (1856 -1950) British essayist, novelist and playwright received the Nobel Prize for Literature in 1925. Among his masterpieces are 'St. Joan' and 'Arms and the Man'.)*

## FLOWRE GIRL BECOMES A PRINCESS



### Scene 1 – The Bet

(Professor Higgins, an expert on phonetics and Colonel Pickering who is interested in teh study of Indian dialects, are seated in Higgins' room. A shabbily dressed flower girl with a cockney accent enters. She is the one whom Higgins and Pickering had met at Covent Garden the previous day.)

Higgins : It's you! I met you yesterday! Your accent was terrible. You are of no use. Be off. I don't want you.

Flower girl : \*You ain't heard what I come for yet. You dunno what I want. I'm come to have lessons. And to pay for em too. I want to be a lady in a flower shop stead of sellin at the street corner.

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*\*You ain't. ....street corner – Read in Standard English form this means, 'You have not heard what I have come for yet. You do not know what I want. I have come to have lessons. And to pay for them too. I want to be a lady ina flower shop instead of selling at the street corner.'*

Higgins : What's your name?  
 Flower girl : Eliza Doolittle.  
 Higgins : Your accent is dreadful. I cannot waste my time teaching you to speak good English.  
 Eliza : (Cries) Ah-ah-ah-ow-oo-o!  
 Higgins : Your sounds are horrible. Stop it.  
 Pickering : Higgins, I'm interested. What about the ambassador's garden party? I'll bet you all the expenses of the experiment. I'm sure you can't do it. I'll pay for the lessons.  
 Higgins : (thinks) All right. In six months I'll pass her off as a duchess. Her class begins at half-past four this afternoon.

(Eliza's lessons go on for months, before her first appearance in London society. During this time Higgins has been working on her pronunciation.)

## **Scene 2 - The first introduction**

(Place - The home of Professor Higgins' mother. She usually receives visitors once a week. Today is the day for visitors. Higgins and Pickering take Eliza along. She is beautiful, exquisitely dressed and graceful. The visitors, who had earlier seen her selling flowers do not recognise her now.)

Higgins : Here is Miss Doolittle, mother.  
 : (Speaking with perfect pronunciation) How do you do, Mrs. Higgins?  
 Mrs. Higgins : I'm glad you've come.  
 (Eliza greets everybody)  
 Mrs. Higgins : Do you think it's going to rain?  
 Eliza : The shallow depression in the west of these islands is likely to move slowly towards the east. There are no indications of any great change in the weather.

Mrs. Higgins : I hope it won't turn cold. There's so much influenza around!

Eliza : They said my aunt died of it. But I don't believe it! I think they done the old woman in!

Mrs. Higgins : (puzzled) Would you mind telling me what is meant by 'they done her in'?

Higgins : (interrupting) It means to die suddenly. You know it's the new 'small talk' of London Society.

(Eliza and the other visitors take leave.)

Higgins : Well mother, what do you think of Eliza?

Mrs. Higgins : She's a triumph of your phonetic art and her dressmaker's skill! But with that vocabulary she'll never pass for a duchess.

Higgins : If only you knew how I have worked on her vowels and consonants. I am launching her at the ambassador's party after two months. Her vocabulary will have improved by then. I'll be glad if she wins the bet for me. Well, Goodbye mother, it's time I left.

Mrs. Higgins : Goodbye!

### **Scene 3 - At the Ambassador's party**

(Six-months' time is almost over. Place - The Embassy in London. Higgins, Pickering and Eliza arrive in a Rolls Royce. Eliza looks beautiful in an elegant dress and wearing diamonds. They enter the Reception Hall. The host and hostess and a number of guests are present. Nepommuck, an old pupil of Higgins is also present.)

Higgins : My God! Nepommuck! It is going to be difficult to convince him.

Hostess : How d' ye do?

Host : How d' ye do?

Eliza : (Confidently, in perfect pronunciation) How do you do?

(Eliza walks past regally. All the guests stop talking and are stunned by her looks and diction)

Hostess : (to Nepommuck) I wanted to speak to you.

Nepommuck : Yes, Your Excellency.

I want you to find out all about the 'Doolittle' lady.

Nepommuck : I already have! She's a big fraud!!

Hostess : Oh, no! Why?

Nepommuck : Because she is no English woman.

Hostess : But she speaks English perfectly.

Nepommuck : Too perfectly! No English woman speaks English perfectly as she does.

Hostess : Well, what is she then?

Nepommuck : Hungarian, like me. Of royal blood!

Hostess : Of royal blood? How do you know that?

Nepommuck : Only the royal race of Hungary can produce that air of divinity, grace and charming diction. She is a princess!

Hostess : Professor, what is your opinion?

Higgins : I say she's an ordinary London girl picked from the streets where she was selling flowers and taught to speak by an expert.

Nepommuck : Ha, Ha, Ha!

Higgins : What does your Excellency say?

Hostess : I agree with Nepommuck. She is a princess.

Host : (nods) I was going to say that too.

(Thus the bet was won. This proves that 'Practice makes Perfect'.)

### ***Glossary:***

phonetics : the study of speech sounds

dialect : form of language in a particular region

shabbily dressed	– dressed in old or torn clothes
cockney accent	– the dialect of a native of East end of England
dreadful	– very bad
exquisite	– very beautiful
depression	– a low pressure area
indication	– a sign or symptom
launch	– to introduce
embassy	– the official residence of an ambassador
convince	– to make-one believe something
elegant	– graceful
regal	– royal/like a king or queen
stunned	– filled with shock and surprise
divinity	– state of being divine; a divine being; god or goddess
host/hostess	– one who receives guests

### ***Comprehension***

#### ***I. Say whether the following statements are true or false and correct the false statements.***

1. Professor Higgins is a scientist.
2. The bet is between Higgins and Pickering.
3. Mrs. Higgins praises Eliza's vocabulary.
4. Nepommuck says that Eliza is a Hungarian.

#### ***II. Complete the following utterances.***

1. In ..... months I'll pass her off as a duchess.
2. She is a triumph of your ..... art.
3. Nepommuck, ..... of Higgins is also present.

4. All the guests stop talking and are , ..... by her looks and diction.

**III. Choose the best possible option from the choices given.**

1. A ..... dressed flower girl with a cockney accent enters.  
a) neatly b) shabbily c) elegantly d) dirtily
2. Higgins said that Eliza, the flower girl's accent was -  
a) stylish b) perfect c) bad d) dreadful
3. Higgins worked on Eliza's - '  
a) Greek and Latin b) vowels and consonants c) music  
d) dance
4. Eliza was a big fraud according to -  
a) Mrs. Higgins b) Pickering c) Nepommuck d) the host

**IV. Match the following.**

- |                |                         |
|----------------|-------------------------|
| 1. Higgins     | a) cockney accent       |
| 2. flower girl | b) old pupil of Higgins |
| 3. Pickering   | c) expert on phonetics  |
| 4. Nepommuck   | d) Indian dialects      |

**V. Infer the meaning of the underlined words from the context.**

1. I'll pass her off as a duchess.
2. During this time Higgins has been working on her pronunciation.
3. I'm launching her at the ambassador's party after two months.
4. This proves that 'Practice makes Perfect.'

**VI. Answer the following.**

1. Who is Eliza and what is her accent like?

2. What does Higgins' mother think of Eliza?
3. Where is Higgins planning to launch Eliza as a duchess?
4. Why does Nepommuck say that Eliza is a Hungarian?

***VII. Answer the following in a few sentences.***

1. Describe Eliza's pronunciation before and after her training.
2. What is the bet between Higgins and Pickering?
3. Why was Mrs. Higgins shocked by Eliza's vocabulary?
4. Describe the grand entry of Eliza at the ambassador's party.

***VIII. Answer in a paragraph.***

1. How was the bet won?
2. How is the proverb 'Practice makes Perfect' true in the case of Eliza?

***IX. Skill of Scanning in Reading***

***Task:***

***The following questions relate to the text given below. Answer the questions without reading the passage in detail.***

How does one answer even without reading the text in detail? This is done by the technique of 'scanning'. One should only glance through the text for the necessary information and leave out other details. This is a specific technique in the reading skill.

1. Is the following text, a passage or a play?
2. What is the title of the scene?
3. Who are the characters in the scene?
4. Who cries in the scene?

### **The lessons**

(Here is a sample of what Higgins' lessons to Eliza were like. This is her first lesson.)

- Higgins : Say your alphabet.  
Eliza : I know my alphabet.  
Pickering : Say it, Miss Doolittle. Do as he says.  
Eliza : Ahyee, beyee, ceyee, deyee -  
Higgins : Stop! Say A, B, C, D.  
Eliza : Ahyee, beyee, ceyee, deyee -  
Higgins : Stop. Say, 'a cup of tea.'  
Eliza : A cappete-ee.  
Higgins : Put your tongue forward until it squeezes against the top of your lower teeth. Now say cup.  
Eliza : C-c-c-cup.  
Higgins : Good! Now can you say 'tea.' Not teyee.  
Eliza : (cries) I can't hear no difference.  
Higgins : Stop crying! Away with you. Come back for your class at three this afternoon.

### ***D. Vocabulary***

#### ***TIGER***

Tiger, Tiger, burning bright  
In the forests of the night  
What immortal hand or eye  
Could frame thy fearful symmetry?

In these four lines, Ti-ger, bur-ning, fo-rests, fear-ful, have two syllables. Im-mor-tal and sym-me-try have three syllables. All other words have one syllable.

***Task 1: Practise reading these words by separating the syllables. Now read all the four lines paying attention to syllabification. Listen to the rhythm.***

**Task 2: The following words have been taken from Scene 3 -  
At the Ambassador's party. Practise saying these  
words aloud.**

**The following words have two syllables —**

par-ty, al-most, o-ver, Lon-don, Hig-gins, ar-rivs, wea-ring, dia-  
monds, en-ter, hos-tess, num-ber, pre-sent, pu-pil, al-so

**The following words have three syllables—**

em-bas-sy, E-li-za, beau-ti-ful, e-le-gant, re-cep-tion, Ne-pom-  
muck

**The following word has four syllables -**

ara-bas-sa-dor

**You can very easily remember the spelling of words if you  
learn to read them by syllabifying.**

**E. Study skills**

**Read Scene 3 - 'At the ambassador's party' - of your text.  
The following are the main points/hints of the passage.**

The Embassy in London - Higgins, Pickering and Eliza -  
Rolls Royce - Eliza - beautiful - dressed elegantly - number of  
guests - Nepommuck, an old pupil of Higgins - Eliza walks  
regally - speaks with perfect diction - hostess asks Nepommuck  
to find out about Eliza - Nepommuck says she is a Hungarian  
Princess because of her divine grace - says English women do  
not speak English perfectly - host and hostess agree with  
Nepommuck that she is a Princess - bet is won.

**Summary -**

Higgins, Pickering and Eliza arrive in a Rolls Royce at the Embassy in London. Eliza is beautiful and dressed elegantly. A number of guests are present. Nepommuck, an old pupil of Higgins is also present. Eliza walks regally and speaks with perfect diction. The hostess is curious about Eliza and asks Nepommuck to find out about her. Nepommuck says English women do not speak English as perfectly as Eliza does. He says she is a Hungarian Princess because of her divine grace. The host and hostess agree with Nepommuck. And the bet is won.

***The above is the process of abstracting information from a text/passage. The steps to be followed are -***

Read the passage once or twice carefully.

Select the main points or hints.

Using linkers and cohesive devices write a summary of the passage based on the hints.

***Task:***

***Read Scene 2 - 'The first introduction' - carefully and prepare a summary, following the above process.***

***F. Grammar***

***This is the schedule of a foreign ambassador who is arriving tomorrow -***

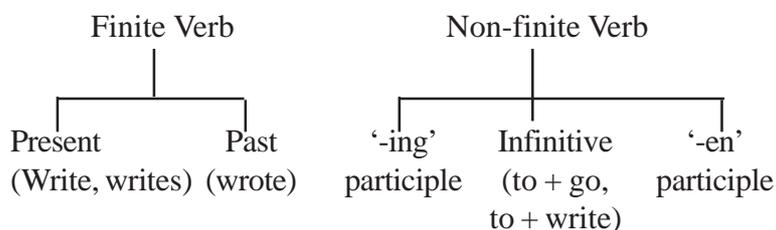
<p><i>Reaches</i> Anna International Airport, Chennai at 9.00 a.m - <i>Visits</i> the Governor at Raj Bhavan at 10.00 a.m - <i>Dines</i> at the embassy - <i>inaugurates</i> book-fair at 2.00 p.m - <i>holds talks</i> with industrialists at 4.00 p.m - <i>hosts</i> tea at the embassy - <i>meets</i> the press at 6.00 p.m - <i>leaves</i> for Airport at 8.00 p.m.</p>
---

*Look at the words in italics - reaches, visits, dines, inaugurates, holds talks, hosts, meets, leaves.*

This is the schedule for tomorrow, but the tense used is Present. Why is that?

Tense and Time are different concepts. Tense is language specific (that is, it differs from one language to another). while time is universal. English has only two tense systems, namely, Present and Past. There is no Future Tense or Future Tense markers as you have in Present and Past.

eg. He walks - 's' is the present tense marker  
 He walked - 'ed' is the past tense marker  
 In 'He will walk' - 'will' is an auxiliary and is not an inflexion of the base verb, as in the case of present and past tense.



A finite verb is one to which a tense is attached and a Non-finite verb cannot indicate tense. *Killing, taken, to see*, are verbs which cannot indicate tense.

There is no one-to-one relation between time and tense. The examples in the following table are taken from your text.

<b>Example</b>	<b>Tense form</b>	<b>Time meaning</b>
I wanted to speak to you. A flower girl enters.	Past Tense Present	Present Time Present
Higgins, Pickering and Eliza arrive. They enter the reception hall.	Tense	Time
Her classes begin at half past four this afternoon.	Present Tense	Future Time
I'm launching her at the embassy after two months.	Present Continuous Tense	Future Time
She usually receives visitors once a week.  Practice makes Perfect.	Present Tense	All time (habitual actions) (universal truths & Proverbs)
It's time I left.	Past Tense	Present Time
Would you mind telling me ....	Past Tense	Present Time
I met you yesterday. My aunt died of it. The bet was won.	Past Tense	Past Time
There is yet another pattern - Here comes Caesar!	Present Tense	Past Time (narratives)

***Task 1.***

***Use the Present Continuous Tense to denote Future Time and complete the following dialogue -***

A. telephone conversation between a patient and a doctor -

- Patient : Good evening, Doctor! I would like to see you tomorrow. Can I have an appointment at 6.00 p.m please?
- Doctor : Sorry, I am leaving (leave) for Bangalore tomorrow afternoon.
- Patient : What about Wednesday, then? Same time.
- Doctor : Let me check. I ..... (attend) a conference that evening.
- Patient : And Friday evening?
- Doctor : I ..... (not go) to the clinic on Friday.
- Patient : Well, Saturday evening?
- Doctor : I ..... (operate) on a patient that evening.
- Patient : How about Sunday?
- Doctor : I ..... (visit) a patient at home on Sunday evening.
- Patient : At least next Monday?
- Doctor : Yes, Monday evening is O.K. So, I ..... (see) you on Monday at 6.00 p.m. Right?
- Patient : Yes, doctor. Thank you.

**Task 2:**

***Find out the correct tense and time used in the following sentences. The first one has been done for you.***

1. Latin and Sanskrit are classical languages. (Present Tense, All Time)
2. Ranjith reads his English course book.
3. I wanted to tell you about the rules of English grammar.
4. I'm teaching you English poetry tomorrow.
5. (As the curtain goes up and the play begins, the narrator says) "Here comes King Lear!"
6. It's time you went for your French class.

7. We usually have our English class in the first period.
8. Would you mind helping me with this grammar?
9. Selvi met Swarna at the German embassy.
10. Silence is the most eloquent language.

### ***G. Writing***

***Read the out-line and the paragraph that follows.***

Mother's spoken English not much - 'broken' English - but understands a lot - reads magazines - watches English language TV programmes - discusses finance with the stockbroker - understands even what I can't understand - some of my friends understand 50 percent of her English - some 80 percent - some nothing at all - think she is speaking in Chinese 65535 to me she is clear and natural - her English affected my choice of career - studied English for degree course - became a writer 65536 proved that I have mastery over English

### **Mother Tongue**

My mother's command of spoken English may not be much. In fact, it is what one may call 'broken' English. But she actually understands a lot. She reads magazines in English, watches TV programmes telecast in English and even discusses finance with the stockbroker. She understands even what I can't understand. Yet some of my friends tell me they understand only 50 percent of what my mother says. Some say they understand 80 percent. Still others say they do not understand anything. They think she is speaking in Chinese. But to me, my mother's English is perfectly clear, perfectly natural. I think my mother's English had an effect on my choice of career. I studied English for my degree in College. And when I finally became a writer, I could prove that I had mastery over the English language.

***Task:***

***Write a paragraph based on the following out-line. Give a title for the passage.***

***The steps to be followed are -***

Develop the hints into complete sentences.

Connect the sentences logically and naturally, using linking words.

Follow the outline given.

Do not omit any point.

Follow the order in which points are given in the out-line.

Use grammatically correct English.

Lapierre saw a young girl - 20 years ago in Bengal - looked tired and hungry - on her way back from school - searched his pockets - found a biscuit - gave it to her - she walked a little distance - Lapierre stood watching - a skinny dog came by - the girl broke the biscuit into two - gave one half to the dog - Lapierre very moved by this incident

***H. Occupational competency***

***Read the following information.***

In an English language class-room of an international school, there are 100 students. There are 20 whose mother-tongue is Chinese, 15 Russian, 20 Japanese, 10 French, 25 German, 10 Spanish. The teacher tested their Spoken English and rated them. Among the Chinese speakers, the English spoken by 10 was unsatisfactory, 5 was not so satisfactory and 5 satisfactory. Among the Russian speakers, the English spoken by 5 was unsatisfactory, 5 was not so satisfactory and 5 satisfactory. Among the Japanese speakers, the English spoken

by 5 was unsatisfactory, 10 was not so satisfactory and 5 satisfactory. Among the French speakers, the English spoken by 5 was unsatisfactory, 3 was not so satisfactory and 2 satisfactory. Among the German speakers, the English spoken by 10 was unsatisfactory, 10 was not so satisfactory and 5 satisfactory. Among the Spanish speakers, the English spoken by 2 was unsatisfactory, 5 was not so satisfactory and 3 satisfactory.

*The following is a table of the data given above.*

*The rating of the English spoken by the students is given here.*

<b>Mother-tongue</b>	<b>Unsatisfactory</b>	<b>Not so Satisfactory</b>	<b>satisfactory</b>	<b>Total</b>
Chinese	10	5	5	<b>20</b>
Russian	5	5	5	<b>15</b>
Japanese	5	10	5	<b>20</b>
French	5	3	2	<b>10</b>
German	10	10	5	<b>25</b>
Spanish	2	5	3	<b>10</b>

*See how the data is tabulated.*

*Steps in tabulating data from information given.*

Read the passage once or twice carefully, paying attention to details.

Find out how many categories of data are there.

Divide the data into those categories.

Then tabulate the information under the different categories.

**Task:**

Conduct a survey in your class-room. The class can be divided into two groups. One group can collect information from the other. Find out from the other group information about their hobbies. Ask them how much time during their leisure they

spend on their hobbies - Often, Sometimes and Rarely. Present the data in a tabular form. *Eg.* Find out how many spend their leisure reading, gardening, painting, collecting stamps, etc. The rows can have the different hobbies and the columns can have often, sometimes and rarely.

### ***I. Strategic competency***

This is a project for you. Collect as many English language samples as possible. You can do this with the help of your teacher or elders at home. While watching television or listening to the radio, you can tape the different kinds of English that you hear. *eg.* BBC News for British English, CNN News for American English, All India Radio, Sports Commentaries, Back-ground voice in documentaries, English spoken by various speakers on different channels, etc. After taping all the samples, bring it to the class and play and listen to the samples. Ask your teacher to help you identify the differences in the kinds of English spoken by various people. How is the clarity of each sample? See which ones you are able to understand easily and which not so easily.

### ***J. Creative competency***

***The poem 'Tiger', given under the vocabulary section could be supplied with an alternative title - 'The Striped Beauty'. Read the poem given in the next page. Look at the title. Can you supply an alternative title to the poem? eg. 'Farewell speech'.***

# POEM

## GOODBYE PARTY FOR MISS PUSHPA T.S.

Friends,  
our dear sister  
is departing for foreign  
in two three days,  
and  
we are meeting today  
to wish her bon-voyage.

You are all knowing, friends,  
what sweetness is in *Miss Pushpa*.  
I don't mean only external sweetness  
but internal sweetness.  
*Miss Pushpa* is smiling and smiling  
even for no reason  
but simply because she is feeling.

*Miss Pushpa* is coming  
from very high family.  
Her father was renowned advocate  
in Bular or Surat,  
I am not remembering now which place.

Whenever I asked her to do anything,  
she was saying, "Just now only  
I will do it". That is showing  
good spirit. I am always  
appreciating the good spirit.

*Pushpa Miss* is never saying no  
whatever I or anybody is asking  
she is always saying yes,

and today she is going  
to improve her prospects  
and we are wishing her bon-voyage.

Now I ask other speakers to speak  
and afterwards *Miss Pushpa*  
will do the summing up.

- **Nisim Ezekiel**

**Note:** This poem is an excerpt from Nissim Ezekiel's poem. He is a well-known Indian poet. He uses colloquial Indianised English in this poem. One can see the Indian culture here through the English culture. The poem speaks of the very Indian feelings and sentiments. Though the language appears funny, it shows the irony of the situation. It also shows the Indian way of thinking.

***Glossary:***

bon-voyage – phrase used to wish one good luck on a journey  
renowned – famous  
prospects – chances for success  
summing up – a summary

***Comprehension***

***Answer the following questions.***

1. What is the occasion of the poem?
2. Where is Miss Pushpa leaving?
3. Who do you think is the speaker?
4. Who is Miss Pushpa's father?

***Write a few lines on.***

1. Miss Puspha's nature.
2. The kind of English used in the poem.

## UNIT III

### COMPETENCIES :

- A LISTENING : Listening to a dialogue and answering questions
- B SPEAKING: Encouraging others
- C READING : Identifying the main ideas
- D VOCABULARY : Forming words using a few prefixes and suffixes  
Using these words in speech and writing  
Giving the expansion of abbreviations and acronyms
- E STUDY SKILLS: Reference skill - collecting information on a topic from several sources
- F GRAMMAR: Using 'If-clause type 3'  
Transformation of sentences - simple, complex and compound
- G WRITING: Informal letters
- H OCCUPATIONAL COMPETENCY : Narrating a story / event
- I CREATIVE COMPETENCY : Writing about a freedom-fighter by collecting information

### *A. Listening*

*Listen to the following dialogue. Your teacher will read it for you. Then answer the questions your teacher asks.*

## **COMPUTER FOR THE MASSES**

Mani : Hello Mala! How are you?

Mala : Fine, thank you. How are you?

Mani : I'm fine. By the way, how did you spend the Deepavali last week?

Mala : That was lovely. We enjoyed it. But.....

Mani : Mmm..... What's the meaning of your "but"?

Mala : We missed our elder brother very much since he is in the States.

Mani : Yes, I remember. What is he?

Mala : He's a computer engineer working for AT&T.

Mani : If he had stayed in India, you would have been very happy.

Mala : Mmm... you're right. Most of our engineers and scientists go abroad and stay there.

Mani : But there are a few who choose to work in and for India.

Mala : Like our President Dr. Kalam. If he had worked in a foreign country, he would have earned a lot of money.

Mani : Sure, sure! No doubt about it. By the way, has your brother decided to stay in the US forever?

Mala : No,, he'll return to India in a few years. He wants to take computers to villages. His plan is to set up internet kiosks in villages.

Mani : That's a good idea. I wish him all the best in his future endeavour.

Mala : Thank you.

**Answer the following questions.**

1. Why was Mala a little sad?
2. Where is Mala's elder brother?
3. What is his job?
4. What company does he work for?
5. Did Dr. Abdul Kalam work in any foreign country?
6. What is Mala's brother's future plan?

**B. Speaking**

**Practise the dialogue in Section A with your group-mate. Take roles, change roles and practise in your groups.**

**Complete the following dialogue choosing suitable phrases from the given box. Then practise it.**

That's fine, That's great, Lovely, Keep it up, Sure
---

A: Hi! What's this?

B: It's my PC.

A: Oh!.... What's a PC?

B: A Personal Computer.

A: -----1----- Do you use it every day?

B: Of course, at least an hour a day.

A: -----2----- -----3----- . You can learn a lot from it.

B: You may also use my PC, if you want.

A: -----4----- . Thank you very much.

B: Not at all. Together we can have a great time.

**C. Reading**

**Pre-reading questions.**

How many of you have computers at home?

If you are in a village, is there a computer in your locality?

What will be the future like?

## THE GLOBAL VILLAGE



Mankind has passed through many ages - the Stone Age, the Copper Age, the Atomic Age, and the Space Age. Today, we are in the Computer Age. In every walk of life we use computers. Computers have revolutionized tele-communication too. In your school, you may have a computer Lab or Room, but how many of you are computer literates or computer friendly? To become one, you need some basic information about computers.

A computer is a fast electronic calculating machine. It accepts digitised input information. It processes this input according to a list of instructions. These instructions are internally stored in the machine. Finally, it produces the resulting output information. The list of instructions stored internally is called a computer programme. The Internal storage is known as computer memory.

There are many types of computers. They differ in size, cost, computing power and use. The most common is the Personal

Computer. It is mostly used in homes, schools and offices. It is also known as desktop computer. It has processing and storage units, monitor, audio output unit and a keyboard.

Notebook computer or laptop is the second type. It is a compact version of the Personal computer. It resembles a thin briefcase. It is portable, too.

Workstation computers are the third type. They are very large and powerful. They are also known as 'Mainframes'. They are used in big factories, companies, etc.

The use of computers is very popular because of Internet. The word 'Internet' is the short form of International Network of Computers. The computer can be connected to an Internet Service Provider. When one connects his computer to the Net, he/she is said to be 'on line'.

The uses of internet are innumerable. One can find anything anywhere the easy way. One can browse sports, news, finance, etc. One can interact with people with similar interests. One can download some latest software. Some software can be downloaded free of cost. One can also create one's own web site, a site in which one can store information for others to browse.

Another astonishing use of the Internet is the sending of e-mail (electronic mail) message. The message is sent at once to any place in the world. One needs only to type the e-mail address. A typical e-mail address is like "raksave@hotmail.com". Then the message is typed on the screen and the "send" button is clicked. We can also know whether the message has been sent or not. Thus e-mail has brought a radical change in telecommunication.

The other novelty in communication is chatting through Internet. One can type something in, and within seconds someone at the other end of the world types back his reply. Through a 'voice chat', one can talk to a person at the other end. Also, the person can be seen on the monitor if a Web camera is fitted to the computer, Internet is also an alternative to telephone network and is called 'Internet telephony'. It can cut the cost of a long distance call to that of a local one. Imagine the pleasure of talking to your relative in the US at the cost of a local call.

The use of computer has certainly changed our life-style. Distance is not a problem at all. The whole world has shrunk into a global village.

***Glossary:***

revolutionized	- changed completely or radically
communication	- methods of sending information
literate	- (here) able to use computers
digitize	- change data into a digital form
process	-method of doing
internally	- connected with the inside of a thing
computational	- connected with computers
compact	- small
version	- slightly different form
portable	- easy to carry
popular	- famous
innumerable	- a lot of
message	- a piece of information
browse	- look through the pages.
download	- to move data to a computer from other sources
software	- programmes in a computer
astonishing	- very surprising
novelty	- something new, different

alternative - one of two or more possibilities

### ***Comprehension***

#### ***I. Answer the following questions.***

1. What are some of the ages the world has passed through?
2. What are the changes in the field of communication?
3. What is a computer?
4. What does a computer do?
5. A computer programme is \_\_\_\_\_.
6. What are the different types of computers?
7. What is 'Internet'?
8. List out the uses of the Internet?
9. Explain briefly about e-mail messages.
10. What is 'chatting'?
11. Mention the two types of 'chatting'.
12. What is Internet telephony?

#### ***II. Choose the best answer from the given options.***

1. The final information from the computer is called \_\_\_\_\_.  
a. input b. output c. memory d. programme
2. The number of types of computers referred to in the passage is  
a. three b. four c. six d. innumerable
3. When one connects the computer to the Net, he / she is said to be \_\_\_\_\_.  
a. on computer b. outline c. on line d. on Internet
4. Through Internet we can send \_\_\_\_\_ message immediately.  
a. fee-mail b. e-mail c. pay mail d. all the above
5. While chatting we need \_\_\_\_\_ to see the person on the screen.

- a. an automatic camera
- b. an ordinary camera
- c. a web camera
- d. none of the above

***D. Vocabulary***

***I. Abbreviations***

***Read the dialogue in section A again. You can find the following abbreviations:***

AT&T, US, UK.

They are short forms of long phrases or words. Instead of writing them fully, we use these abbreviations formed by, normally, the first letter of each word. Sometimes, the first and the last letter of words will make an abbreviation. Usually these letters are in capitals.

AT&T means American Telephones and Telegraphs

US refers to United States

UK refers to United Kingdom

You may come across many such abbreviations in many areas.

***Task 1:***

Collect a list of abbreviations that are mostly used in schools. (*e.g.*) HM

***Task 2:***

Look at the table of abbreviations. Expand them in the other column. If necessary, seek your teacher's help.

<b>ABBREVIATIONS</b>	<b>EXPANDED FORMS</b>
STD	Subscribers' <b>T</b> runk <b>D</b> ialling
ISD	
UNO	
HESCO	<b>H</b> imalayan <b>E</b> nvironmental <b>S</b> tudies and <b>C</b> onservation <b>O</b> rganisation
CM	
PRO	

*Some Computer-related Abbreviations*

<b>ABBREVIATIONS</b>	<b>EXPANDED FORMS</b>
CPU	<b>C</b> entral <b>P</b> rocessing <b>U</b> nit
UPS	<b>U</b> ninterrupted <b>P</b> ower <b>S</b> upply
CD	<b>C</b> ompack <b>D</b> isk
KB	<b>K</b> ilo <b>B</b> ytes
MB	<b>M</b> ega <b>B</b> ytes
DTP	<b>D</b> esk <b>T</b> op <b>P</b> ublishing

When these abbreviations themselves make a word, they are called *acronyms*. For example,

RADAR : Radio Detection and Ranging

DIET : District Institute of Education and Training

## ***II. Derivatives***

In the reading passage, 'The Global Village', the following words are examples of derivatives:

Tele-communication

In-put

Out-put

Here the smallest units such as 'tele', 'in', 'out'

are called *prefixes*. They are normally used in the beginning of words. You have a lot of other prefixes, too.

***Task 1: Read the following prefixes. Make words or derivatives using them.***

<b>Prefixes</b>	<b>Words</b>
Inter-	international
Multi-	
Anti-	
Pre-	
Non-	

Like prefixes, we have *suffixes* at the end of words to make derivatives. For example,

Communication, happiness, internally, teacher

**Task 2 : Discuss in your groups. Arrive at a list of words with more suffixes such as “ous”, “logy”, ‘gram’ and ‘some’.**

**E. Study Skills**

**Task 1 :**

**Visit your school computer room or a nearby internet browsing centre. Consult the computer assistant and list out the instruments found there. Talk about them among your group-mates.**

**Task 2:**

**In the computer room / browsing centre, create an ‘e-mail id’ for yourself. Send an e-mail message to your friend informing him how you created your mail id.**

**F. Grammar**

**I. ‘If clause type 3’:**

In section A, you have come across the following sentences:

*If he had not gone to the US, you would have been very happy.*

*If he had worked in a foreign country, he would have earned a lot of money.*

These two sentences are said to be ‘If clause type 3’ sentences. In the lower classes you have studied types 1 and 2.

‘If clause type 3’ describes a condition that is not likely to happen. Also, it relates to past conditions and actions. Such

conditions are impossible or rejected conditions. Now read the following sentences:

The *driver did not drive the car carefully. He met with an accident.*

Using ‘If clause type 3’, the above two sentences can be combined as:

*If the driver had driven the car carefully, he would not have met with an accident.*

In the conditional clause, Past Perfect Tense is used. The resulting clause will have : *would / might + have + past participle form of the verb.*

***Task 1 : Fill in the blanks using the right words.***

1. If Priya had ----- (practise) well, she would have given a good performance.
2. If I had studied medicine, I would ----- (become) a doctor.
3. If my father ----- (take) us to Ooty, we would -----  
--- (enjoy) much better.
4. If Kannan ----- (buy) a solar heating device, he -----  
--- (save) a lot of money.

***Task 2 : Read the following pairs of sentences. Combine them into one sentence using “If”.***

1. Ravi did not prepare well for the test. He got poor marks.

2. Devi came late to the bus-stop. She missed the bus.

---

3. Our team lost the match. The players didn't play well.

---

4. We didn't build a house all these years. We didn't have enough money.

---

## ***II. Transformation of sentences.***

In our speech and writing, we commonly use three kinds of sentences. They are

Simple Sentences  
Complete Sentences  
Compound Sentences

### ***Look at the following sentences.***

*We have been learning English for the past seven years.*  
(Simple Sentence)

*As we feel the need for English, we have been learning it.*  
(Complex Sentence)

*English is a useful language and so we've been learning it.*  
(Compound Sentence)

In a Simple Sentence, we have one finite verb and it is the main clause of the sentence.

In a Complex Sentence, we have two clauses, one main clause and one subordinate clause.

In a Compound Sentence, we have two main clauses connected by a coordinating conjunction “and”, “so”, “but”, etc.

The subordinate clauses in complex sentences are caused by the following conjunctions:

<i>Concept</i>	<i>Conjunctions</i>
time	When, While, As, After, Before
cause	Because, Since, As
concession	Though, Although, Even though
condition	If, Even if, As if, Unless
inherent	So that

Now let us see how one kind of sentence is changed into the other two kinds.

### ***I.***

*When I met my friend, I greeted him.* (Complex Sentence)

*On meeting my friend I greeted him.* (Simple Sentence)

*I met my friend and I greeted him.* (Compound Sentence)

### ***II.***

*The match was cancelled due to heavy rains.* --- Simple Sentence

*The match was cancelled because it rained heavily.* --- Complex

*It rained heavily (and) so the match was cancelled.* -----  
Compound.

### **III.**

*Though he is rich, he is very simple. — Complex Sentence.*

*In spite of being rich, he is very simple. — Simple Sentence.*

*He is very rich but is very simple. — Compound Sentence.*

### **IV.**

*If you work hard, you will get good marks. — Complex Sentence.*

*In the event of working hard, you will get good marks. — Simple Sentence*

*Work hard and you will get good marks. — Compound Sentence.*

### **V.**

*The problem is too difficult for me to solve. — Simple Sentence.*

*The problem is so difficult that I can't solve it. -Complex sentence.*

*The problem is very difficult and I can't solve it. — Compound Sentence.*

### ***Change the following sentences as directed.***

1. As soon as he finished his homework, he helped his father in his work. (Into Simple)
2. Though he worked hard, he couldn't get good marks. (Into Simple)
3. The school was closed on account of a local festival. (Into complex)
4. Drop this piece of chalk. It will break. (Into Complex Sentence)
5. Nowadays, laptops are too expensive to buy. (Into Complex Sentence)

### **G. Writing**

When we write letters to our friends and relatives we get a feeling of talking to them. Such letters are called Informal Letters in which we share our feelings and experiences with these people. In an informal letter, we have the freedom to use broken sentences, informal words and even grammar can be ignored, to some extent.

Here is a letter written by Joseph to his friend John describing his first day at a computer class.

Dear John,

I enjoyed your letter. I have something interesting to share with you. Yesterday we had our first computer class. It was just great! The computer is simply wonderful! There is something called a mouse. You keep clicking it – you can write, draw and even paint! And you don't need pens and pencils or erasers. And do you know, you don't even worry about grammar and spelling – the computer corrects it for you! I'm going to become a computer programmer. What about you?

Do write back soon!

Yours affectionately,  
Joseph.

***Task: Write a letter to your brother/sister/friend who stays abroad / in a hostel. Give him an account of how you missed him/her during a festival.***

### ***H. Occupational Competency***

***Task : Sit in your group. Look at a composite picture of a beach/a super market/ a jungle, etc. Talk about the picture in your group and then write a narrative piece of the picture.***

### ***I. Creative Competency***

***Task : Do you remember V.O. Chidambaranar, the great freedom fighter of Tamil Nadu? Collect information about him from books, magazines (and films too). Prepare a short biography of this great man.***

# POEM

## MODERN MACHINERY

We were taken from the ore-bed and the mine.  
We were melted in the furnace and the pit -  
We were cast and wrought and hammered to design  
We were cut and filed and looled and gauged to fit.

Some water, coal and oil all we ask.  
And a thousandth of an inch to give us play :  
And now if you will set us to our task.  
We will serve you four and twenty hours a day !

We can pull and haul and push and lift and drive,  
We can print and plough and weave and heat and light,  
We can run and jump and swim and fly and dive  
We can see and hear and count and read and write !

But remember, please, the Law by which we live,  
We are not built to comprehend a lie.  
We can neither love nor pity nor forgive,  
If you make a slip in handling us you die !

Though our smoke may hide the Heavens from your eyes,  
It will vanish and the stars will shine again,  
Because, for all our power and weight and size.  
We are nothing more than children of your brain!

*- Rudyard Kipling*

**Note :** Rudyard Kipling (1865 - 1936), an English poet, novelist and story writer was born in India. He wrote many popular poems and children's stories ('The Jungle Book', 'Kim'). He won the Nobel Prize for Literature in 1907.

***Glossary:***

ore-bed	- rock from which metal can be mined
mine	- place from where minerals are dug out
furnace	- enclosed place for heating
wrought	- shaped
file	- to cut or shape something
gauged	- measured
haul	- pull with force
comprehend	- understand
slip	- slide or skid
vanish	- disappear

***Comprehension questions.***

1. How were the machines made?
2. What are the basic things needed to operate machines?
3. How long does a machine work?
4. What can a machine do?
5. What is the nature of machines?
6. What happens if a machine is wrongly handled?
7. Which is more powerful - machines or human brain?
8. 'Pull' and 'haul' are two words which describe motion. Pick our other such words.

***Appreciation***

- Note down the effect of the use of 'and' repetitively.

- The machine is merciless. Which lines support this idea?
- Pick out the lines which describe the hectic activity of the machines.
- Which lines do you like best? Why?

## UNIT IV

### COMPETENCIES :

- A LISTENING: Identifying stressed syllables
- B SPEAKING :Persuading someone
- C READING : Understanding coherence
- D VOCABULARY: Spelling words correctly ;  
Giving the difference between spelling and  
pronunciation
- E STUDY SKILLS : Drawing / interpreting graphs
- F GRAMMAR : Using modals; Practising passive voice  
without 'by' phrase
- G WRITING : Writing a message based on a telephone  
conversation
- H OCCUPATIONAL COMPETENCY : Writing a project  
report
- I STRATEGIC COMPETENCY : Translating a poem
- J CREATIVE COMPETENCY : Writing about one's  
hobby, a favourite sport, etc.

*A, Listening*

*Listen carefully while your teacher reads the following passage.*

## **SUPERMAN BECOMES A SUPER HERO**

Once he had been an athlete - diving, flying, sailing, horse-riding. All of a sudden he was paralysed and became dependent on life-support machines. He began to experience feelings of humiliation, terror, and suicide. He overcame all that and emerged a super human being. Christopher Reeve the Superman of reel life became a superman in real life. He is a hero by any definition.

He was immobilised after an accident in May 1995. He broke the first and second cervical vertebrae. He underwent a number of surgeries and therapies. For a long time, he had to depend on the respirator. He required the help of nurses to provide him with 24-hour care. Today, he cannot walk, cannot even move his arms - yet he has not given up! The hero of 'Superman' is now actively involved in raising public awareness about spinal cord injury and how to cope with it. He is on the Board of Directors of the American Paralysis Association. He is also the Vice-Chairman of the National Organisation on disability. He has written his autobiography 'Still Me' yes, he truly is himself.

**Task 1: Listen to your teacher read the title of the passage:**

The words - **become**, **super** and **hero** are disyllabic words, that is, they have two syllables.

Be-come, su-per, he-ro

**Be'come** takes the stress on the second syllable.

**'Super** takes the stress on the **first** syllable.

**'Hero** also takes the stress on the first syllable.

*Your teacher will read the first paragraph now. As you listen note down the disyllabic words which take the stress on the first syllable.*

*eg. 'diving*

*Now your teacher will read the first paragraph again. Note down the disyllabic words which take the stress on the second syllable.*

*eg. ath 'lete*

*Now listen to the second paragraph, and note down the disyllabic words which take the stress on the first syllable, and those that take the stress on the second syllable.*

*eg. 'riding (first syllable stress)*

*de'pend (second syllable stress)*

*Now mark the stress for the words which you have noted down (see examples above).*

**Task 2 : Now listen to the words the teacher uses in your classroom. Make a list of disyllabic words and mark the stress.**

*eg. 'Teacher  
'Duster*

*Con'duct yourself properly  
Sub 'mit your note- books*

## **B. Speaking**

**Task 1 :** *Use the following conversation between Galileo and his enemies, to practise speaking aloud. One of you can be Galileo and a few others his enemies.*

### **THE NOBLEST EYE**

Galileo was born in Italy in 1564. As a child he was always asking questions, He was so clever and always thinking of something new. This made people angry, because they thought that a young man should only learn what was already known. He should not try to teach the world.

He used to gaze at the stars and planets through the telescope, for hours together, He discovered that the earth moved, but his enemies were furious and put him in prison.

The following is a conversation between Galileo and his enemies. He tries to **persuade** them to understand the truth,

Galileo : **Please let me** explain, the earth moves.

Enemy 1: How on earth can it move?

Galileo : **Why don't you** understand? The earth goes round the sun.

Enemy 2: It can't be. The earth stands still for ever,

Galileo : But the earth does move. **Please do** understand.

Enemy 3: No!

Galileo : **I really think** the earth goes round the sun.

Enemy 4: No, it doesn't.

Galileo : **Please don't** be blind to the truth.

All : That's enough. We will not listen to you anymore.

Galileo was the first to understand the greatness of the universe. He lived until he was seventy-eight. He had become blind by then. The noblest eye which God ever made was darkened, but later it opened the eyes of many.

**Task 2 :** *Look at the words/phrases in bold letters in the dialogue. Using these words/phrases and a few more given below, write a role-play on a group of students persuading a rich miser to donate money for flood-relief.*

'You must reconsider/ "It is in the interest or,' 'May be after sometime.'<sup>1</sup>

*Use the role-play to practise speaking aloud.*

### **C. Reading**

**Pre-reading** - 'Some are born great, some achieve greatness, others have greatness thrust upon them.' What about those to whom their very survival means enduring misfortune, crossing hurdles, swimming against the tide? Aren't they the truly great? This is one such triumph of (he mind over matter, of the spirit over flesh, of the will over weakness - the will to live and live worthily.

## *FLESH IS WEAK, SPIRIT IS WILLING*



Stephen William Hawking, the greatest of the living cosmologists and physicists, was born in Oxford, England, on the 8th of January 1942. After his schooling, he joined University College, Oxford and studied Physics. After a first class degree in Natural Sciences he went to Cambridge to do research in Cosmology. Since 1979, he has held the post of Professor of Mathematics, the one held by Isaac Newton in 1663.

Stephen Hawking has worked on the basic laws which govern the universe. With Roger Penrose, he analysed Einstein's Theory of Relativity. He showed that space and time would have a beginning in the Big Bang and an end in black holes. On the basis of the analysis of this phenomenon, he stated that the way the universe began was determined by the laws of science.

Professor Hawking has twelve honorary degrees. He was awarded many medals and prizes.

Well, there is more to the life of this eminent physicist

As a child, his movements used to be clumsy and unsteady. He fell over once or twice for no reason at all. Shortly after his 21<sup>st</sup> birthday, he was taken to hospital and made to undergo a number of tests. He was shocked, when he realised he had an incurable disease, a type of sclerosis, which weakened his muscles. The physicians predicted an early death for him.

He went back to Cambridge and carried on his research in general relativity and cosmology. He was not able to make much progress. He thought that he might not live for long and that his Ph.D. would never be completed. However he finished it.

As his scientific reputation increased, his disability got worse. Even feeding himself, and getting in and out of bed, became difficult. In 1980, he had to rely upon private nurses, who came in for an hour or two in the morning and evening. In 1985 he underwent an operation in the wind-pipe. After this, he needed 24 hour nursing care. Before the operation, his speech was not clear, but at least he could communicate. But the operation removed his ability to speak altogether. The only way he could communicate was to spell out words letter by letter. This was done by raising his eyebrow\* when someone pointed to the right letter on a spelling card. However a computer program specially devised for him, helped him to select words from a series of menus on the screen by pressing a switch in his hand. After he had formed what he wanted to say, he sent it to a speech synthesizer. A portable computer and a speech synthesizer were fitted to his wheel chair, which allowed him to communicate much better. Using this system, a book has been written, and dozens of scientific papers have been presented. Many scientific talks have also been given.

Stephen Hawking has never been healthy throughout his adult life. Yet it has not prevented him from having a very happy family life, and being successful in his work. He continues his research in Physics. He has been travelling and delivering public lectures, though it is quite taxing.

He has exhibited remarkable survival skills and has dared to defy misfortune. His philosophy of life has been very positive. From his career-graph it is understood that one need not lose hope. His life is an example that disability need not prevent one from reaching great heights. Grit and determination are his formulae to overcome crises. From his life it is clear that the emphasis is on will power, If there is a will, one need hardly struggle to find a way. For the mind can triumph over matter!

***Glossary:***

- hurdles – difficulties
- tide – a strong current of water
- matter – physical material that can be seen or touched
- cosmologist – one who studies the science of the universe
- Physicist – a person who studies and conducts research in Physics
- Theory of Relativity – the relationship between time, size, and mass changes with an increase in speed
- Big bang – the explosion of a single mass of material from which the universe began
- black hole – an area in outer space, into which everything near it, including light is pulled
- analysis – examination by dividing into separate parts
- phenomenon – a fact that is observed to happen
- honorary – given as an honour
- eminent – famous
- clumsy – awkward in movement
- incurable – that cannot be cured

sclerosis	– a condition in which a tissue in a part of the body becomes hard
predicted	– said that something will happen in the future
reputation	– the opinion about someone
disability	– the state of not being able to move or use the body properly
menu	– a list of different choices
synthesiser	– an instrument which combines and produces sounds
taxing	– needing great effort
exhibited	– showed
defy	– refuse to obey or respect
grit	– courage and determination
crises	– times of great danger or difficulty
emphasis	– importance

***Comprehension***

***I. Say whether the following statements are True or False.***

1. After the operation Hawking was able to speak clearly.
2. He has been healthy throughout his adult life.
3. He has a happy family life.
4. Grit and determination are his formulae to overcome crises.

***II. Complete the following utterances.***

1. Stephen Hawking is the greatest of the living .....
2. Space and time would have a beginning in the ..... and end in the .....
3. His movements used to be .....
4. He realised he had an ..... disease.

**III. Choose the best possible option from the choices given.**

1. Stephen Hawking went back to Cambridge and continued his research in -  
a) astronomy b) astrology c) cosmology d) biology
2. As his scientific reputation increased, his disability -  
a) became better b) got worse c) disappeared d) decreased
3. The operation removed his ability to -  
a) walk b) read c) write d) speak
4. A portable....., were fitted to his wheel chair  
a) computer and microphone  
b) switch and adaptor  
c) computer and speech synthesiser  
d) handle and lever

**IV. Infer the meaning of the underlined words from the context**

1. He had to rely upon private nurses.
2. He has dared to defy misfortune.
3. From his career-graph it is understood that one need not lose hope,
4. For (he mind can triumph over matter!)

**V. Answer the following.**

1. The one held by Isaac Newton in 1663>  
What does 'one' refer to?
2. However he finished it.  
Explain what 'however' means here.
3. Yet it has not prevented him from having a happy family life.  
Explain the significance of 'yet'.
4. This is quite taxing.  
What does 'this' refer to?

**VI. Answer the following questions.**

1. Who is Stephen William Hawking?
2. Which post has he held since 1979?
3. What disease did he suffer from?
4. What was his area of research?

**VII. Answer the following in a few sentences.**

1. Briefly describe Stephen Hawking's discovery.
2. 'There is more to the life of this eminent scientist' - Explain.
3. Why was he shocked to learn about his disease?
4. How was he able to overcome his crises?

**VIII. Write a paragraph on.**

The career-graph of Stephen William Hawking.

**D. Vocabulary**

**a) The pronunciation of-'ph' combination.**

**Look at the words** – *physics*, *philosophy* and *career-graph*, in your text. Note that the 'ph' combination is pronounced as 'f'. There is a difference between spelling and pronunciation. **Say these words aloud.**

**Task I ; Find out other words in your text** beginning in 'ph' ending in 'ph' and having 'ph' in the middle.

**Tip:** There *is* only one word in your text for each of these positions.

**Clue:** beginning in 'ph' -analysis of this  
ending in 'ph' - victory  
'ph' in the middle - is on will power

**Note:** Steven is pronounced as /sti:vn/

**Task 2: Make a list of other words that you know with this combination in various positions, and practise saying aloud.**

eg. *photo*, *sulphur*, *telegeaph*

**b) The pronunciation of 'x' in different words.**

Now listen to these words from your text. Your teacher will read them aloud - *example*, *except* and *tax*. Watch how the letter 'x' is pronounced. In the first word, it is pronounced as 'gz', in the second word as 'k', and in the third word as 'ks'.

Listen to this word. Your teacher will say it - 'xerox.' How is the initial 'x' pronounced in this word? It is pronounced as 'z'.

**Task : Prepare a list of similar words using the dictionary and practise saying aloud.**

eg. *exist*, *excite*, *box*, *xylophone*

**c) Beware of confusing pairs!**

One mourns the *deceased*. (Those who are dead)

One should help the *diseased*. (Those who are ill)

He spoke greatly of the *eminent* writer, (distinguished; outstanding)

He spoke fearfully of the *imminent* danger. (about to happen)

**Watch the difference in spelling and meaning of the words given in italics.**

**Task 1: Locate the words 'disease' and 'eminent' in your lesson. Read the context in which they are used. Use the words in sentences of your own, differentiating between 'disease' and 'decease', and 'eminent' and 'imminent'.**

**Task 2: Find out the meanings of these pairs of words. Use them in sentences to differentiate the meaning.**

**Compliment - complement; principal - principle;  
adapt - adopt**

**d) The plural of Greek and Latin words.**

Grit and determination are his *formulae* to overcome *crises*.

He broke the first and second cervical *vertebrae*.

*Formula* and *vertebra* are Latin words. See how their plurals are formed by adding 'e'.

*Crisis* is a Greek word. The plural is formed by changing the vowel 'i' to 'e', within the word.

Other Latin words and their plurals are -

**Index - indices, radius - radii**

Other Greek words and their plurals are -

*Axis - axes, criterion - criteria*

**Task 1 : In the following grid are hidden Latin and Greek plurals. They are found vertically, horizontally and diagonally. Circle them. One example has been done.**

S	U	R	A	S	Y	L	L	A	B	I	N	A	P	L
M	T	X	R	L	O	P	Y	Z	J	N	H	K	G	B
E	A	E	P	R	B	Y	E	T	W	O	L	Y	N	C
M	U	O	R	L	K	A	P	N	S	F	A	R	K	S
O	A	B	N	M	N	B	S	Q	O	M	B	U	S	J
R	B	A	U	L	I	Y	U	E	T	D	H	V	O	X
A	H	C	X	N	T	N	V	N	S	U	K	G	U	P
N	E	Y	M	Q	N	Y	I	R	E	A	D	Y	F	O
D	A	N	A	L	Y	S	E	S	S	R	A	T	U	M
A	D	R	A	E	G	U	M	L	A	T	E	R	S	X
X	S	V	A	R	U	K	H	I	O	U	K	I	T	E

**Clues:** There are four more hidden words in the grid. Two are in the horizontal position, one in the vertical and one in the diagonal position. The singular form of the hidden words are - syllabus, memorandum, analysis, terminus

**Task 2: Given below are the Latin and Greek plurals. Find out their singular form.**

Strata- ..... Errata- .....

**e) A compound noun generally forms its plural by adding -s to the principal word in the compound.**

eg. Peter's son-in-law is an army officer.

*John 's son-in-law are in the navy.*  
*His step-son is leaving tomorrow.*  
*His step-sons are leaving tomorrow.*

**Task 1: Give the plural for the following compound nouns.**

Daughter-in-law, man-of-war, commander-in-chief

**Task 2: Pick out the compound nouns in the following paragraph and give the plural form.**

His son-in-law and step-son quarrelled at the door step. A passer-by tried to pacify them. They were about to come to blows, when the maid-servant stopped them. They looked like men-of-war.

**f) Same form for both singular and plural.**

eg. The *sheep* is grazing. The *sheep* are grazing.  
The *fish* swim s in the pond. The *fish* swim in the pond.  
The *deer* runs fast. The *deer* run fast.  
The nouns *deer, sheep and fish* have the same form for both

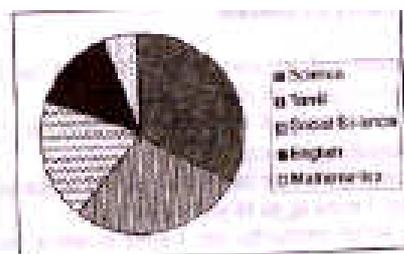
singular and plural. (The plural for *fish* is generally *fish*.  
*Fishes* is used to refer to different species of *fish*.)

**g) After Numerals:** *Dozen*, *thousand* and *score* do not change their plural form when they follow

*eg.* I bought three *dozen* apples.  
The table costs two *thousand* rupees.  
With medical advancements people easily reach the age of four *score*.

### ***E. Study skills***

***Task 1: The following is a pie-diagram. Look at the details given carefully and interpret the diagram. The questions given below will help you.***



- Which subject do the students like most?
- Which subject do the students like least?
- Which is their second favourite subject?
- Number the subjects from 1 to 5 based on their priority?

***Task 2: Now, find out the following information from your class-mates and prepare a pie-diagram. Out of the total number of students find out their favourite food-items. The following table will help you.***

<i>Favourite food-items</i>	<i>Number of students</i>
Cream-biscuits	
Chips	
Chocolate	
Ice-cream	
Pop-corn	

## ***F. Grammar***

### ***I. Head the following sentences from your text***

Stephen Hawking has *dared* to defy misfortune.

His movements *used to* be clumsy.

We *need not* lose hope.

One *need* hardly struggle to find a way.

The words in italics are modals.

*Dare* can be used with or without 'to'. Without 'to' there is no indication of tense. eg. How *dare* you say that?

With 'to' it can indicate all tenses, eg. He *dares to* disobey me always. She *dared to* challenge me yesterday -

*Used to* expresses a state or habit that existed in the past but has ceased now. eg, I *used to* go to school by bus.

*Need to* talks about necessity, eg, I *need to* see a doctor. *Need not* talks about giving permission not to do something. *Need* as a modal verb is generally used in the present, mostly in the negative and interrogative, eg. You *need not* go to school tomorrow. *Need* we invite him? I *need hardly* take his help. (meaning, I *don't need* his help)

***Task 1: Fill in the blanks with appropriate modals. (dare, dare to, used to, need to, need not, need, need hardly)***

1. How ..... she say that I am a coward?
2. Rash drivers ..... break the rules always.

3. When I was in the hostel I ..... get up at 5.00 a.m.
4. He does not have a pen, he ..... buy one.
5. Today is a holiday; you ..... go to work.
6. It is raining ..... you go out now?
7. She takes care of all my problems, I ..... worry.

**Task 2: Frame your own sentences using these modals.**

mdare, used to, need, need not.

**II. a) *The following is the procedure for baking cakes. Read it carefully.***

First flour is *measured* and *sieved*. Then sugar is *powdered* and butter *is whiped*. The powdered sugar is *added* to the butter. Next, flour *is added* slowly to this mixture. Egges *are beaten* and *added*. The cake tin is *greased* with butter. The mixture *is* then *pured* into this. Nuts are *sprinkled* on top. Meanwhile the oven *is pre-heated*. The cake tin *is placed* inside the oven. The cake *is baked* for 30 minutes. The oven *is switched off*. Then the cake *is taken* out. Finally it is *decorated* with icing and *served* with a smile.

***Note the phrases in italics. They are in the Simple Present Passive form, without 'by'.***

**b) *The following is a report of a surgery.***

The surgery *was performed* in a famous hospital. First the surgical tools *were sterilized* and *laid* on the table. After the patient *was wheeled* in, the donor patient *was brought* and *laid* on the adjacent bed. Their blood pressure *was checked*. Then anaesthesia *was administered* to both. Oxygen *was kept* ready. Their pulse *was monitored*. Inclusive *were made*. The kidney *was transplanted*. Afterthe surgery, intravenous drips were *administered*. The patients *were taken* to the ICU. After a few

days they *were discharged*. The doctor was a Christian, the patient a Hindu and the donor a Muslim!

*Here, the phrases in italics are in the Simple Past Passive form, without 'by'.*

**c) Decisions taken at a school board meeting, regarding plans for the next academic year.**

The new block, *will be completed* in May. Hostel accommodation *will be provided*. New courses *will be introduced*. Expert coaching *will be arranged* for cricket and hockey. Special classes *will be conducted* after school hours. Participation in extra-curricular activities *will be encouraged*. Students *will be taken* on field-trips once a month. Seminars and exhibitions *will be conducted*. Meritorious students *will be awarded* scholarships. Parent-teacher meets *will be organised* frequently.

*The phrases in italics in this paragraph are in the Simple Future Passive form, without 'by'.*

**Read the following sentences from your text:**

It *is understood* that one need not lose hope. (Simple Present Passive, without 'by')

Using this system, a book *has been written*. (Present Perfect Passive, without 'by')

He *was awarded* many medals and prizes. (Simple Past Passive, without 'by')

His Ph.D. *will never be completed*. (Simple Future Passive, without 'by')

Other Passive forms are -

The results *are being announced*. (Present Continuous Passive, without 'by')

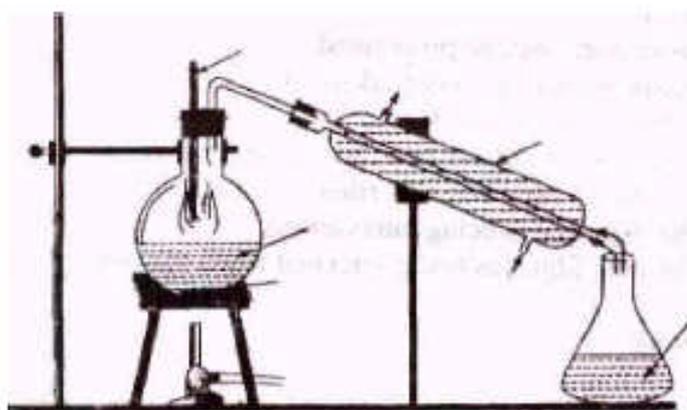
The date *had been extended*. (Past Perfect Passive, without 'by')

A science documentary *was being shown* on television, when a visitor came in. (Past Continuous Passive, without 'by')  
The job *will have been done by* tomorrow. (Future Perfect Passive, without 'by')

***Uses of passive -***

It is used when the agent is unknown, when the agent is too obvious or when the process is more important than the agent.

***Task 2: The following is the procedure for preparing distilled water.***



Take tap water in a round-bottomed flask. Fit a thermometer into the flask through a rubber stopper. Connect the flask to the inner tube of a condenser. Connect the other end of the inner tube to a receiver. Allow cold water to circulate in the outer tube of the condenser. Heat the flask. Boil the water to  $100^{\circ}\text{C}$ . The steam that is produced escapes to the condenser and becomes cool by the cold water circulating in the condenser. It condenses into pure distilled water in the receiver.

*Now, using the Simple Present Passive, without 'by' complete the procedure.*

Tap water is taken in a round-bottomed flask. A thermometer is fitted into the flask through a rubber stopper .....

*Task 2: Find out the correct passive form used in the following sentences. The first one has been done for you,*

1. Smoking is prohibited, (Simple Present Passive without 'by')
2. Trespassers will be prosecuted.
3. Repair works have been taken up.
4. Terrorists were shot dead.
5. A decision will have been arrived at next week.
6. The match had been cancelled.
7. The diplomat is being interviewed.
8. The new film was being screened when the bomb went off.

### **G. Writing**

*The following is a telephone conversation between a passenger and a railway officer.*

Caller : Hello. Is it the Central Railway Station?

Official : Yes, it is,

Caller : I am Vinod. I am travelling with my aged mother by the Bangalore Mail tomorrow. She is forced to be in a wheel-chair. I would like to ensure her comfort on the train.

Official : What would you like to know, Sir?

Caller : Is there a ramp to **shift** the wheel-chair onto the train?

Official : Yes, that can be provided.

Caller : As I am travelling alone, I would like somebody to

help me shift her from the platform to the train.  
Official : We can arrange for help, Sir.  
Caller : In case of an emergency, will I be provided with medical help?  
Official : We will have to check the reservation chart, to find out if there are any doctors travelling by the same train tomorrow. If not, the nearest station can be alerted for help.  
Caller : Whom should I contact as soon as I reach the station tomorrow?  
Official : Please contact the Station Manager.  
Caller : Thank you very much, Sir.  
Official : It's my pleasure.

***Task 1: Prepare a message based on the above conversation. Use the following questions as clues.***

1. Who is the caller? Who is he speaking to?
2. Who is travelling with the caller?
3. What information does the caller want?
4. Is medical help provided on the train?
5. What is the attitude of the Official?

***Task 2: Write an imaginary conversation between Alexander Graham Bell, the inventor of the telephone and yourself. Talk to him about the advancements in technology, highlighting the advent of the cordless, mobile, internet/e-mail***

#### ***H. Occupational competency***

***Interview your class-mates and find out about their special talents, interests, etc. Based on the following questions, prepare a project report.***

How many students are there in your class?  
How many can sing, dance, paint, etc?  
Has any one won prizes in competitions?  
Has any one given public performances?  
How much time do they spend on their talents/interests?  
Does it affect their studies?  
Do their parents/teachers encourage them?  
Is there any one *with* any rare talents e.g. photography, etc?  
Is there any one who is not able to spend time/money in developing their talents?  
Do any of your class-mates receive special coaching in their areas of interests?  
This can be a group work. The class can be divided into two groups - Group A & B. Group A can interview Group B, and vice versa.  
With the help of your teacher you can add more questions to this list, and compile your report.

### ***I. Strategic competency***

#### *Lines Written in Early Spring*

I heard a thousand blended notes,  
While in a grove I sat reclined,  
In that sweet mood when pleasant thoughts  
Bring sad thoughts to the mind.

***The following is the Tamil translation of the above poem.***

#### **இளவேனில் காலத்தில் இயற்றப்பட்ட வரிகள்**

சோலையென்றில் நான் அமர்ந்திருக்கையிலே  
ஓராயிரம் ஒலிகள் இணைந்து இசைக்கக் கேட்டேன்  
மனதினுள் இனிய எண்ணங்கள் சோக நினைவுகளைக்  
கொண்டுவரும்  
அந்த சிந்தைக்கினிய வேளையிலே,

*Now, make an attempt to translate the following poem.  
You can use an English-English-Tamil Dictionary to find the  
meanings of words you do not know. Pay attention to the  
word  
order when you translate.*

*Twinkle, Twinkle, little star*

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle all the night.

*J. Creative competency*

*Task 1: Gather information on the following lines and  
prepare a write-up.*

My favourite sport-Cricket/hockey/foot-ball, etc.  
Recent major tournaments (world cup, etc.) - Names of  
sportspersons in this field - World records - any sportsperson  
who has overcome handicaps and achieved excellence in his/her  
field.

*Task 2 : Galileo's hobby was watching stars and planets  
through the telescope. What is yours? Write a short  
note on your hobby.*

# POEM

## The Blind Boy\*

O say what is that thing call'd light,  
Which I must ne'er enjoy;  
What are the blessings of the sight,  
O tell your poor blind *boy*!

You talk of wondrous things you see,  
You say the sun shines bright;  
I feel him warm, but how can he  
Or make it day or night?

My day or night myself I make,  
Whene'er I sleep or play;  
And could I ever keep awake  
With me 'twere always day.

With heavy sighs I often hear  
You mourn my hapless woe;  
But sure with patience I can bear  
A loss I ne'er can know.

Then Jet not what I cannot have  
My cheer of mind destroy:  
Whilst thus I sing, I am a king,  
Although a poor blind boy.

- *Colley Odder*

**Note :** Colley Cibber (1671 - 1757), English actor, dramatist and Poet Laureate distinguished himself by an aptitude for writing verse even as a boy. He has written a number of plays, mostly sentimental comedies.

***Glossary:***

wondrous	- wonderful
sigh	- the act of taking a long deep breath of relief
mourn	- to show sorrow for a loss
hapless	- unfortunate
woe	- great sorrow

***Comprehension questions:***

1. What is the grievance of the blind boy?
2. Whom is the boy addressing?
3. Who mourns his hapless woe?
4. 'I am a king' - How does the blind boy feel when he says this?
5. What are the blessings of the sight?

***Appreciation:***

1. Explain how the boy reacts to his blindness.
2. 'Then let not what I cannot have  
My cheer of mind destroy.'  
Explain the meaning of these lines.
3. The blind boy is not able to see the beautiful nature around him. But he is able to feel and experience it - Comment on this.

***Activity:***

Pick out the words denoting 'light' in this poem.

Pick out the words which denote 'sadness' in the poem.

Visit a school for the visually challenged, interact with the students and find out what they feel.

Read Milton's poem 'On His Blindness'. What does the poet feel on losing his sight?

# UNIT V

## COMPETENCIES :

- A LISTENING : Listening for main points
- B SPEAKING : Expressing pleasure, displeasure
- C READING : Understanding information, understanding instructions
- D VOCABULARY: Words related to food, cuisine and clothing
- E STUDY SKILLS : Note-making
- F GRAMMAR : Practising more phrasal verbs
- G WRITING : Using cohesion in discourse, to write articles for the school
- H OCCUPATIONAL COMPETENCY : Responding to media calls
- I CREATIVE COMPETENCY : Completing a story

### ***A. Listening***

***Listen carefully to your teacher reading out the following extract from the sports column of a newspaper.***

The seventh and final ODI between India and New Zealand at Hamilton was no different from the other ODIs. Saurav Ganguli's men were humbled by 6 wickets and they lost the series 2-5. India scored 122 runs in 44.5 overs losing all their wickets. In reply New Zealand romped home in less than 30 overs with six wickets remaining. Stephen Fleming remained unbeaten and was chosen man of the match. Pace man Daryl Tuffey was declared 'player of the **series**'.

***Answer the following questions.***

1. Where was the final ODI held between New Zealand and India?
2. Who won the final ODI and what were the scores ?
3. Who won the series?
4. Who was chosen man of the match?
5. Who was declared player of the series?

### ***B. Speaking***

***Work in pairs.***

***Student A: Imagine what you will say to your friend in the following situations.***

***Student B: Respond to student A. The words in the box will help you.***

1. Your friend has come first in the district but doesn't know it yet. Tell him or her.

2. Your friend borrowed your book and lost it. You are very upset.
3. Your friend has brought you a present from her or his trip.
4. Your friend just won an important race.
5. Your friend has just said something rude about another friend you like.

Thank you! Super! Fantastic! That's so nice of you! How could you do that! That is so lovely! Simply great!  
 Congratulations! That's not fair! How can you say that? I'm so sorry! Really? I can't believe that!

### ***C. Reading***

#### ***Pre-reading***

***What do you know about cooking? Choose the correct option.***

How do you cook idlis?	Steam/ boil/ fry/ bake
What do you do to the water before you make tea?	Steam/ boil/ fry/ bake
How is bread cooked?	Steamed/ boiled/ fried/ baked
How do you cook vadais or chips?	Steam/boil/fry/bake

***Talk to a friend.***

***What is the tastiest dish you have eaten? Do you know how it is made?***

***Tell your friend about it. These words will help you.***

Made of    you need    first you take    then    in the end  
 chop cut    mix    grind    serve

## KERALA'S SECRET TREASURE

- Adapted from *TRAVELS WITH THE*

*FISH* by C. Y Gopinath



Once upon a time, long ago, there lived a simple villager named Mohan. He lived in the enchanted part of Kerala called the Backwaters. Thin but wiry, with coal black hair and intense eyes, Mohan had one great passion - cooking. Everyone agreed that Mohan was a magician in the kitchen. At least they did in the part of the Backwaters where the Onam Boat Race is held.

Whenever there were visitors to his village, Mohan would shoo the women out and take over the kitchen. The women knew they were no match for Mohan and would give way. Later when he had conjured up a perfect feast, he would call them to serve the food. He would then retire modestly to a place from where he could see the guests' faces as they ate.

The thing I do not still know about Mohan is whether he was, capable of cooking up recipes in his head as well as in the kitchen. Some cooks are like that, you know. They can easily imagine a recipe that perhaps no one can make. And that is why

I do not know if the Stuffed Coconut is for real or something that Mohan dreamed up to make me smile.as I left Allepey.

Mohan spoke no English and I barely understand Malayalam. But when people are united by love for cooking, language is not a barrier. In the boat on the way back to Kochi. I used an interpreter to probe Mohan's love of cooking.

His answers were somewhat distracted. He seemed to be thinking of something else. Suddenly he asked me, "Shall I tell you about the Stuffed Coconut?" And that was how it started. Once a year (said Mohan), just after the paddy harvest certain land-owning families parboil the rice in ancient stone vats in their backyards. The grain boils for several hours. They use the extreme heat in the vats to cook a coconut sweet. The result is a delicious dessert. You will be lucky to find it once a year. And then, only if you are in the right house at the right time.

The coconut should be well chosen. It should be neither so tender that the inner flesh is pulpy nor so marure that the white is hardened into a shell. Once such coconuts have been selected, a slice is neatly removed from the top and the sweet water drained. Each coconut is now stuffed with a delicious mixture of flattened rice (*aval* in Kerala), jaggery, a few cardamom pods, some cumin (*jeera*) and a spoon of. clarified butler. The coconut's lid is then replaced and the entire nut is bound up tightly in cloth and tossed into the vat where the rice is boiling.

Here in the intense heat, the treasure within the coconut is transformed by a process that is neither boiling nor baking nor entirely pressure-cooking nor anything else. For a few hours, the coconut dances about in the water like an impatient egg in an incubator. When the rice is finally ready, the coconut is all set to deliver.

If you've done it right, according to Mohan, then you should be able to tear away the outer husk of the coconut, which would have turned loose and fibrous. Sitting within it like a nearly perfect pearl, should be a hot, white ball filled with a heavenly sweetness. Through the hole at the top, you'd probably get wafts of cardamom, cumin and butter. You merely let it cool and then serve it.

Mohan disappeared into Kerala's dusk. I never met him again. Back in Mumbai, I tried hard to make the stuffed coconut at a friend's house. I used a pressure cooker instead of a stone vat but all I got was a misshapen pulp and a demolished coconut. Since then I have collared many friends in Kerala to find out the truth about the coconut dish. They have all heard me patiently. Some shook their heads sadly; others smiled tolerantly. They didn't say it but I could tell they thought I was nuts.

***Glossary:***

enchanted	- magical
Wiry	- thin and strong
intense	- very concentrated
conjured	- called up by magic
barrier	- something that comes in the way
interpreter	- translator
distracted	- not paying attention, to have something else on your mind
Paddy	- rice in the husk
parboil	- partly boil rice before storing for use
Vats	- large tub or tank
clarified butter	- butter that has been melted to separate and remove impurities
demolished	- destroyed
Nuts	- mad

collared - catch and hold someone by the collar so that they cannot escape

**Comprehension :**

**I. Choose the correct option.**

1. The Onam Boat Race is *held/not held* in the Backwaters.
2. The writer *wasn't sure/ was ,sure* that Mohan was speaking the truth.
3. The writer knew *English/Malayalam*.
4. Mohan knew *English/ Malayalam*.
5. The coconut *is filled/coveted* with the jaggery and spices.
6. Mohan is *experienced / inexperienced* in cooking.
7. You must serve the coconut *after/before* it cools.
8. The writer *was able /wasn 't able* to make the coconut sweet.

**II. Do you think the writer's story is true? Why do you think so?**

**III. Rearrange sentences 2 to 10 in the correct order.**

*The first and the last ones are done for you.*

1. Choose a coconut that is neither too tender nor too mature.
2. Keep the slice aside for a lid.
3. Tie up the entire nut tightly in a piece of cloth.
4. When the rice is ready the coconut too will be ready.
5. Slice the top off.
6. Tear out the outer husk.
7. Stuff the coconut with a mixture of flattened rice, jaggery, a few cardamom pods, some cumin and a spoon of clarified butter.
8. Drain the water inside.
9. Replace the lid.

10. Toss the whole thing into the vat where the rice is boiling.
11. Allow it to cool and then serve.

***D. Vocabulary***

***Task 1; Work in pairs.***

***Put the list of words relating to food and cooking under the following heads;***

- ***Foods I have eaten***
- ***Foods I haven't eaten***
- ***To do with cooking food***

bread	grater	halva	pudding
rice	pan pan	ice cream	dicing
boiling	kumia	cake	pastry
knife	steaming	<b>ladle</b>	bowl
wheat	parotta	biscuit	sieving
idli	pot	frying	gulab jamun
pizza	baking	chopping	grating cutting

***Task 2 : Work in a group.***

***Here is a list of clothes people wear. Which of these do you wear? Tick them.***

Shirt skirt trousers jeans blouse sari dhoti kurta pyjamas tie  
socks coat petticoat T-shirt

shirt	skirt	trousers	jeans
blouse	sari	dhoti	kurta
pyjamas	tie	socks	coat
petticoat	T-shirt		

*You have won Rs. 2000/- worth of coupons to spend in a clothes store. Talk to your friend and then make a list of the clothes you would like to buy.*

***E. Study skills***

*The Regional Tourism Department has displayed this poster near your house.*

*You want to tell your classmates about the advertisement. Complete the notes based on the information given in the poster.*

***Calling all Students of Class IX and XII***

***Do you know your area well? Do you speak English fluently?***

If so you can be a guide at our food festival and earn some money.

Talk about and serve your local foods to tourists on Sundays. You will be paid Rs. 100/- for every session.

Come prepared to take part in a quiz about local landmarks and food on the 23rd of February at 9.30 a.m. followed by an interview at 10 am. at the Tourist Information Office.

You can collect applications forms from the tourist office between 3.30 p.m. and 5.00 p.m. on any weekday or write with a self-addressed envelope.

Applications must come in by the 20<sup>th</sup> of February.

Notes:

<u>Advertisement for Tourist Guides</u>	
Guides need to know:	..... .....
To become a guide:	
Quiz on our area	: Time: Date: Place:
Interview	: Time: Date: Place:
Applications	: collect Time: Date: Place:
Due before :	

***F. Grammar***

**1. *Work in a group.***

In your group find someone who

1. gets up at 6.00 a.m.
2. gets on with his/ her parents
3. grew up in another town
4. stayed up late last night
5. got up early this morning
6. has handed in homework today

Write the names against each item.

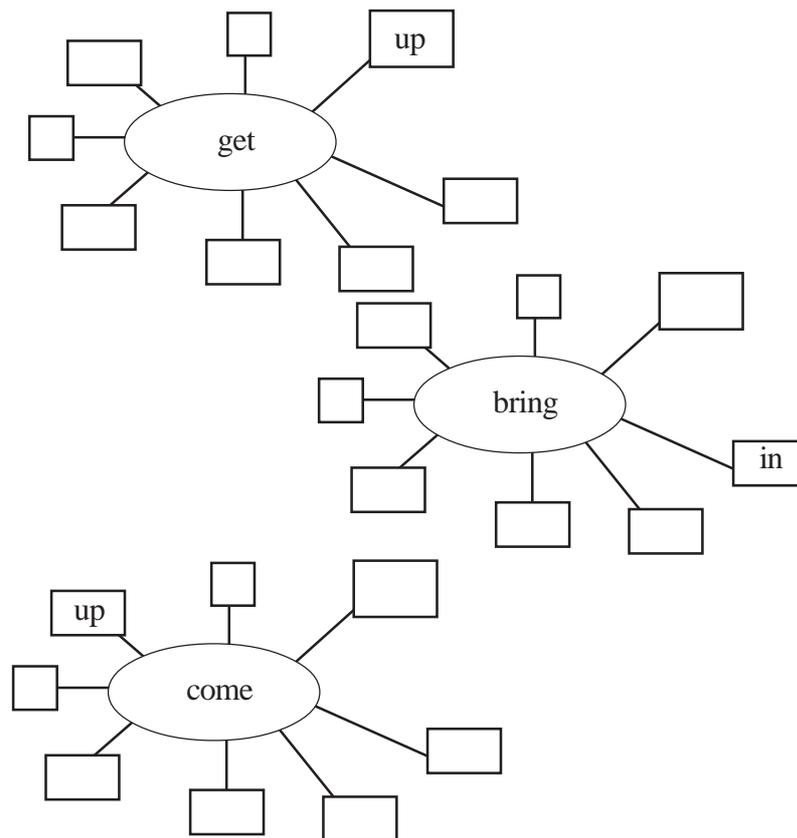
**2. *Work in pairs. Use phrasal verbs from the box to replace the words underlined in the sentences. You will not need to use all the phrasal verbs in the box.***

Keep on	found out	broken into	got away
get back	cut off	get round to	taken away
look into	put up	started on	

We were so late that we didn't return till midnight.  
 When we did we discovered that someone had entered  
 house. They had removed our TV and the computer. They had  
 also disconnected the telephone. We have asked the police to  
investigate the matter.  
 But they haven't begun their investigation yet. I don't know  
 when they will start it.

**3. Work in a group.**

*Find words that can be used with the verbs given to make phrasal verbs. Use your dictionary.*



## **G. Writing**

### **I. Read this paragraph from section C again. What do the words underlined refer to?**

Mohan's answers were somewhat distracted, He seemed to be thinking of something *else*. Suddenly he asked me, "Shall I tell you about the Stuffed Coconut?" And that was how it started. Once a year (said Mohan), just after the paddy harvest certain land-owning families parboil the rice in ancient stone vats in their backyards. The grain boils for several hours. They use the extreme heat in the vats to cook a coconut sweet. The result is a delicious desert. But you will be lucky to find it once a year. And then only if you are in the right house at the right time.

*You will notice that the words underlined are pronouns (he, they and that), articles (the), conjunctions (but, and) and adverbs (then). These words help connect the sentences in the paragraph to each other in a way that makes it easy for us to understand the writer's meaning.*

*In a good paragraph sentences must not only be logically arranged but should also be clearly linked with one another so that the reader finds it easy to understand.*

*Connect these sentences so that the paragraph is easier to understand and better to read.*

In a little town of England, there lived a baker called Harry Smith.  
Harry Smith baked the most wonderful cakes and muffins and cookies in town.

Cakes he baked were so soft that if you pressed its surface with your finger, it would leave a deep mark behind on the cake.

His sponge cakes bounced back to shape like a spring, when you pressed and then let them go,

## ***II. Work in a group to write an essay.***

***Choose a famous dish cooked in your area.***

***Each person in the group should write down all that they know about the dish.***

***Pool all your knowledge.***

***Go home and ask other people what they know, find out how it is made. Go to the library and see if you can find more information.***

***Group the information you have gathered under different heads.***

*e.g:*

Why is the dish famous? When do you eat it? - Is it made for a special festival?

Who eats it? How does one eat it? What is it made of ? How is it cooked? Why do you like it?

***Now work in pairs. Each pair should write the information gathered under one head into a paragraph. Make sure the sentences in the paragraph are arranged and connected properly, Next read the paragraphs written by the other pairs in your group to see if you understand them. Then arrange all the paragraphs into an essay. After that read out the essay in the group and make any corrections that you want. Now, make the final draft of the essay and display it in the class or give it to the editor of your school magazine. If you have students who can draw, ask them to make pictures of the dish and the***

*ingredients (things used to make the dish) and display them with your essay.*

*Underline the words in the paragraph above that show you the order in which you should do your task of writing the essay. These words also help link sentences together and make the meaning dear.*

#### ***H. Occupational competency***

***Read the poster in section E again. Complete this note to the Tourist office asking for an application form.***

Dear Sir,

I would like an application form for -----  
I am enclosing ----- with this note as  
required by you.

Yours sincerely,

#### ***J. Creative competency***

***Complete this story. Write what happened when the Rajah found a new barber.***

*Rajah Uday was feeling very worried and unhappy. His hair had grown so long that everyone was talking about it. But his barber had just died and he didn't know what to do. He could have got any barber in the country. The trouble was that he didn't know if he could trust any other barber as well as he had trusted his old and faithful one. And he needed a barber he could trust, to keep his secret. The terrible truth was that the king had a pair of ugly, long donkey's ears.*

# POEM

## HOW TO EAT A POEM

Don't be polite.  
Bite in.  
Pick it up with your fingers and lick the juice  
that may run down your chin.  
It is ready and ripe now, whenever you are.  
You do not need a knife or fork or spoon  
or plate or napkin or tablecloth  
For there is no core  
or stem  
or rind  
or pit  
or seed  
or skin  
**to** throw away.

*Eve Merriam*

**Note:** Eve Merriam (1916 - 1992), poet, playwright, director and lecturer was born in Philadelphia. She has taught and lectured in many other institutions. In addition to adult poetry she has written a number of books of poetry for children. In 1981, she was named the winner of the NCTE Award for Excellence in Poetry for Children.

### *Glossary :*

- core - the hard central part of the fruit
- rind - the thick outer skin of a fruit
- pit - a single large seed

*Answer the following questions.*

1. What does the poet mean by 'don't be polite'? If you ate something politely how would you eat it?
2. What does the poet ask the reader to bite into? What does she mean by it?
3. How would you be eating something if you used a spoon, plate or napkin?
4. Have you enjoyed a fruit in this way?
5. How did it make you feel?
6. Could you enjoy a poem in this way? Why or why not?
7. When you eat a fruit what do you throw away?

*Tick from the following:*

Pip, stone, skin, peel, rind, pith, seed, core, pit

8. Match the words above to the fruit below:

Orange, apple, melon, grapes, banana, mango, jackfruit

9. What is your favourite fruit?
10. What is the best way of eating a juicy mango? Why?

# UNIT - VI

## COMPETENCIES:

- A LISTENING : Using appropriate past tense morphemes  
/t/,/d/and/id/
- B SPEAKING : Accepting / refusing to do something
- C READING : Understanding information not stated  
explicitly
- D VOCABULARY : Using / identifying phrases / idioms  
in their speech / writing
- E STUDY SKILLS : Note-taking
- F GRAMMAR.: Practising degrees of comparison
- G WRITING : Punctuation - Quotation marks
- H CREATIVE COMPETENCY: Preparing a write-up  
based on a television programme

## A. Listening

### I. Listen carefully while your teacher reads the text.

Nelson Mandela, a great South African leader wanted to get equal rights for the Negroes. He called upon his people to fight till discrimination was ended. He advised them to continue the struggle peacefully and asked them to be ready for any sacrifice. Nothing stopped him from achieving his goal.

Did you notice how the past tense markers of the verbs in the passage were pronounced?

The past tense marker is pronounced differently as /t/, /d/ and /id/ depending on the sound before -ed.

### II. Listen to the way the suffix -ed is pronounced in the following words and enter the words in the correct column.

Word	/t/ (voiceless)	/d/(voiced)	/id/(after words ending in /t/ or/d/.
eg.	looked	cleaned	started
wanted			
walked			
realised			
ended			
laughed			
called			
resisted			
missed			

robbed			
skidded			
stopped			
begged			

**B. Speaking**

**I. Practise these dialogues in pairs.**

1. A : Will you lend me your dictionary ?  
 B : I'm sorry I can't. I have to finish the assignment.  
 A : Can I borrow it tomorrow ?  
 B : Certainly.
  
2. A : Excuse me. Could you fill in this form for me please?  
 B : I'm afraid I can't. I am in a hurry.  
 A : That's all right. To C : Sir, would you mind filling in this form for me ?  
 C : Certainly. With pleasure.

**II. Here are some fixed expressions for asking someone to do something and ways of accepting /refusing :**

*Asking someone to do something*

..... please.

Will / would you ..... please ?

I'd like you to .....

..... if you don't mind.

Would you mind ..... please.

*Accepting to do something:*

Oh sure, I'll do that.

Certainly, Don't worry, I shall help you.

With pleasure

*Refusing to do something.*

I'm sorry, I can't.

I'm afraid, it's not possible.

Terribly sorry, I'm in a hurry.

***Task : Here are some situations. Sit in pairs and play the roles selecting the appropriate expressions. The other participant can either accept / refuse to help.***

1. (On a bus). It is sultry. Ask the person sitting near the window to open it.
2. You are standing at the bus stop. Ask a passing motor cyclist to give you a lift as you have to go urgently to the railway station.

### ***C. Reading***

***Pre-reading questions:***

1. Have you come across the term 'Apartheid'?
2. What does it signify?
3. Can you name one or two persons who fought against racial discrimination?

## I HAVE A DREAM



Five score years ago, a great American in whose symbolic shadow we stand, signed the Emancipation Proclamation, which came as a joyous daybreak to millions of Negro slaves to end the long night of captivity.

But one hundred years later, the Negro is still not free, is crippled by the chains of segregation and discrimination. The Negro lives in poverty in the midst of plenty and finds himself an exile in his own land.

We have come here to dramatize this shocking condition. America has failed to fulfil its promise that all men would be guaranteed the inalienable rights of life, liberty and the pursuit of happiness.

Now is the time to make real the promises of democracy and make up your minds to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood. It would be fatal for the nation to overlook the urgency of the moment and underestimate the determination of the Negro.

We must conduct our struggle with dignity and discipline, without bitterness and hatred. Our creative protest must not

degenerate into physical violence, leading to the break down of law and order. We must meet physical force with soul force. We shall march ahead. There can be no turning back, we can never be satisfied as long as the Negro cannot vote nor gain lodging in the motels of the highways and the cities and gain social and political equality.

I know that some of you have come here out of great trials and tribulations. Continue to work with faith. Go back to your states and carry on with the faith that somehow this situation will be changed.

In spite of the difficulties and frustrations of the moment, I still have a dream that in the long run this nation will rise up and live out the true meaning of its created that all men are created equal.

I have a dream that one day in Georgia the sons of former slaves and the sons of former slave owners will be able to sit together at the table of brotherhood, that even the oppressive state of Mississippi will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character, that in the state of Alabama little black boys and black girls will be able to join hands with little white boys and girls and walk together as brothers and sisters. This is our hope. With this faith, we will be able to transform despair into hope, discord into brotherhood.

When we let freedom ring from every village and every hamlet, from every state and every city, we shall be able to speed up that day when all God's children, and black men and white men, Jews and Gentiles, Protestants and Catholics will be

able to join hands and sing, “Free at last! Free at last! Thank God Almighty, we are free at last!”

**Note :** Martin Luther King Jr, the Baptist minister is recognized as the leading figure of the Civil Rights Movement in the United States. He employed Gandhiji’s principles of non-violence in his struggle to end discrimination against American blacks. In 1964, he became the youngest recipient of the Nobel Peace Prize. He was assassinated in 1968.

He organized the massive March on Washington (August 28, 1963) where he made this speech.

***Glossary :***

- Score - a set of twenty
- Emancipation - freedom from political or social restrictions
- Proclamation - a public statement
- Captivity - the state of being a prisoner
- Crippled - damaged seriously
- Segregation - keeping somebody away from others, isolation
- discrimination - treating one group worse than others
- exile - sent away from one’s native country
- inalienable - that cannot be taken away
- make up - decide
- one’s mind
- quicksand - 1. a situation that is difficult to escape from (figurative)  
2. wet deep sand into which people or things will sink
- fatal - causing or ending in death
- protest - expression of strong disagreement
- degenerate - Pass into a worse moral state
- militancy - use of force or pressure
- motel - a hotel for motorists on the highways

trials and tribulations	- difficult and annoying experiences
oppressive	- cruel and unfair
transformed	- changed completely
oasis	- an area with water and trees in a desert
despair	- state of having lost hope
discord	- disagreement, quarrelling
hamlet	- a very small village

### ***Comprehension***

#### ***I. Fill in the blanks with suitable words from the text.***

1. “A great American in whose symbolic shadow we stand, signed the Emancipation Proclamation.”
  - a) The great American referred to here is.
  - b) Was he alive at the time of the speech?
2. The speaker relies on \_\_\_\_\_ force, (physical / soul)
3. In the beginning Negroes were kept as \_\_\_\_\_ in America.

#### ***II Give brief answers to the following questions.***

1. How should people be judged, according to the speaker?
2. How is political and social equality realized in practice?
3. Are the Negroes allowed equality with the whites?
4. Will the Negroes be satisfied with gradual and slow reforms?
5. Is there any similar discrimination and injustice in our society? Give some examples.
6. Which Indian leader do you think the speaker follows in his approach? How?

**III. Answer the following questions in about a paragraph each:**

1. Mention some of the disadvantages met with by the Negroes in America.
2. What are the speaker's dreams about America?
3. How should the struggle for social and political equality be carried on, according to the author?

**D. Vocabulary**

A phrasal verb is a main verb combined with an adverb or a preposition, or sometimes both, to make a new verb giving a meaning that is different from that of the main verb.

**I. Infer the meaning of the underlined phrasal verbs and match them with their meanings, given in brackets at the end of the exercise.**

1. They decided to carry on with the play inspite of the bad weather.
2. The project must go ahead. There can be no turning back.
3. Talks between the management and the striking workers have broken down.
4. Gandhiji lived out his principles during his life.
5. The workers were angry because the management had gone back on its promises.
6. Have you made up your mind as to where to go for the holidays?
7. The whole country rose up against the British government under the leadership of Gandhiji.

*(got ready to fight, continue, decided, to return the way one has come, practised, collapsed, failed to keep up)*

**II. There are a number of phrasal verbs beginning with the verb 'turn'.**

Here are some—

turn up, turn down, turn on, turn off, turn into.

Refer to the dictionary and find out their meanings.

**Task :** *Fill in the blanks with the appropriate phrasal verb, choosing from those given above.*

1. He tried to join the army but was \_\_\_\_\_ because of poor health.
2. It is very sultry. Please \_\_\_\_\_ the fan.
3. They have \_\_\_\_\_ the water while they repair a burst pipe.
4. In spite of the bad weather, many people \_\_\_\_\_ for the meeting.
5. I am going to \_\_\_\_\_ my garage \_\_\_\_\_ a play room for children.

**E. Study skills**

**Note - taking**

1. Why notes?

We take notes when we read a book in order to record information for future reference. Such notes help us to revise lessons easily before examination. Recording telephonic messages and noting down important points while listening to a lecture without missing salient points are other types of note taking.

Making notes from a book / written material :

Read the passage once quickly.

Underline the key items during the second reading.  
Note only the most important information.  
Condense the information.  
Omit examples and illustrations.  
Organise the condensed information in a suitable format.

Some strategies for condensing information :-

1. Use numbers instead of words.  
*eg.* sixty eight written as 68
2. Use short substitutes for long words.  
*eg.* cop for policeman
3. Use reduced verb forms
  - (i) Use the 'to – infinitive' to indicate future time.  
*eg.* TN Govt. to introduce welfare measures
4. Use abbreviations and acronyms.  
*eg.* SPCA., UNICEF etc.
5. Use condensed spelling of words.  
*eg.* Assn. for Association, Dr. for Doctor

***Model :-***

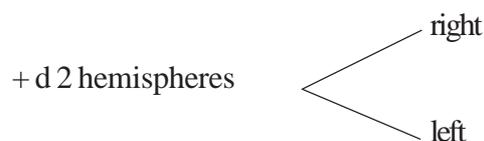
***Read the following paragraph and study the notes on it.***

The human brain is spherical like a ball. It is divided into two halves, called the two hemispheres. The right hemisphere controls the working of the left side of the body, while the left hemisphere controls the right side. Further more, each hemisphere controls certain kinds of mental activity. In most people reasoning, logical thinking and the learning of mathematics and languages are controlled by the left hemisphere

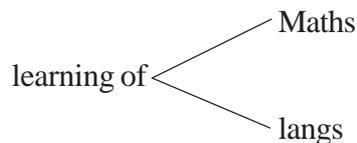
while abilities in arts and crafts and in music, dance and sports are controlled by the right hemisphere.

## Human Brain

Spherical



right h.s. controls  
right side of body  
reasoning  
logical thinking



### **Task 1 :** Listening to a news bulletin and taking notes

Hello students. Please sit in pairs. Your teacher will play a recorded news bulletin in English. Listen to it carefully and note down the important points in the given format. The cassette will be played three times.

During the first spell, the teacher will just play the main titles or the headlines once. You form a general idea of the items. During the second reading, you tick the category they go into and note the points briefly. Before you listen for the third time, check with your partner how many he has ticked. Listen for the third time, and confirm whether what you heard was accurate or not.

***Tick the category or categories each item belongs to.***

<b><i>Categories</i></b>	<b><i>Notes</i></b>
Politics / Government	
Overseas	
Disaster / Accidents	
Sports	
Economics	
Weather	
Defence / Military	

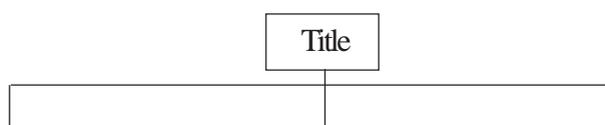
***Task 2 : Given below is an article on diet. Read it carefully and take notes using the format given at the end. Suggest a suitable title.***

People think that if they eat sufficient quantity of food, they will keep fit. But this idea is wrong. To keep good health one should eat a balanced diet.

A balanced diet includes fats, carbohydrates, proteins, vitamins and minerals. The first group is called energy-giving foods. The second category is called body-building foods. The third group is called protective foods.

Fats and carbohydrates are available in foods like butter, rice, sugar, mutton, bread, potatoes, etc.

Proteins are as important as fats and carbohydrates. They are found in cheese, meat, milk, organes, lemons, sea fish and onions. A balanced intake of these categories of food keeps us healthy and strong.



## **F. Grammar**

### ***Degrees of comparison***

With gradable adjectives, we can make three types of comparison.

- a) to a higher degree
- b) to the same degree
- c) to a lower degree

### ***A higher degree***

In comparing one thing or set of things with another thing or set, the COMPARATIVE degree is used. It is indicated by the inflexion – er or ‘more’.

eg. This pen is cheaper than that one.

In comparing one thing or set with two or more other things or sets, the SUPERLATIVE degree is indicated by the inflexion – est or ‘most’.

eg. Ravi si the tallest boy in the class.

### *The same degree*

The same degree is indicated by the construction ‘as + adjective + as’.

*eg.* This watch is as cheap as that one.

### *A lower degree*

Comparison to a lower degree can be indicated by ‘not + so/as+ adj’.

*eg.* Chennai is not as/so costly as Kovai.

There are three types of comparative sentences.

- Type 1: (i) Soul force is more powerful than physical force.  
Physical force is not so powerful as soul force.  
(ii) The Negroes are as good as the whites.  
The whites are not better than the Negroes.

Type 2 : Abraham Lincoln was one of the greatest leaders of America.  
Abraham Lincoln was greater than many other leaders of America.  
Very few leaders of America were so great as Abraham Lincoln.

Type 3 : Mississippi is the most oppressive state in America- (Superlative degree)  
Mississippi is more oppressive than any other state in America. (Comparative degree)  
No other state in America is so oppressive as Mississippi. (Positive degree)

**Task 1 : Change the following sentences into other degrees.**

1. Very few countries in the world are so thickly populated as China.
2. Bombay is bigger than any other city in India.
3. English is easier to learn than German.
4. Women are as intelligent as men.
5. The Ganges is one of the longest rivers in the world.

**Task 2: Fill in the blanks with the proper degree of the adjectives given in brackets.**

1. Mount Everest is the \_\_\_\_\_ (high) peak in the world.
2. Kolkata is \_\_\_\_\_ (big) than Chennai.
3. The Taj Mahal is one of the \_\_\_\_\_ (beautiful) buildings in the world.
4. No other school in the world is so \_\_\_\_\_ (large) as City Montessori School, Lucknow.
5. Hindi is as \_\_\_\_\_ (easy) as English.
6. Very few games are so \_\_\_\_\_ (interesting) as Cricket.

**Task : Study the following table.**

<i>Name</i>	<i>Rank</i>	<i>Height</i>	<i>Weight</i>	<i>Age</i>
Peter	I	4'9"	50 Kg.	15
Rahim	V	5'	55 Kg.	14
Ram	II	4'8"	60 Kg.	17
Sita	VI	5'2"	50 Kg.	16
Mary	III	5'6"	50 Kg.	15

From the figures given above, we can make the following statements.

1. Peter has secured the highest rank in the class.
2. Mary is as old as Peter.

*Use the table to write 10 more sentences comparing the students on the basis of rank, height, weight and age.*

### ***G. Writing***

#### ***Punctuation***

Quotation marks : ( ‘ ’ “ ” )

Single quotation marks or inverted commas are generally used in British English.

‘Help ! I’m drowning !’

In American English, double quotation marks are used.

”Help ! Im drowning !”

Quotation marks are used -

- to enclose words and punctuation in direct speech.  
‘Why did you go there?’ , he asked.  
The house owner said, ‘There are two bedrooms and a very large living room.’
- to draw attention to a word that is unusual for the context, for example a slang expression, or to a word that is being used for special effect, such as irony ;  
He told me in no uncertain terms to ‘get lost’.  
Thousands were imprisoned in the name of ‘national security’.
- to enclose the titles of articles, books, poems, plays, etc.  
Keats’ ‘Ode to a Nightingale’  
I was watching “My Fair Lady”.
- around short quotations or sayings:  
Have you heard the saying “Haste makes waste”?

**Task: Punctuate the following passage using quotation marks wherever necessary.**

1. the house owner said there are two bed rooms and a very Large living room mr farooq asked have the bedrooms got bathrooms a attached to them
2. one of them has said the house owner there is a store-room a big kitchen and a bathroom that sounds fine.
3. innocent men and women are killed in the name of religion
4. tagore was awarded the Nobel Prize for his book geetanjali
5. do you know the meaning of the proverb a stitch in time saves nine

#### ***H. Creative competency***

You watched a TV programme on Gorillas. You would like your Friend also to enjoy ihe programme. There is a repetition of the same programme later in the week. Write a short report on the programme and ask your friend to watch it.

You can use ihe following format to take notes which you can develop later.

Name of the programme :  
Channel :  
Time of transmission :  
Main theme of the programme :  
Brief description :  
Special Feature :  
Your views on the programme :

# *POEM*

## *MOTHER TO SON*

Well, son, I'll tell you :  
Life, for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters,  
And boards torn up,  
And places with no carpet on the floor -  
Bare.  
But all the time  
I've been a-climbin' on,  
And reachin' 'Landin's  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.  
So boy, don't turn your back.  
Don't you set down on the steps  
'Cause you finds it's kinder hard.  
Don't you fall now-  
For I've still goin', honey,  
I've still climbin'  
And life for me ain't been no crystal stair.

- *Langston Hughes*

**Note** : Langston Hughes (1902 - 1967) is one of America's important writers. He revolutionized Black writing and introduced the rhythms of Jazz and the Blues. He chose themes from Black life, and explored Black consciousness in his poem. In this poem, the mother uses Black American English. Using the metaphor of stairs, she advises the son not to slow down his efforts at going up in life.

***Glossary:***

ain't been	– hasn't been (In some dialects of English, double negatives convey only negative and not positive meaning)
crystal	– smooth, easy
stair	– a set of steps between two floors of a building
tack	– short pin with flat top
splinter	– small sharp piece of wood that has broken off a larger piece
boards	– flat pieces of wood used for steps I have been (Line 9)
I've been	– the floor at the top of stairs or between two sets of stairs
landings	– beginning to improve
corners	
there ain't been	– there hasn't been
I-se	– I am (line 18 and 19)

***Comprehension :***

1. Who is the speaker here? How do you know?
2. What does she compare life with?
3. To what does she compare the problems of life?
4. Has her tough life stopped her efforts? How do you know?
5. What is her advice to her son?

***Appreciation questions :***

1. What do these expressions mean?
  - (a) 'crystal stair'
  - (b) 'Veachin' landin's'
  - (c) 'tumin' corners'
  - (d) 'ain't been no light'.
2. Do you think the mother loves her son? How do you know?
3. Which lines are repeated in the poem? Why does the poet repeat them?
4. Which line do you like most?

***Just as there are differences between British English and American English spelling, there are also differences in vocabulary. Here is a list containing such differences.***

<b><i>American English</i></b>	<b><i>British English</i></b>
Candy	Sweet
Truck	Lorry
Gas	Petrol
Side walk.	Pavement
Movie Theatre	Cinema
Movies	Cinema
Airplane	Aeroplane
Game	Match
Trashcan	Dustbin

<i>American English</i>	<i>British English</i>
Drapes	Curtains
Math	Maths
Windshield	Windscreen
Garbage	Rubbish
Elevator	Lift
Railroad	Railways
Cookies	Biscuits
Crisp	Chips
Apartment	Flat
Peel (fruit)	Skin (fruit)
Neck tie	Tie

# UNIT VII

## COMPETENCIES:

- A LISTENING : Listening to a dialogue and answering questions
- B SPEAKING : Asking about possibility
- C READING : Identifying main ideas and the theme
- D VOCABULARY : Giving the meaning of foreign words and phrases used in English  
Using these words in writing
- E STUDY SKILLS : Editing and drafting
- F GRAMMAR: Identifying and using the rules of the definite article 'the'
- G WRITING : Developing a topic sentence into a paragraph
- H CREATIVE COMPETENCY : Greeting on various occasions

### *A. Listening*

*Listen to the reading of the passage. Your teacher will read it for you. After listening, answer the questions given below:*

#### **A PASSION FOR -----**

Ramesh Sharma, Superintendent of Police, represents the human face of the police. Over the past decade, Shaima has planted more than 2.5 lakhs trees, all over Madhya Pradesh and Chattisgarh.

“I am not doing anything great, says Sharma. “I just have a great urge to contribute something to the society to which I owe so much.”

When Sharma became the SP of Damoh district in 1994, he literally changed the face of all 20 police stations in the district. The greenery attracted children picnicking in the station premises. More than 1.25 lakhs of trees were planted in this district in two years.

Sharma’s efforts received national recognition when he was chosen for the Indira Vrikshmitra Prize in 1999. Trees are his first love.

#### ***Questions:***

1. Complete the title of the passage.
2. What is the human face shown by Sharma?
3. Why does Sharma go on planting trees?
4. What is the picnic spot of children in Damoh district?
5. How was Sharma’s service recognised?

### ***B. Speaking***

*Read the following paragraph.*

## **SELF - RELIANCE**

Dr. Anil Joshi has moved mountains, indeed. He changed the life of people in 150 villages in the Himalayan region. He helps them focus on their economics needs. He encourages them to tap local resources. He established an organisation called HESCO to help those villagers.

*Read the following dialogue between Dr. Anil Joshi and a villager choosing the right phrases given in the box. Then practise the dialogue taking roles.*

possible, any chance, going to,  
like to, quietly

- Villager : Hullo Dr. Joshi! Whydid you organise the 'HESCO'?
- Dr. Joshi : I learnt that real needs were different from felt needs. I was born in a forest. I loved trees. I wanted to do something for my society. Hence the HESCO.
- Villager : Is it ----(1)-----? Is there ----(2)----- of tapping local resources to improve our lot?
- Dr. Joshi : It's quite possible. See the people of Lantana village. what a change in their lives!
- Villager : True. They made use of the weeds available in their area. They made fences, doors, grain-containers and bee-hive boxes out of these weeds.
- Dr. Joshi : Amazing! The local weeds have become the livelihood of those villagers.
- Villager : I think this idea is ----(3)----- make wonders in people's lives.

Dr. Joshi : Sure! Make use of the available things. Don't wait for someone from somewhere to do something for you. In this respect, I really appreciate the novel Scheme of the Tamil Nadu Government.

Villager : What is the novel Scheme?

Dr. Joshi : The Waste Land Development Scheme! It's ---(4)--- change the lives of the unemployed.

### *C. Reading*

#### *Pre-reading activity.*

*Do you know the Tamil story of an old man who defied his King, Maruthu Pandiar in protecting two trees?*

*What do you understand by 'deforestation' and 'afforestation'?*

## THE KING TREE



*“What do the forests bear?  
Soil, water and pure air.  
What do the forests bear?  
Sustain the earth and all she bears”.*

I did not want to move into a new neighbourhood. I wanted to be where I was, with my books, my crayons, my room with nights that were well-worn and comforting. But there was no help for it – and so I was transported, books and all other apparatus, to Meghpur. And if ever I had dreams of opening out into a new person, I was certain it would never happen here, in this unknown mocking place.

I missed my school where nobody stared at me. I missed Arup who was always ten minutes early so that he could chat with me on the way. About? About everything - cricket, teachers, football, books, swimming, people, feeling helpless. Nowhere I was, finding the ever-cawing crows a little more familiar everyday, watching the sparrows, the long trail of

ants in search of water-- so orderly, so uncomplicated. And beyond the gate, the great NEEM TREE standing like a king.

The Neem tree shelters his people, the poor, the needy, the tired, the dogs. The buses stopped near him, too. And those who waited used his shade. "Nature is still possible here", said father and he was right. Though very often I wished I could also see a little more of humankind!

Suddenly I was jolted out of my thoughts by an enormous noise outside the house. I peeped out. There, under the King Tree, stood a man with an axe, and around him the bus crowd, and three children. Two were tall, a boy and a girl, and the third was smaller, a tousled girl who looked as if she had just come out of a haystack.

I just started at them. They were arguing with the man, shouting at him, and he was shouting back, something about his contractor, firewood and money. The boy, looking sad, angry and brave all at the same time, was trying to reason with him. So was the older girl, while the little girl danced about, brandishing her arms and sticking out her tongue now and then. Suddenly the man raised his hand at the children and the axe glinted. Before I knew it myself, I was out of the door and hobbling across to them, as fast as I could.

They stopped for a moment and started at me, all of them. The man lowered his hand and looked at me. The bigger girl took a step forward. The boy looked, but only at my face. The little girl's eyes were huge. She danced up to me and led me forward by my shirtsleeve. "He's also come to help" she proclaimed at the top of her voice. "He doesn't want our tree cut... You don't, do you?" she asked me confidentially. "You believe in equality, don't you? Don't you?" she persisted. "In everything being equal, trees, plants, flowers, us?"

But the man had started again, shouting, “You think this is your grandfather’s proerpty? My master wants this wood. it is good wood. It I want to cut it, I can. Who are you to stop me? People need firewood and we’re supplying them. You go and talk to the contractor, not me.”

“I don’t care who your contrator is”, yelled back the boy. “You can get firewood from somewhere else. But not this tree. Mind. Not this tree.”

“Not this tree” the bigger girl said.

“Not this tree” screamed the little girl. “You yell too,” she told me. “We need more voices”. And then like a true child of democracy, she began chanting:

No, you can’t,

No, you can’t,

And funnily enough, I began chanting it too, softly at first, then louder, as the others joined in, giving it a tune and a beat. We circled round the tree, weaving a strange magic under the King, who spread his arms out, protecting us, the poor, the needy, the unwanted, the dogs. As I hobbled round on my crutches, dragging my wasted leg with me, I felt my kinship with the King, the great one-legged King.

Children! It’s time we learnt the lesson, before time and forest run out.

***Glossary:***

Crayons	– coloured pencils or sticks
Transport	– to take goods from one place to another
Apparatus	– the equipment needed for a purpose
Sparrow	– a brown and grey bird
Uncomplicated	– simple
Shelter	– to protect from weather
jolted out	– acted on a sudden shock
enormous	– very large
peep	– to look secretly
tousled	– untidy, uncombed
brandishing	– waving something to threaten
glinted	– gave out flashes of light
hobbling	– walking with difficulty
proclaim	– publicly tell people about something
confidentially	– secretly
equality	– the child's term for 'equality'
persisted	– continued to do
yelled	– shouted loudly
chant	– words sung or shouted
crutches	– supports to help a person who has difficulty in walking
wasted leg	– leg thinned due to polio
kinship	– feeling of being close

***Comprehension Questions.***

***I.***

1. Where did the narrator's family move to?
2. Why didn't the narrator like to move to the new place?
3. What did Arup and the narrator talk about?
4. Who does the neem tree shelter?
5. What happened suddenly?
6. Who argued with the man with an axe?

7. How did the children react?
8. How did the narrator get entangled in the affair?
9. What did the man say to them?
10. What did the children do?
11. How did the narrator identify himself with the tree?
12. What is the message of this story?

## ***II***

1. Is the narrator a boy or a girl?
2. How old, do you think, he / she is? Give reasons for your answer.
3. Bring out the character of the narrator.
4. Choose words from the story which suggest to you that he/she has a problem

## ***III.***

1. Nature is still possible here.  
Who says this? To whom?  
What does 'here' refer to?  
What made the speaker say this?
2. You believe in equality; don't you?  
Who says this? To whom?  
When does the speaker say this?  
What does the speaker mean by "equality"?
3. Who are you to stop me?  
Who says this? To whom? When?  
Why does the speaker say so?

## ***D. Vocabulary***

### ***Foreign words and phrases:***

English is a language rich in its vocabulary because it has accepted and assimilated words and phrases from other languages. Such words are termed Loan Words. Latin, French,

and Greek have contributed profusely. Even Indian Languages have contributed considerably. Here is a list of such words.

*Vice versa, ad hoc, bon voyage, bonafide, en route, via, sine die, post mortem.*

Science, Law, Medicine, Mathematics are a few areas where such words are frequently used.

**Read the following sentences.**

1. Normally, we form an *ad hoc committee* in schools for admission.

Here *ad hoc* means arrangement made for a specific purpose.

2. The Speaker adjourned the Lok Sabha *sine die*

'*Sine die*' means indefinitely or without mentioning the date of the next meeting.

3. Ravi stopped at London *en route* from Chennai to New York.

"*en route*" means on the way while travelling.

4. The Headmaster has certified that Kannan is a *bona fide* student of this school.

"*bona fide*" means true or genuine.

5. Last month, we went on an excursion to Mysore *via* Bangalore.

Here “*via* “ means by way of something or through something.

***The following are some more examples. Infer the meanings of the underlined words.***

1. There will be a viva-voce examination at the end of the course. (= \_\_\_\_\_)
2. I cannot attend the convocation. Please send my degree in absentia. (= \_\_\_\_\_)
3. As the man had died in an accident, a post-mortem was conducted, (= \_\_\_\_\_)
4. No one can sing like Smt. M.S. Subbulakshmi. She is a singer par excellence. (= \_\_\_\_\_)
5. When you apply for a job, remember to enclose your curriculum vitae. (= \_\_\_\_\_)

### ***E. Study skills***

#### ***Editing:***

When we refer to books in the library and other sources for more information, we don't write full sentences. Instead we jot down important points. Then we go through these points leisurely and try to summarise. We jot down information in bits and pieces ignoring the structure, spelling, punctuation etc.

Editing is the process of correcting sentences, spelling, grammar and arranging the sentences using linkers to form a coherent passage.

***Task 1: Here is an unedited piece based on the first paragraph of the story.***

- unwilling to move - new place

- liked to be in the old place
- no other go
- must go to Meghpur
- everything transported
- doubtful of good friends in new place

Go through these notes. Discuss in groups. Write a good paragraph of your own. (Don't reproduce the paragraph from the story)

## ***F. Grammar***

### ***Articles***

Articles ( a, an and the ) belong to the category of determiners. Articles usually come first in noun groups. Articles are generally grouped as Indefinite (a/an) and definite (the) articles.

The indefinite article is used with singular countable nouns (a cat; an orange). It cannot be used with uncountable nouns.

The definite article (the) can go with singular, plural and uncountable nouns. In short, “the” can be used with all kinds of nouns.

Since you have studied the use of the indefinite article in the lower classes, let's focus on the uses of the definite article here.

### ***Uses of the definite article***

We use the definite article 'the',

1. before a noun when we want to refer to a particular one.

*e.g:*    *The man in red shirt*

*The boys of this class*

*The milk bought in this shop*

2. when a noun is repeated in a sentence that follows.

*e.g:* The dog has a tail. *The tail* is curved.

3. when a singular noun represents the whole class.

*e.g:* *The cow* is a useful animal.

4. before the names of rivers, seas, mountains, etc.

*e.g:* *the Kaveri; the Ganges;*

*the Arabian Sea; the Bay of Bengal*

*the Himalayas; the Western Ghat*

5. before the names of some books

*the Bible; the Holy Koran; the Gita*

6. before the names of things, unique of their kind

*the sun; the earth; the sky*

7. before superlatives

*the best; the most beautiful*

8. before an adjective to make it a noun

*the rich ; the poor ; the English*

9. before the names of jobs or profession

*the Teacher; the Doctor; the Manager*

***Task 1: In some of the following sentences the definite article is missing. Rewrite them inserting ‘the’ wherever necessary.***

1. The Prime Minister will address the nation tonight.
2. Arjuna was the best student of Dronacharya.
3. My mother reads Bible *everyday*.
4. Dog is loyal to its master.
5. The shirt which I bought yesterday is too small for me.
6. Shakespeare has written great tragedies. Tragedy I like most is Hamlet.
7. Ganges is the holy river of the Hindus.
8. Does the sun travel round the earth?
9. On Ramzan day, we should feed the poor.
10. This is house that Jack built.

***Task 2 : Read the following passage. Discuss in your groups and use “the” wherever necessary in the passage.***

In 1974, women of Reni village heard that some woodcutters were coming to forests near their village. Men were away. Forests belonged to Government. Village women blocked path leading to forests. They sang; “This forest is our Mother’s home. We will protect it with all our might,” Woodcutters had to return empty handed. But message is “Hug trees”. Movement is known today as “Chipko Movement”.

### ***G. Writing***

To develop a topic sentence into a paragraph:

In an essay or summary, we have many paragraphs logically connected to each other. Each paragraph has a central or main idea which can be found in one sentence. The sentence is called the topic sentence. The supporting ideas or points revolve round the topic sentence. From a topic sentence it is possible to develop a paragraph inventing supporting ideas.

In Section C, (The King Tree), look at the sentence.

“You believe in equality; don’t you.”

Let this be the topic sentence for the paragraph. You can think of answers to the following questions.

Who said this?

To whom was it said?

When was it said?

What happened then?

When we put all these and more answers in a cohesive manner, we can arrive at a paragraph.

***Task 1: Identify topic sentences in each of the first three paragraphs of the lesson.***

***Task 2 : Given below are some topic sentences. Discuss in groups and get as many points as possible. Put them all in order and write a paragraph on each of them.***

- a. Trees are the wealth of a country.
- b. Tamil Nadu will be the number one state in India.
- c. India will become a super power in the new millennium.

#### ***H. Creative competency***

We should know how to exchange pleasantries and greet friends and relatives on different occasions. We should also know how to greet people on important occasions. Look at the table and fill in the columns with suitable phrases.

**Occasions**

**Greetings**

On a birth -day	Wish you a Happy Birthday Many happy returns of the day.
On New year's day	.....
On Deepavali	.....
On Christmas	.....
On Ramzan	.....
On passing +2 examination	Congratulations on your.....
Your sister's wedding day	.....
Your brother leaves India for higher studies	.....
Your friend has won a scholarship	.....
Your mother has got a promotion in her office	.....

# POEM

## OUR CASUARINA TREE

Like a huge Python, winding round and round  
The rugged trunk, indented deep with scars  
Up to its very summit near the stars,  
A creeper climbs, in whose embraces bound  
No other tree could live. But gallantly  
The giant wears the scarf, and flowers are hung  
In crimson clusters all the boughs among,  
Whereon all day are gathered bird and bee;  
And oft at nights the garden overflows  
With one sweet song that seems to have no close,  
Sung darkling from our tree, while men repose,

When first my casement is wide open thrown  
At dawn, my eyes delighted on it rest;  
Sometimes, and most in winter, - on its crest  
A gray baboon sits statue-like alone  
Watching the sunrise; while on lower boughs  
His puny offspring leap about and play ;  
And far and near kokilas hail the day ;  
And to their pastures wend our sleepy cows;  
And in the shadow, on the broad tank cast  
By that hoar tree, so beautiful and vast,  
The water-lilies spring, like snow enmassed.

But not because of its magnificence  
Dear is the Casuarina to my soul:  
Beneath it we have played; though years may roll,  
O sweet companions, loved with love intense.  
For your sakes shall the tree be ever dear!  
Blent with your images, it shall arise

In memory, till the hot tears blind mine eyes !  
What is that dirge-like murmur that I hear  
Like the sea breaking on a shingle-beach?  
It is the tree's lament, an eerie speech,  
That haply to the unknown land may reach.

- *Toru Dutt*

**Note :** Toru Dutt (1856 - 1877), during her short span of life produced a good deal of work of high quality and promise. Her first collection of poems 'A sheaf gleaned in French Fields' consisted mainly of translations of French poems into English verse. Her Indo-Anglian poems 'Ancient Ballads and Legends of Hindustan' made her famous.

***Glossary:***

***Stanza 1***

python	- a large snake
rugged	- strong
indented	-uneven surface
summit	- top, the highest point
gallantly	- bravely
scarf	- cloth worn around the neck
crimson	- dark red
oft	- often

***Stanza 2***

casement	- a window that opens like a door
delighted	- pleased
crest	- the top or the highest part of something like a
wave	
baboon	- monkey
puny	- weak, feeble, little

off spring - a descendant, a child  
leap - jump  
hail - welcome  
pastures - grass land for cattle  
hoar - white  
enmassed - surrounded

*Stanza 3*

magnificence - extreme charm  
companions - friends  
intense - very strong  
images - pictures, copy of the pictures  
dirge - a sad and slow song  
shingle - mass of small stones on a beach  
lament - expression of great sadness  
eerie - strange and frightening  
haply - perhaps

*Comprehension questions.*

1. What is the creeper compared to?
2. Who is the giant referred to?
3. What can one see on the boughs and flowers?
4. What is the **garden** overflowed with at night?
5. The poet looked at \_\_\_\_\_ at dawn.
6. Say true or false.  
The baboon looks at its off-spring.
7. How does the poet describe the early morning?
8. Does the poet consider the tree dear to her?
9. Why does she consider it so close to her soul?
10. What is the speech of the tree compared to?

*Appreciation questions.*

1. Which words or phrases indicate that the Casuarina tree is strong?
2. Can a tree sing? Bring out the beauty of its song.
3. How is the tree personified?
4. Does the poet like the tree for its sake? Why?
5. What does the poet hear?
6. List out the similies employed in the poem.

# UNIT VIII

## COMPETENCIES:

- A LISTENING : Listening for gist
- B SPEAKING: Reporting events/speech
- C READING: Recognizing discourse markers
- D VOCABULARY: Using words/phrases appropriately
- E GRAMMAR: Practising relative clauses
- F WRITING: Writing a precis (summarizing)

**A. Listening**

**Task I:** Listen to your teacher reading out a telephone message about a room reservation. As you listen, fill in the message slip that follows.

“This is the manager calling from the youth hostel, Coimbatore. Received your letter. Single room is booked for 28<sup>th</sup> and 29<sup>th</sup> December. Booking confirmed.”

**Message Slip**

To.....

Date ..... Time .....

While you were out

Mr..... of .....

Telephoned		Wants you to call back	
Returned your call		Will call again	
Called to see you		Wants to see you	

Caller's No .....

Message .....

.....

Received by:

**Task 2: Listen to the message again. Which of the following letters were written after the message was received?  
Tick the appropriate letter.**

**Letter A:**

Dear Sir,

I would like to cancel my booking at your hostel, made for the 28th of December as I have cancelled my trip to Coimbatore. I'm sorry for the trouble caused.

With regards,

XXXX

**Letter B:**

Dear Sir,

Thank you for your telephone message. I would like to confirm my reservation for a single room at your hostel for the 28th and 29th of December 2003. I shall be arriving at Coimbatore at 7.00 p.m.

With regards,

XXXX

**Letter C**

Dear Sir,

I would like to book a single room at your hostel for the 28th and the 29th of December. I would appreciate a line confirming the booking.

With regards,

XXXXX

**B. Speaking**

**Task 1: Fill in the following.**

You are permitted to go anywhere in the world.  
Where would you like to go? \_\_\_\_\_  
How would you like to travel? \_\_\_\_\_  
With whom would you like to go? \_\_\_\_\_

Pass on your answers to the person on your right. Read the answers you have got from the person to your left.

Report the answers to the class.

*e.g.*: \_\_\_\_\_ wants to go to \_\_\_\_\_. He/she would like to go by \_\_\_\_\_ with \_\_\_\_\_.

**Task 2: Work in pairs. Read the information in the message slip. Report it to your partner. Prepare a similar slip. Ask your partner to report it to you.**

**Message Slip**

To : Ramesh  
Date : (imagine) Time : (imagine)

While you were out

Mr. Karunagaran of Madurai

Telephoned	✓	Wants you to call back	✓
Returned your call		Will call again	
Called to see you		Wants to see you	

Caller's No. : 0452-252349

Message : Wants to discuss vacation al Kodaikanal.

Received by: Mother

### ***C. Reading***

#### ***Pre-reading questions***

***1. Look at the title of the story given below.***

***Read some of the dictionary entries for the word 'track' given below.***

- track n**
1. a rough path or minor road
  2. a prepared course or circuit for racing
  3. a mark or line of marks left by a person, animal, or vehicle in passing
  4. a continuous line of rails on a railway

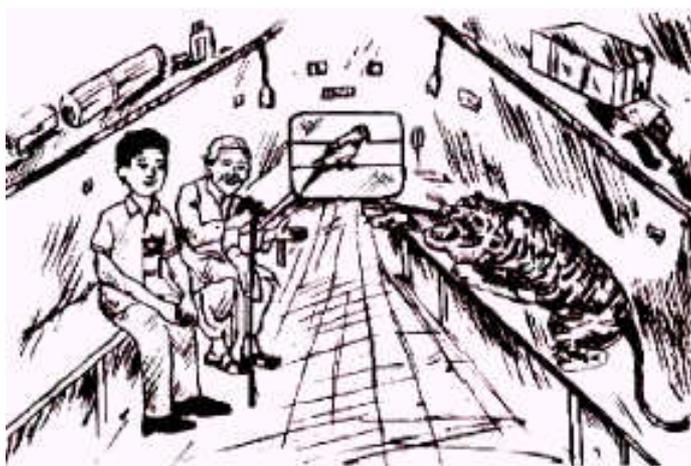
***What kind of track do you think the author means? Tick the correct one.***

***2. Work in pairs. Talk about the animals, reptiles and insects in this list. Tick the ones that you think will appear in the story.***

rhino	tiger	grasshopper	dog	squirrel
	kangaroo	python	cobra	parrot

## ANIMALS ON THE TRACK

- (adapted from a story by Ruskin Bond)



‘All aboard!’ shrieked Popeye, Grandmother’s pet parrot as we climbed into the Lucknow Express. Our family was moving from Dehra to Lucknow, in northern India. Grandmother was taking her pet parrot to Lucknow. Grandfather and I also took our pets. We brought along Timothy, Grandfather’s tiger and Chips my small squirrel. But we thought it better to leave our python behind. In those days India was not so crowded and it was possible to travel with pets.

Grandfather had decided to travel in style. So we had a four-berth first class compartment of our own. Timothy, the tiger, had an entire berth to himself. Later, everyone agreed that Timothy behaved really well on the journey. Even the guard said he could not have asked for a better passenger. All the same,

before we reached Lucknow there was excitement enough for everyone.

To begin with, Popeye objected to vendors poking their hands in at the windows. Before the train left Dehra station, he had nipped two fingers and tweaked a ticket-inspector's ear.

Then as the train started moving Chips, my squirrel, peeped out of my pocket. Before I could stop him, he was out of the compartment door. He had no difficulty in making friends with both children and grown-ups. Almost all the passengers had bought large amounts of roasted peanuts before the train pulled out. Chips felt he was in heaven. It was an hour before he returned with his tummy almost bursting.

"I think I'll go to sleep. It's been a tiring day," said Grandmother covering herself with a blanket. She stretched out on the berth opposite Timmy, "Aren't you going to eat anything?" asked Grandfather. "I'm not hungry, I had some soup before we left. You two help yourselves from the tiffin-basket." Grandmother dozed off. Even Popeye started nodding. "Well, I'm hungry," I said. "What did Granny make for us?" "Sandwiches, boiled eggs, a roast chicken, fruit pie. It's all in the tiffin-basket."

I tugged at the large basket and dragged it into the centre of the compartment. The straps were loosely tied. As soon as I undid them the lid flew open. I let out a gasp of surprise.

In the basket was grandfather's pet python. He was curled up happily on the remains of our dinner. Grandfather had let it loose in the garden. Somehow it had managed to get into the tiffin-basket. "Well, what are you staring at?" asked grandfather from his corner. "It's the python," I said. "And it has finished all our dinner."

Grandfather joined me and together we looked down at what remained of the food. Pythons don't chew, they swallow. The shapes of all the dishes granny had packed were outlined clearly along the length of the large snake's sleek body. We could see a chicken, a pie, and six boiled eggs. We couldn't make out the shapes *of* the sandwiches but those must have been eaten too because they weren't in the basket. Only a few apples remained. Evidently, the python did not care for apples. Grandfather shut the basket quickly and pushed it back beneath the berth. "We mustn't let Grandmother see him," he said. "She might think we brought him on purpose." "Well, I'm still hungry," I complained.

A little after midnight there was a great clamour at the end of the corridor. Grandfather and I woke up. Suddenly, there were cries of 'Saap, saap!' ( Snake, snake!) Grandfather was on his feet in a moment. He looked under the berth. The tiffin-basket was empty.

"The python's out," he said, and dashed out of our compartment. I followed close behind. About a dozen passengers were crowded outside the washroom door. "Anything wrong?" asked Grandfather casually. "We can't get into the toilet," said someone. "There's a huge snake inside." "Let me take a look," said Grandfather casually. "I know all about snakes."

The passengers made way for him. He entered the washroom to find the python curled up in the wash basin. Grandfather gathered up the sleepy, overfed python and stepped out. The passengers hastily made way for them. "Nothing to worry about," said Grandfather cheerfully. "He's had his dinner, so no one is in any danger." And he marched back to Our compartment.

Grandmother was sitting up on her berth when we got there. "I knew you'd do something foolish behind my back," she scolded. She wouldn't believe Grandfather when he told her he had nothing to do with it.

***Glossary:***

shriek	- cry out in a high pitched voice
pet	- a tame animal that you look after and keep in the house
in style	- (here) in a grand way
excitement	- strong feelings or great activity
object	- oppose or not want
vendors	- people who sell things at the wayside
nip	- pinch or bite sharply
tweak	- twist or pull
doze off	- sleep
tugged	- pulled
evidently	- clearly
clamour	- loud shouting and disorder
casually	- coolly, without a fuss
curled up	- rolled up in a coil

***Comprehension :***

***I. Answer the following questions.***

1. What was the excitement about?
2. How friendly was the squirrel? What did he gain out of it?
3. Where was the python? How did the python find its way there?
4. Was there enough food for the family? How do you know?
5. Did the passengers know in al the python belonged to the family? Explain.
6. Who was Popeye? What did he do to the ticket inspector?

**II. Choose the best option.**

1. The family consisted of
  - a) the author, his grandfather and grandmother
  - b) the author, his parents and grandparents
  - c) Chips, Timothy, grandfather and grandmother
2. Popeye was
  - a) a passenger
  - b) grandfather
  - c) grandmother's pet parrot
3. The author opened the tiffin-basket to
  - a) eat the food his grandmother had packed
  - b) help grandfather
  - c) see what the python was doing
4. Grandfather rushed out when he heard the noise because
  - a) he wanted to go to the toilet
  - b) he knew the python had escaped
  - c) he did not want grandmother to know about the python
5. The passengers quickly moved out of grandfather's way because -
  - a) they respected him
  - b) they were afraid of him
  - c) they were afraid of the snake

**III. Let us look at this passage in detail.**

Later, everyone agreed that Timothy behaved really well on the journey. Even the guard said he could not have asked for a better passenger. *All the same*, before we reached Lucknow there was excitement enough for everyone.

*To begin with*, Popeye objected to vendors poking their hands in at the windows. Before the train left Dehra station, he had nipped two fingers and tweaked a ticket-inspector's ear.

Then us the train started moving, Chips, my squirrel, peeped out of my pocket. Befroe I could stop him, he was out of the compartment door.

*Look* at the words or phrases in italics in the paragraphs above and do the exercise below.

***Choose the correct word or phrase and fill it in the blank that follows.***

1. *All the same means* *I Al the same means*

(a) yet (h) everything (c) everything was the same

***Timothy the tiger behaved very well. He did not make any trouble for anybody. He did not cause any excitement. ----- there was a tot of excitement on the trip.***

2. *To begin with means*

(a) firstly (b) starting (c) in the beginning

----- Popeye created some confusion.

3. *Then means*

(a) after that (b) so (c) and

-----, as the train started moving, Chips, the squirrel, came out of the author's pocket and ran out of the door into the passage.

**IV. Read the following sentences. They tell you what happened in the first part of the story. But they are in the wrong order. Write them out in the correct order.**

1. First the parrot yelled at everyone and bit people who came too close.
2. They had three pets travelling with them - a tiger, a parrot, and a squirrel.
3. Then the squirrel ran wild around the compartment begging for peanuts from everyone.
4. The tiger did not cause any trouble during the journey but the parrot and the squirrel did.
5. The author went to Lucknow from Dehradun by train with his grandparents.

**V. Fill in the blanks with words from the box to connect the sentences in this part of the story.**

then, first, finally, nest, after that
--

But the one that caused the most trouble was the python. Nobody knew it had got into the tiffin-basket.

----- it ate up the food in the basket. ----- it escaped from the basket. ----- it frightened the other passengers by sitting in the basin in the bathroom. -----, grandfather had to go and rescue it and calm down the passengers.

#### **D. Vocabulary**

**I. Work with a partner. Ask and find out**

(a) how your partner travels to school.

- (b) the best way to go to America.
- (c) a cheap and good way to travel from Chennai to Delhi.
- (d) an easy way to go from Trichi to Madurai.
- (e) how to send goods from Salem to Coimbatore.

The phrases in the box will help you answer the questions.

by train    by airplane    on foot  
by lorry    by bus

## **E. Grammar**

### **Defining Clauses**

The man **who** sold me the ticket has disappeared.

(Which man? The one who sold me the ticket.)

The train **that** I wanted to take has already left.

(Which train? The one I wanted to take.)

Here the relative pronouns are **who** and **that**. The relative pronouns act as subjects. The relative clauses restrict/modify the nouns they follow. Such relative clauses are called **defining relative clauses**.

*Note there are no commas after the antecedents.* The nouns that precede the relative pronouns are called **antecedents**.

Relative clauses are also called **subordinate clauses**.

**Task 1: Look at the table below and write meaningful sentences.**

<b>A ticket-collector</b>	<b>is a person who</b>	<b>checks your ticket on a train</b>
A passenger		swallows its food whole.
An engine driver	is a person who	you sleep on when you travel by ship or train.
A berth	is something that	is charged for travel.
A python	is a snake that	drives a train engine.
A fare		travels on a vehicle that someone else is driving.

**Task 2: Match column A with column B to make correct and logical sentences.**

**A**

**B**

I have found the ticket	which I saw yesterday.
A station master is a person	that gives the rules of the language.
That is the film	that I lost.
A kangaroo is an animal	who looks after the station.
A grammar book is one	that jumps around and is found in Australia.

**Task 3: Form relative clauses using the words given below.**

**eg. Pharmacist - A pharmacist is a person who prepares drugs.**

pilot, author, sculptor, governess, mechanic

**Task 4: Add relative clauses defining the words in italics.**

*eg.* Students like *leathers* who are kind and efficient.

1. *Furniture* should be repaired. (break)
2. Any *boy* should be punished. (misbehave)
3. Children like *relatives*. (bring-gifts)
4. *Clothes* should be stitched. (tear)
5. Teachers generally *like students*. (obey)

### **Non-defining relative clauses**

Sometimes we use a relative clause to describe a noun that is already definite or specified. In this case we use the clause to give added information about the noun. These relative clauses are called non-defining relative clauses. They come after the noun and are set off by commas.

*eg.* Grandfather, who loved animals, brought his tiger.

The Lucknow Express, which was standing at platform one, has just left.

**Now look at the two sentences given below.**

*The girls who wanted to go on a picnic were disappointed when it was cancelled. (defining clause)*

It means only some of the girls wanted to go on a picnic and were disappointed, others did not mind.

*The girls, who wanted to go on a picnic, were disappointed when it was cancelled. (non-defining clause)*

With commas, after the antecedent it means all wanted to go on a picnic and all were disappointed.

**Note:** Non-defining clauses appear normally in writing and formal speech

**Task:** *Compare the two sentences and find out the difference.*

1. My sister who is in Bombay is coming tomorrow.
2. My sister, who is in Bombay, is coming tomorrow.

**F: Writing**

**Read the following.**

‘All aboard!’ shrieked Popeye, Grandmother’s pet parrot as we climbed into the Lucknow Express. Our family was moving from Dehra to Lucknow, in northern India. Grandmother was taking her pet parrot to Lucknow. Grandfather and I also took our pets. We brought along Timothy. Grandfather’s tiger and Chips my small squirrel. But we thought it better to leave our python behind. In those days a India was not so crowded and it was possible to travel with pets.

**You can sum up or summarize the paragraph in a few words without leaving out the main ideas, like this:**

The author and his grandparents travelled from Dehra to Lucknow by train. Three of their pets, a tiger, a parrot and a squirrel also travelled with them.

**Task:** *Now read the paragraph below. Then complete the main points given in the notes below.*

## ABRACADABRA

ABRACADABRA is a word used by magicians in the West as they wave their wands and pretend to call up the spirits to help them with their tricks. It is similar to the word *Choo Mantar Kali* that Indian magicians use. In the old days in the West the word was used to magically call up kindly spirits for protection against disease. People say that the word comes from the first letters of three Hebrew Words: *Ab*, the father, *Ben*, the son, and *Acadsch*, the Holy Spirit. It was sometimes written in the shape of a triangle on a piece of parchment. People wore the parchment around their necks like a charm. They believed that it had the power to cure toothaches, malaria and other diseases.

### Abracadabra

Abracadabra

- word used by Western -----
- similar to Indian -----
- comes from -----
- ----- kept away disease
- wrote on-----
- wore around -----

*Now use the notes to complete the summary below.*

Abracadabra is a word used by ----- that is similar to the Indian----- . People say ----- comes from Hebrew. ----- believed that it kept away ----- . They ----- the word on charms that they then-----  
-----.

# POEM

## TRAVEL PLANS

If you could go anywhere, where would you go?  
Deep *in* the jungle? Deep in the snow?  
Deep in the ocean to talk to a fish?  
If you could go anywhere that you could wish?  
If you could go anywhere, here's what I'd do,  
I'd pop in the pouch of a kangaroo,  
I'd travel around for as long as I please,  
And I'd learn to say "thank you" in Kangarooese.  
I'd make myself little and then I would see  
The part of a flower that interests a bee,  
The way the world looks from the tail of a kite,  
The way the birds sleep in their nests at night.  
I'd go through the hole of a needle like thread,  
I'd spin like a top on the point of my head,  
I'd skate on an ice cube, I'd swim in a *glass*,  
I'd ride on a grasshopper, if one should pass.  
And when I got tired of being so small,  
I'd ABRACADABRA myself to be tall!  
I'd step over oceans, I'd step over seas,  
I'd cause a few shipwrecks, if I had to sneeze.  
I'd pet a giraffe on the top of his head,  
I'd find out for sure if the North Pole was red,  
And when I had seen all that I wanted to see,  
I hope I'd know how to turn back to me.

**-Bobbi Katz**

**Note:** Bobbi Katz was born in 1933, in New York. She began her career as a freelance writer and went on to hold a variety of occupations, including social worker, and radio show host. A devoted peace and environmental activist, Katz has organized many community service projects. An accomplished poet, Katz has conducted many poetry workshops for children and teachers.

***Glossary :***

kangarooese - the poet has made up the word to sound like and to mean a language spoken by Kangaroos  
skate - glide on ice wearing skates (special footwear fixed on metal blades)

***Answer the following.***

1. What kind of places would the poet like to see?
2. Why does the poet want to become small?
3. What will the poet do if he became really tall? Give two examples.
4. How does the poet say he would cause a shipwreck? Why?
5. Where in the world would you like to go?

The poet has made up the word 'kaugaraoese' which is not found in the dictionary. This is what is called poetic license.

Interestingly we have a few words in use, with the ending - eae. The examples are given below.

journalese - the language used in newspapers and journals.

legalese - the language used in law courts / legal documents.

officialese - the language used in official correspondence.

*Here are a few lines from R.L. Stevenson's poem 'From a Railway Carriage.' It describes the Joy of a child travelling by a train.*

Faster than fairies  
Faster than witches  
Bridges and houses,  
Hedges and ditches,  
And charging along  
Like troops in a battle.  
All through the meadows  
The horses and cattle;  
All of the sights  
Of the hill and the plain  
Fly as thick as driving rain;  
And ever again,  
In the wink of an eye,  
Painted stations whistled by .....

*Imagine that you are on a train, passing through a number of places /stations. Name any five scenes you would see from the window.*

*Would you have the same feeling of joy if you travel by bus?*

*How would you feel if you travel by an aeroplane or a ship? Imagine such a situation and write down what you might experience.*

*Would you like to travel alone or would you like to travel in company? If you like to travel in company, would you like to travel with your friends, or with your family members?*

*Do you know' that there are other modes of transport for travel too? For example, canoe, gas balloon, etc.*

*And of course you can go trekking, on foot!*

**PART II**

**SUPPLEMENTARY  
READER**

## 1. ANDROCLES AND THE LION

### *Pre-Reading questions:*

*What is the difference between wild and domestic animals?*

*Is it possible to tame wild animals? Yes, with some love, care and concern it is possible. At times you might have been cruel towards animals.*

*Read this lesson and find out what change it brings about in your attitude towards animals.*

Two thousand years ago, there lived in Rome a slave called Androcles. He was a small, timid man. He was very much afraid of his cruel master who used to whip his slaves even for the smallest faults. Androcles was very unhappy working for such a master. Therefore, one day, when he was travelling with his master in Africa, he ran away.

Androcles ran into the thick forest where he knew nobody would follow him. Barefoot and wearing only a short dress, which slaves in Rome always wore, and with nothing to defend himself. Androcles ran, and ran, and ran. At last, when it was growing quite dark, he reached a cave. There, he fell to the ground exhausted and was soon fast asleep. As dawn was beginning to break. Androcles woke up to hear a terrifying roar which echoed throughout the cave, making it shake as if there were an earthquake. Androcles nearly died of fright when he saw a gigantic lion standing in the opening of the cave, roaring loudly.

The lion went on roaring. Androcles expected to be eaten up by the lion. Then he noticed that the lion's front paw was bleeding. He realized that the lion was in pain. Very slowly and gently he moved towards the lion. He saw that a big wooden splinter was stuck in the tender, fleshy part of the lion's paw,

causing the animal great pain. Androcles began to talk to the lion very softly, as one would to a child in pain. He gently lifted the wounded paw, and very carefully pulled the splinter out. The lion seemed to understand that Androcles was helping him. When the splinter had come out, he gratefully licked Androcles' face with his big, rough, wet tongue.

Androcles and the lion soon became friends. They lived together, sharing everything like brothers. While the lion went hunting, Androcles went fishing and picking berries from the hushes. Every evening they shared their meal. The years passed by happily.

One day, when Androcles was alone near the cave, a party of Roman soldiers, who were looking for runaway slaves, caught him and took him away with them. In those days runaway slaves, when caught were thrown to wild beasts in the stadium. The excited Roman crowd, who liked cruel things, would sit all round the stadium and watch the fun.

Androcles was chained up in a prison cell until the day when he was to be thrown to the lions. At last the day came. Androcles was driven into the stadium through one gate, and a fierce, hungry lion charged through the other gate. Androcles shut his eyes and knelt down to await his death. Imagine the astonishment of the crowd, when the lion instead of rushing up to him and tearing him to pieces, licked him all over and jumped about like a pet dog. It was Androcles' own lion delighted to find his dear friend again.

On seeing this unusual happening, the crowd thought that Androcles must be a magician and they demanded that he be set free. The emperor agreed to the crowd's request and set him free. Androcles requested that the lion be set free too. The

emperor agreed. Androcles and his friend went back to the forests and lived happily ever after.

***Glossary:***

timid	- shy, not brave
whip	- a long thin piece of rope or leather, attached to a handle
exhausted	- tired
gigantic	- huge
splinter	- a thin, sharp piece of wood
tender	- soft
stadium	- a large sports ground surrounded by rows of seats
astonishment	- a feeling of great surprise

***Comprehension:***

***I. Choose the best answer.***

1. Androcles was a ..... man.  
a) brave b) timid c) strong
2. A big ..... splinter was stuck in the lion's paw.  
a) metal b) glass c) wooden
3. Androcles and the lion soon became.....  
a) friends b) enemies c) neighbours
4. The crowd thought Androcles must be a .....  
a) clown b) ring-master c) magician

***II Answer these questions briefly.***

1. Who was Androcles? What kind of person was he?
2. Where did Androcles fall asleep? What did he see when he

woke up?

3. Why was the lion roaring? How did Androcles help the lion?
4. What happened when Androcles was driven into the stadium?
5. How was Androcles set free?

***III. In the following sentences, one word has only consonants.  
Fill in the missing vowels.***

1. Androcles heard a terrifying roar which - ch- - d throughout the cave.
2. He gently lifted the w - - nd-d paw.
3. Imagine the - st - n - shm - nt of the crowd.
4. On seeing this - n - s - -l happening .....

***IV. The lion roars. Do you know the cries of other animals?***

The monkey **gibbers**.

The donkey **brays**.

The cow **lows**.

The sheep **bleats**.

The dog **barks**.

The frog **croaks**.

The cat **mews**.

The elephant **trumpets**.

The pig **grunts**.

The horse **neighs**.

The hyena **laughs**.

The wolf **howls**.

The tiger **growls**.

The rat **screeches**.

The squirrel **screams**.

The snake **hisses**.

***Pick out the wild animals from this list.***

**V. *The lion lives in a den. Where do some of the other animals live?***

dog	- kennel
beaver	- lodge
pig	- sty
hen	- coop
sheep	- pen
horse	- stable
frog	- pond

**VI. *Here are some adjectives derived from animals.***

lion	- leonine
cow	- bovine
dog	- canine
elephant	- elephantine
tiger	- tigrine
cat	- feline
zebra	- zebrine
sheep	- ovine

**VII. *Young ones of animals.***

cattle, elephant, whale	- calf
hen	- chick
horse	- colt
bear, fox, lion, tiger, wolf	- cub
duck	- duckling
eagle	- eaglet
deer	- fawn

cat	- kitten
pig	- piglet
dog	- puppy
frog	- tadpole
sheep	- lamb

### *VIII. Activity*

**SPCA - Society for the Prevention of Cruelty to Animals** is an organization which aims at creating a conducive atmosphere for animals to live in. Pay a visit to the organization and find out the activities of this organization.

## 2. “BUT EVERY ONE SAID -----”

### *Pre-reading questions.*

*What ‘They say.. ‘or ‘What will people say?’ has been used to stop us from what we want to do. Identify the people who said something negative and the people who proved them wrong.*

“Wilma will never walk. I’m so sorry Mrs, Rudolph, she shall always be a cripple. She cannot support herself without the brace. But she’s lucky to be alive”, said the doctor.

“Wilma will never walk? She can’t walk or will not walk?” asked the mother.

“What difference does it make? She cannot and therefore will not walk”, replied the doctor wearily.

“Oh there’s a world of difference. You see my Wilma will walk. So thanks and good-bye!” hustled out Mrs. Rudolph to the backwoods of Tennessee where she lived.

Mrs, Rudolph was very poor money wise but she was rich in faith, courage and grit. Wilma was the 20<sup>th</sup> of 22 children of Mrs. Rudolph. Wilma was born prematurely and looked very thin and frail. To make matters worse, when she was four she had double pneumonia and scarlet fever - a deadly combination that left her with a paralyzed and useless left leg. Her legs could not support her body and she had to wear an iron leg brace.

Wilma was poor and sickly but she was lucky to have a wonderful mother. Mrs. Rudolph knew that her daughter was efficient and the word ‘impossible’ was not in her dictionary.

she knew. Wilma was very bright and did not indulge in self-pity. She had great perseverance. So she said to Wilma, "Look here my child, believe me, if you want to walk, then you shall. All you need is an indomitable spirit, courage, persistence and hard work. It won't be easy but I promise you, together we shall make the impossible possible". She encouraged Wilma to exercise her weak leg to make it strong. Wilma massaged her leg daily and could feel it gaining strength.

When she was nine, Wilma removed the brace and took the first wobbly step, all by herself. The first few steps were extremely painful and her walk was funny, but Wilma never let that worry her. Within four years she developed a rhythmic stride, which was a medical miracle.

Wilma felt her leg become sturdy. Suddenly she had an inspiration. She wanted to be a runner. Everyone who knew her was astounded. Even her walking did not look normal. To run a race-! Well, they did not want to dampen her spirit but ..... Wilma entered her first race when she was thirteen. Every one was amazed to see her on the track. Some were scornful, some envious of her spirit and a few admired her grit. Wilma ran the race but she came last- far behind the other competitors. But this defeat did not discourage Wilma. She entered every race and came last but one day she came last but one. This was her turning point. From then on Wilma won every race that she ran.

Wilma went to Tennessee state university. There she met a coach called Ed Temple. The coach understood Wilma's indomitable spirit, her incredible determination and her natural aptitude. He trained her so well that she was selected to compete in the 1960 Olympics Games in Rome.

In the 100-metre dash, the hot favourite was Jutta from Germany. Nobody had ever beaten Jutta. But to everyone's

great surprise the unknown Wilma won the race. She went on to win the 200-metre dash too.

The 400-metre relay race was Wilma's final event. Jutta was determined to win at least the relay race. The first two runners in Wilma's team made perfect hand-offs with the baton and kept good time too. But the third athlete in Wilma's team was so excited that she dropped the baton instead of handing it to Wilma. While picking it up Wilma saw Jutta race like the wind. Everyone waited with bated breath. Many were sure that this time Wilma could not outrun Jutta but to their great surprise Wilma did just that. There was a standing ovation when Wilma sprinted ahead of Jutta.

Wilma made history that day for she set a new record as the first woman ever to win three gold medals in the same Olympic games. But everyone had said she would never walk again!

***Glossary:***

cripple	- someone unable to use their legs - disabled
brace	- a metallic support
hustle	- move quickly
prematurely	- happening before proper time
paralyzed	- unable to move part or a side of the body
perseverance	- constant effort to achieve something
indomitable	- courage that cannot be defeated
wobbly	- unsteady
stride	- walk quickly
inspiration	- a sudden good idea
grit	- determination
incredible	- unbelievable
aptitude	- natural ability
ovation	- applause

***I. Comprehension:***

***A. Choose the best answer.***

1. The doctor said Wilma would never walk because
  - a. she was born without legs
  - b. one of her legs became paralyzed
  - c. she was stubborn and refused to walk
  - d. she had an iron brace in her leg
  
2. Wilma was able to walk later because
  - a. she had great perseverance
  - b. she had an indomitable spirit
  - c. she had faith and courage
  - d. all the above
  
3. “Wilma did just that” means
  - a. she outran Jutta
  - b. she disappointed everyone
  - c. she lost the race
  - d. she surprised everyone
  
4. When faced with difficulties we should
  - a. pay attention to the doubts of others
  - b. try to face them with courage and determination
  - c. indulge ourselves in self - pity
  - d. try to do something different

***B. Give brief answers.***

1. What did Wilma’s mother tell the doctor?
2. How was Wilma able to walk?
3. What inspiration did Wilma have?
4. How did people react when they saw Wilma at the track?
5. What qualities of Wilma made her an Olympic medallist?
6. What have you learnt from Wilma’s life?

## II. Skill Development; Skimming

*Read quickly and find out the following.*

1. When did Wilma have a turning point?
2. How did Wilma make history?

## III. Vocabulary:

*A. In the text you came across many words related to a running race. Match the words in column A with the most suitable words in column B*

A	B
100 Metre	Baton
Practice	Dash
Relay	Race
Ovation	Coach
Track	Applause

*B. You learnt many words, which describe the character of Wilma and her mother.*

*Pick out the words from the text using the clues given.*

- |                |                    |
|----------------|--------------------|
| a. per-----ce  | b. pers-----ence   |
| c. co-----     | d. adt-----        |
| e. h---w---ing | f. ind-----sp----- |
| g. g---t       | h. f-----h         |

(i) 'Everyone waited with **bated breath**'. Here the words in bold letters form an idiom, which means, everyone was anxiously waiting even holding their breath.

(ii) Wilma **made history** that day ...'make history is an idiom which means 'do something that is well remembered'.

(iii) *Make a scrapbook with all the idioms you know and those you learn during this year.*

**IV. Writing:**

***Imagine that you are Wilma and that you are in the habit of keeping a scrapbook.***

***Write the important events in Wilma's life as illustrated below from Mrs. Rudolph's diary. (Of course there are no dates given but use your creative competencies!)***

<p>My 20<sup>th</sup> child born-a girl baby Wilma Wilma very sick Scarlet fever and pneumonia</p>	<p>Doctors say Wilma will never walk Named her Couldn't accept it. Willing to get her to walk Wilma took off her brace Took the first step!. Oh! I am thrilled.</p>
--	---

<p>Decided to walk Removed my brace and took my first step</p>	<p>1960 ----- ----- -----</p>
--	---------------------------------------

### 3. DON'T QUIT

*Pre-reading questions.*

- 1) *Name some successful people you know.*
- 2) *Have they ever **tasted** defeat ?*
- 3) *What do you think is a mark of success?*

The name Abraham Lincoln is synonymous with the abolition of slavery in America. He is known for his famous speeches. From a life filled with challenges and confrontations, here is an interesting anecdote.

During one of his election campaigns a little girl suggested that he grow a beard. She thought his face would look better if he sported a beard. It was after this that Lincoln started growing a beard, and that is how you see Lincoln in his pictures, today.

Lincoln was born into poverty. He knew what it was to study without money to buy books. He suffered defeat many times but the remarkable thing about him was 'he never quit'.

Abraham Lincoln, the 16<sup>th</sup> President of the United States, was born on February 12, 1809 in a log cabin. He guided his country through the most devastating experience in its National History - the Civil War. He is considered by many historians to have been the greatest American President. He was nicknamed "Honest Abe". The chief among his achievements are saving the Union and freeing the slaves. His martyrdom at the end of the war assured his continuing fame. No small contribution was made by his eloquence as seen in the Gettysburg Address, in which he defined the war as a rededication to the ideals of the Declaration of Independence. In his second inaugural address he urged "malice toward none" and "charity for all" in the peace to come.

Lincoln endorsed the 13th Amendment to the Constitution abolishing slavery.

His victory in the election agitated John Wilkes Booth who began to conspire first to abduct Lincoln and later to kill him. On April 14th 1865, when Lincoln attended a performance at Ford's Theatre in Washington, Booth entered the presidential box and shot Lincoln. The next morning at 7.22 Lincoln died.

Here are some dates from his life, written in the form of a diary entry.

This is what Lincoln writes about his life -

*The path was worn and slippery. My foot slipped from under me, knocking the other out of the way, but I recovered and said to myself. "It is a slip and not a fall"*

Yes, true greatness does not lie in never falling, but in rising every time you fall!

***Task : Make a short biographical note on Lincoln based on the following diary entries.***

- 1809 - Born in a log cabin
- 1816 - Family forced out of home. Had to work to support family
- 1818 - Mother died
- 1831 - Failed in business
- 1832 - Ran for state legislature - *lost*
- 1832 - Wanted to go to law school but couldn't get in
- 1833 - Borrowed some money from a friend to begin a business. Became bankrupt. Spent 17 yrs paying off debt.

- 1834 - Ran for state legislature again - *won*
- 1835 - Engaged to be married. Sweetheart died.  
Heartbroken
- 1836 - Had a total nervous breakdown. Advised bed rest  
for 6 months.
- 1833 - Sought to become speaker of the state legislature -  
*defeated.*
- 1840 - Sought to become elector - defeated.
- 1843 - Ran for Congress - lost
- 1846 - Ran for Congress again - this time won - went to  
Washington and did a good job
- 1848 - Ran for re-election to Congress - lost
- 1849 - Sought the job of land officer in home state -  
rejected
- 1854 - Ran for Senate of United States - lost
- 1856 - Sought the Vice- Presidential nomination at  
party's national convention - got less than 100  
votes
- 1858 - Ran for U.S Senate again - again he lost
- 1860 - **Elected President of the United States.**
- 1865 - Assassinated by Booth

***Glossary:***

- abolish - put an end to a practice
- anecdote - a short story about a real person
- remarkable - unusual
- quit - stop doing something
- legislature - a body of people with the power to make  
or change laws
- Congress - (here i.e in the USA) a governing body that  
makes laws
- Senate - the upper house of a law-making body
- nomination - the formal proposal to choose someone for  
position
- convention - (here) a conference of a political party

## I. Comprehension :

### A. Say whether True (T) or false (F).

1. Abraham Lincoln was an American Hero. ( )
2. Lincoln had one success after another. ( )
3. Lincoln was a very good President. ( )

### B. Give brief answers.

1. What was the remarkable thing Lincoln did as President of the USA?
2. How many times did he lose elections?
3. What does he say about his life?
4. How did he encourage himself?
5. What do you learn from his life?

## II. Vocabulary:

*In this lesson you come across many words related to the world of politics. Fill in the blanks and find the words.*

- |                  |                        |                      |
|------------------|------------------------|----------------------|
| 1. r - -         | 2. l e - - s - - t - - | 3. c - - - r - - -   |
| 4. d - f - - -   | 5. l - - -             | 6. r e - - - - - - - |
| 7. s - - a - - - | 8. n - - - n - - - - - |                      |

## III. Writing Competency :

*Imagine you are Lincoln. Send a telegram to Lincoln's friend informing him of the following situations.*

1818-Mother died.

1836-Nervous breakdown. Advised bed rest.

1860-Won the presidential elections'.

## 4. OBERLIN, OHIO

Dear God,

This is Sathyan. I have just returned from visiting my homeland India. My parents took me there for my 12th birthday. They also got me a laptop for my personal use. If you notice, unlike my earlier letters to you, I processed this in my laptop. Sometimes it is very difficult for me to write, you know. I suffer from what is called dysgraphia. I also, have according to my school psychiatrist - ADD- Attention Deficit Disorder, which is usually accompanied by learning disabilities.

I can speak well but I can never hold a pen or a pencil the right way. So I neither write well, nor draw or paint. The letters would come out sloppy and smudgy, the lines never straight, the whole paper blotched and dirty. None of my classmates want to exchange papers with me in pair work because they cannot read them. Paneer was the only one who was willing to pair with me because she was basically nice and was also a fellow Indian among classmates from many countries. But her parents moved away to another part of America and I have no one else to pair with me.

You see, my brain does not sense what my hand is doing. Only if I grip my pencil very tight, my brain would know that I have it in my hand. This tires my fingers and they get cramped soon.

It is easier for me to speak than to write, but my teachers often want written answers. If I am asked to speak about my trips to Delhi, I am sure I can keep my class spellbound with a description of Taj Mahal, The Red Fort or The Rashtrapathi Bhavan.

I can tell everyone about the sense of awe I felt on seeing the statue of Dr. Ambedkar who was one of the architects of Indian Constitution. I can say how proud I felt about my Indian roots. I can make a fine speech about the patriotic feelings that rushed through my veins when I stood at the grave of the Unknown soldier. But asking me to write about these is sheer punishment. I have pictures in my mind about the Taj and all the magnificent sites of India but my hands just don't draw them the way I picture them. So I always get very poor marks in the arts class.

It's okay. I am not complaining. I'm really doing quite well for, you see, you have given me a brilliant mind, a great sense of humor, a wonderful sister and understanding parents.

My teacher this year is the best. She allows me to do a lot of work on the laptop. So my grades are improving.

God, this is just a 'thank you' letter, to let you know I'm doing fine. It's hard sometimes but with you and my family beside me I can face any challenge that life brings. I used to feel hurt when my classmates called me 'funny' or 'strange' but my parents, teachers and the psychiatrist call me 'special'. My sister says I'm a 'super' brother. So thanks for making me. Thank you for the special people around me who love me unconditionally. Thank you for everything.

In your love and service,  
Sathyan

***Glossary:***

to boot	- in addition (idiom)
dysgraphia	- impairment of writing ability
psychiatrist	- a doctor who treats mental illness

sloppy	- untidy
smudgy	- dirty with ink stains
botched	- badly done
cramp	- sudden and painful tightening of the muscles
magnificent	- splendid, remarkable
challenge	- a difficult task that tests one's ability

*SKILL DEVELOPMENT: Cohesive Devices*

**Read the second paragraph of Sathyan's letter. Find out words, which connect parts of a sentence or sentences into a well knit whole.**

Clue - pronouns, conjunctions such as 'so', 'if', 'because' and repetition of words, ideas etc.

**I. COMPREHENSION :**

**A. Say whether the following sentences are True (T) or False (f). Why do you say so?**

1. Sathyan's parents brought him to India on the eve of his 12<sup>th</sup> birthday. ( )
2. Sathyan has been consulting a doctor for his problem. ( )
3. He can write well but cannot speak well. ( )
4. Paneer liked to pair with Sathyan because she was a kind person. ( )
5. Sathyan is able to do better because of his computer. ( )
6. It is rude to call people by their deformities. ( )
7. Sathyan is a special child. ( )

**B. Give brief answers.**

- a. Where does Sathyan live?
- b. What are some of Sathyan's problems?

- c. Would you like to pair with Sathyan if you were with Sathyan?
- d. Is Sathyan proud to be an Indian? How do you know?
- e. Which famous Indian is mentioned in the text? What is he famous for?
- f. List the people who have been supportive to Sathyan.
- g. Do you like Sathyan? What do you like about him?

## II. VOCABULARY:

*A. As people become more civilized they also become more courteous in their choice of words. For instance the word madhouse has changed from loony bin, lunatic asylum, mental hospital to institute of Mental Health Often people are referred to by their deformities which is very rude and hurting. Instead of calling someone lame or cripple, we call them physically challenged.*

### **B. Match the following.**

- |                                  |                         |
|----------------------------------|-------------------------|
| 1. dyslexic, dysgraphic children | a) visually challenged  |
| 2. the blind                     | b) the hearing impaired |
| 3. mentally retarded             | c) special children     |
| 4. the deaf                      | d) slow learners        |
| 5. dull headed                   | e) mentally challenged  |

Even here, you can note how language use has changed for the better. The deformed or disabled children are called handicapped or impaired, we may even call them differentially abled for they have different abilities.

The word dysgraphia is derived from the prefix *dys* meaning a disorder or a difficulty and the Greek word *graphein*, means to write. By learning what the prefix and the root mean

we can often guess the meaning of words. From this we can guess Sathyan had a disability in writing.

Please look up such words in the Dictionary.

### **III. Writing:**

Imagine Sathyan is your pen friend. Write a letter to him giving him your e-mail id, asking him to contact you.

### **IV. A psychiatrist is a doctor who treats mental illness. Here is a list of names of other specialists.**

An **anaesthetist** is one who administers anaesthesia,

A **cardiologist** is one who treats heart diseases.

A **dentist** is one who takes care of the teeth.

A **dermatologist** is one who treats skin diseases.

A **gynaecologist** is one who treats ailments of women.

A **neurologist** is one who treats the nervous system.

An **ophthalmologist** is one who treats the eyes.

An **orthopaedist** is one who treats deformities of the body and bone.

A **paediatrician** is one who treats the diseases of children.

A **radiologist** is one who uses radiation for diagnosis.

A **nephrologist** is one who treats the kidneys.

A **pathologist** is one who treats diseases.

## 5. PERSEVERANCE PAYS

### *Pre-reading questions:*

*What do you do when your first attempt at something does not come right? Do you give up or try again?*

Cronin was bored to tears with the routine of a family practitioner. Some came to him for illnesses due to over-eating while others came to him for sickness due to malnutrition and starvation. Some came to him For imaginary illnesses while many who were really sick did not come for want of money. Although he was efficient and sincere, he found no zest in his job. At 33 he was still not focused on his job. He was still wondering whether to specialize in neurology or cardiology or dermatology or surgery or medicine because he lacked perseverance. Worrying over his choice along with over-work, and an indifferent diet made him ill with a severe bout of gastric ulcer.

His doctor sent Cronin to six months complete rest in some rural area on a milk diet because he had a severe case of gastric ulcer. He went to a rain-drenched village in Scotland where all the company he had was long-horned cattle and a few kindly but down-to-earth farmers.

Nothing is more agonizing to an active man as inactivity. Debarred *from* all physical activities, he found time hanging heavy in his hands. Suddenly he had an inspiration. He had always wanted to write a novel.

“By Heavens! This is my opportunity. Gastric ulcer or not I will write a novel”, he said to himself. Before he could change his mind, he went and bought two dozen notebooks and some pencils, for, you see, this was before the age to computers and

most aspiring authors wrote with pencils in notebooks. But the next morning when he opened his notebook he realized that he had never composed a beautiful phrase in all his life, except of course his prescription to patients and you know how the illegible prescriptions read. He looked out of the window. Three hours later the first page was still blank. He recollected the sharp advice of his old schoolmaster.” Get it down on paper! If it stops in your head it will always be nothing. Get it down!”

The next three months were very tiring. The difficulty of a simple sentence staggered him. He had to spend hours looking for an apt adjective. He had no knowledge of style or form. He corrected his writing many times until the page looked like a spider’s web. Then he tore it up and started all over again.

Once he began, he could not stop. His characters took shape, spoke to him, laughed, wept and excited him. When he got an idea in the middle of the night he would get up and write it down. The first month he wrote texts of some 800 words. By the end of the second month, it was an easy flow of 2000 words. But he often threw his pen in despair. Once when he reread what he had written he felt his writing to be hopeless. He bundled up the manuscript, threw it in the bin and went for a walk in the drizzling rain.

On the way he met the farmer Angus, laboriously digging a patch of bogged plot. Angus was not a talkative person but somehow he liked Cronin.

“Hey Doc! How are you this morning?” he asked. “Oh, quite well, thank you”, Cronin replied. “But something seems to worry you and you know that’s not good for your tummy! Come on, tell Angus about it”.

Cronin then told him about his not being able to write. The farmer's weathered face slowly changed and his eyes showed disappointment and even contempt. Angus said, "No doubt you knew what you were doing doctor. My father tried to dig and turn this bog all his days and never made a pasture. I cannot help but dig. For my father knew and I know that only if you dig enough, a pasture can be made in this bog. Doc, I am only a simple farmer but even I know that many writers have starting trouble".

"Yes, I know it's diagnosed as writer's block. But I wonder whether I can be a writer - whether I can write at all!"

"There, you go again, worrying. Well we won't know until we try! So go ahead and write."

Cronin watched his dogged determination with **resentment**. He was resentful because he had what Cronin did not have - a stubbornness to see the job through at all costs - an unquenchable spirit to do even the simplest duties of life with great perseverance. He went back to his room, and rescued **the** bundle from the bin. Then he set to work again with frantic perseverance. "I shall not be beaten: I shall not give in", he resolved. He wrote harder than ever and at last towards the end of the third month, he wrote "The End" and sent it to a publisher, and waited.

His health improved and he began to hate the idleness. When his holiday came to a close, he went around the village saying good-bye to the simple folk who had become such staunch friends. As he entered the post office, the postmaster gave him a telegram, which had just come - an urgent invitation to meet the publisher.

The novel he had first thrown away into the bin later got a prize from the Book Society, was dramatized, serialized, translated into 19 languages and bought by Hollywood. It altered his life beyond his wildest dreams and all because of a timely lesson - the grace of perseverance - from a village farmer.

*I. Comprehension :*

**A. Choose the best answer.**

1. Cronin was bored stiff because
  - a) many of his patients were over-fed
  - b) some had only imaginary sickness
  - c) the routine of a family doctor was monotonous
  - d) his patients were not exciting
2. Cronin had always wanted to be
  - a) a neurologist
  - b) a writer
  - c) a surgeon
  - d) a cardiologist
3. The farmer dug the bog to
  - a) make the land cultivable
  - b) build a house there
  - c) construct a ditch
  - d) while away his time
4. Cronin might not have become a famous writer if he had
  - a) remained a family practitioner
  - b) not visited a village in Scotland
  - c) not written with great perseverance

**B. Give brief answer.**

1. Why could not Cronin decide what to do?
2. What was the advice of Cronin's teacher?
3. Did Cronin try hard to become a writer? How do you know?

4. Did his writing skill improve by and by? How do you know?
5. What did Cronin do with his manuscript? Why?
6. What was Angus trying to do?
7. Why did Cronin resent Angus?
8. How had life changed?
9. What was the lesson he had learnt?

## II. Vocabulary:

1. List out the words in the passage connected with a doctor.  
Example: prescription, ulcer
2. The word reread means read again. So re-means again.  
Give the meaning of

redo	replace
rewrite	resell
rebuild	recharge

3. 'Over' in 'over-eating' means 'more than necessary'. Find out the meanings of

overdress, overdo, overcrowd, overload,  
overpopulated, over-sleep, overtake,  
over-weight, overwork, overreact.

4. The following words are connected with the books. Use the clues and supply the missing letters.

1. What you must have to start writing a book?

i n s p-r-t—n

2. What you must have to continue writing?

p - rs - v — a— e

3. What writers do while writing?

s -1- -1 words

4. The handwritten first copy of a book

m - - us - - ip -

5. Write a paragraph about your first attempt at cycling or cooking.

## 6. THE BEGGAR

### *Pre-reading questions:*

*This is an extract adapted from Tagore's 'Gitanjali'. Find out who the narrator is. who is the addressing?*

I went from door to door in the village begging for alms. Some gave food, others a handful of grain - rice or wheat or millet. for I was a 'Sadhu' who had taken a vow of poverty. Suddenly quite out of the blue appeared glorious golden chariot with a radiant, gorgeous Being riding in it. The whole scene was so awe-inspiring that there was no doubt in my mind that it was the Almighty, the Creator of the universe.

My heart swelled with a feeling of bliss. I thought the days of my adject poverty were to be over. I was sure the Benevolent Giver would grant me a boon, enriching me with the treasure of heaven. I waited, for I believed the Almighty woud give abundantly, unasked and unbidden. For the Omniscient and Omnipotent One knows what we need before we mouth our request. I waited with bated breath for showers ofblessings to descend upon me.

I felt my hair rise - the aura of the Divine Being scintillated. I was feeling euphoric, for the chariot stopped right in front of me. I thought my years of devotionwas going to be richly rewarded. Utter bliss thrilled me when He smiled at me. stood spell bound.

He held out His hand suddenly and asked me, "What have you to give me?" My heart stilled.He asked again, "What have you got for me?" I was flabbergasted. I thought I was supposed to get, not give something. But He still held out His hand. The Creator begging something from a beggar? Thoroughly

confused I stood undecided for what could I give someone who has everything? What would be proper? In a daze, I plunged my hand into the bottom of my bag and offered to him the smallest grain. He closed his fist over it and with an enigmatic smile he disappeared.

Still in a daze I walked back to the choultry and emptied my bag on the verandah. When the grains tumbled out rolled a grain - a golden grain! I gasped. One grain - almost the same size as what I gave him. How I wish I had given all that I had. My soul questioned, "Do you think the Creator, the Lord of the Harvest needs your pittance? He wants only one thing - yourself." "He wants me - first me- a worthless, selfish Sadhu with an outsized ego? Why, nobody would want me," I replied. "Nevertheless He wants you, as you are - all of you - not withholding anything," argued my soul. I submitted, "Divine Seeker take me! Take all of me, my life, my love. Give me the strength to surrender myself to thy will with love."

***Glossary:***

alms	- food or money given to poor people
take a vow	- make a solemn promise
radiant	- very bright
gorgeous	- extremely beautiful
awe-inspiring	- making one feel great respect
abject poverty	- being extremely poor
benevolent	- kind or generous
boon	- favour
abundantly	- in large quantities
omniscient	- knowing everything
omnipotent	- powerful
aura	- a distinctive atmosphere that surrounds someone
overwhelmed	- having a strong emotional effect

euphoric	- feeling very happy
bliss	- perfect happiness
jest	-joke
enigmatic	- mysterious, difficult to understand
surrender	- yield

***Comprehension :***

***I. Choose the best answer.***

1. The man went from door to door
  - a. to call people to worship.
  - b. to tell people about the chariot.
  - c. to give the blessings of God.
  - d. to collect alms for his livelihood.
  
2. The narrator thought it was the Almighty because
  - a. his presence was awe-inspiring.
  - b. he rode a golden chariot.
  - c. he came out of the blue sky.
  - d. he was looking gorgeous.
  
3. The narrator believed God would grant him a boon because
 

**God**

a. is omnipotent	b. is omniscient
c. has untold riches	d. is benevolent

***II. Answer these questions briefly.***

1. Who is a 'Sadhu'?
2. What did the 'Sadhu' expect from God?
3. What qualities did he think God has?
4. Why was the 'Sadhu' confused?
5. What did the 'Sadhu' realize?
6. Did he finally give what God wanted from him?

**Vocabulary:**

**I. The words ‘Sadhu’ ‘Chaultry’ are words that India has contributed to the English language. See how many other Indian English words you can identify using the clues given below.**

1. G \_ \_ \_ is a well respected teacher.
2. An \_ \_ \_ t means a dam.
3. A \_ \_ \_ a a posture in Yoga.
4. Z \_ \_ \_ is the golden thread woven in the borders of most silk saris.
5. P \_ p \_ \_ d is a favourite Indian side dish.
6. J \_ \_ \_ n means a soldier.
7. B \_ l \_ \_ d \_ means a creche.
8. Ag \_ \_ b \_ \_ \_ i is an incense stick used in pooja.

**II. Given below are some words which Indians use but which have not been accepted by the English. Discuss in groups and try to find out why we use them even if the English do not favour them.**

Co-brother, Co-sister, Cousin brother, Cousin sister

**III. Game:**

**Get into your groups. When the teacher says ‘start’, begin to write down the English words you use instead of their Tamil equivalents. For example, instead of saying ‘Perundhu’ we say ‘bus’ or ‘chair’ instead of ‘Narkali’. When the teacher stops the game, the group which has written down the highest number is declared the winner.**

## 7. THE MOTHER TREE

### *Pre-reading questions.*

*Name some big Indian trees famous for sheltering many creatures. Some trees also serve as a meeting place in villages. List the other uses of big trees.*

The Baobab tree, a native of Africa is one of the largest and oldest trees in the world. It can grow to a height of 30 metres. With enormous, bulbous trunk and stunted but widespread branches, which look like gnarled roots, the baobab tree looks very strange. Its branches are bare of leaves for nine months of the year. So it looks as if it has been uprooted and stuffed back upside down.

There are many interesting folktales about the origin of the baobab tree. One legend is that God Thora did not like the tree growing in his garden. So he plucked it out and tossed it over the paradise to earth where it landed upside down and continued to grow. Another story is that it was one of the first trees to grow along with the palm tree, the flame tree and the fig tree. But the baobab wanted to be tall as the palm, have bright flowers like the flame tree and bear tasty fruit like the fig tree. The gods got irritated at the baobab's constant complaint. So they pulled it out and planted it upside down to keep it quiet.

Where the baobab grows, it rains only for three months followed by a very dry season. The tree collects all the rainwater its roots can reach and stores it in its pulpy fibre. During drought, animals and people extract the tree's water to survive. The tree produces an edible vitamin rich gourd-like fruit called monkey bread, which is a favourite of baboons.

The baobab is a friendly, nurturing tree, which supports countless creatures from the largest of mammals to thousands of tiny insects in its many crevices. So the Africans hold the tree in high esteem. The trees can live up to 3000 years and the old trees are each given names. Each name begins with the word 'Mother', for the tree like a mother, is a symbol of endurance, conservation, caring and creativity.

***Glossary:***

native	- belonging to a place
enormous	- huge
bulbous	- round and fat like a bulb
gnarled	- twisted and rough
legend	- a story from the ancient past
pulpy	- fleshy
edible	- suitable for eating
baboon	- a type of monkey, with a large face
crevices	- narrow openings
endurance	- ability to tolerate a difficult situation for a long time
conservation	- the care and management of the natural environment

***I. Comprehension :***

***Choose the best answer.***

1. The baobab tree looks very strange because
  - a) it is very tall and wide
  - b) it has a bulbous trunk
  - c) it has stunted root-like branches
  - d) all the above

2. According to the legends the tree seems upside down because
  - a) God Thora threw it upside down
  - b) it grew upside down after Thora threw it
  - c) the gods replanted it upside down to keep it quiet
  - d) all the above
  
3. The baobab is called the mother tree because
  - a) it provides water for people and animals during drought season
  - b) it provides an edible fruit
  - c) many animals find shelter in it
  - d) like a mother it creates, conserves and cares for everyone

***II. Give brief answers.***

- 1) What is strange about the baobab tree?
- 2) How does the tree help animals and people during rainless months?
- 3) What is monkey bread?
- 4) What are the stories connected with the tree?
- 5) Why do the Africans name the tree, 'Mother'?

**III. Vocabulary**

1. List the words in the text that belong to the world of plants.
2. Pick out names of animals in the text.
3. Give the opposites of

- a) enormous     × .....
- b) bare           × .....

- c) oldest            × .....
- d) edible            × .....
- e) dry                × .....
- f) high               × .....

**IV. Writing competency**

Find out something interesting about the oldest tree in your school or neighbourhood and write a paragraph on it.

## 8. THE WIND BENEATH HER WINGS

### *Pre-reading questions:*

1. *From the title try to predict or guess what the following text is about.*
2. *Who does 'her' refer to – a bird or a person or a plane?*

“What utter nonsense Jane! None of the jobs you have listed are women’s jobs. Women flying planes! Absolutely impossible. Here, take your composition, be more practical!”

The teacher almost threw her notebook at Jane. She had given her fail marks and also written bad remarks. A tearful Jane hung her head in shame. She was in the third standard in a small village in Northern California in the US and the year was 1959.

Jane had been asked to write a composition on her ambition. She had always wanted to be a pilot like her father Mr. Harper. He was the only crop dusting pilot for the many villages around and was very much in demand. Jane had always admired him and wanted to help the crop grow. She had also loved to do parachute jumping, cloud seeding to get good rains, fire-fighting and air-lifting sick people. But her teacher thoroughly disapproved of all these jobs.

Jane showed her composition to her dad. Mr. Harper read the essay carefully and admired Jane’s imaginative yet powerful writing. He praised her but Jane silently pointed out her teacher’s remarks.

Mr. Harper said “Oh, don’t you know about Amelia Earhart? She is a woman and she flies. If a woman wants to, she can take up any job. Don’t you ever give up your dreams. You

can become a pilot if you try hard, if you tain well and responsible. and are. Live up to your dreams”.

As Jane grew, whenever she shared her ambition for a career, she was laughed at, “Girls can’t become airline pilots.” So, as she began to grow up she forgot her ambition. In standard X her teacher Mrs.Slaton wanted the students to write about what they would be doing ten years from then. Jane thought at least she could be an airhostess but she was not pretty enough. Perhaps she could be a waitress and worte it down.

Two weeks later, the teacher returned the composition and asked the class this question. “Class, if you had unlimited money, unrestricted admission to the finest schools, unlimited talents and abilities, what would you choose to do? Write that below what you had already written. Alter they had finished she said “Those who have written the same answer, put up your hands,” Not a single hand went up. Mrs. Slaton looked around at the wistful expression on the faces of her students. She said, “Class, you do have unlimited potentials, you can raise unlimited money if you really tried. When you leave school this year, if you don’t work to achieve your goal, no one else will do it for you. Come on, what do you want your life to be like? Go for it.”

Mrs. Slaton was so sincere and enthusiastic that Jane’s buried ambition was rekindled. After class, Jane went up to Mrs. Slaton and shared with her, her dream. Mrs. Slaton listened to her and said, “You want to be a pilot? Fantastic! Just do it! Go ahead.”

Jane did just that, it was not easy at first. She took flying lessons, became a pilot in a private airline but always only as a co-pilot. Her employers were hesitant about promoting her

because she was a woman and overlooked her and promoted very junior or less-experienced men.

Jane did all that she had always wanted to do. She did crop dusting, parachute jumping, and seeding clouds.

In 1978, at last, she became one of the first three female pilot trainees ever accepted by United Airlines. Eventually she became the captain of Boeing 737 and enjoyed it. She could realize her dream because she worked hard “ My teacher Mrs. Slaton inspired me to pursue my dream. Yes, any woman can do all that I have done and more.” Kalpana Chawla and Ms. Williams are two Indian women astronauts. So never let your gender prevent you from pursuing your lofty dream.

### **I. Glossary :**

absolutely	- completely
crop dusting	- spraying plants with pesticide from a plane to keep them healthy
cloud seeding	- the technique or process of scattering substances such as silver iodide into clouds from an aircraft in order to precipitate rain
unrestricted	- without any limits
potential	- capability

### **II. Skill Development: Scanning**

***Read the first two pages of the text quickly. Spot the words / phrases and fill in the blanks.***

1. Jane lived in a village in ----- .
2. She wrote the composition in ----- standard.
3. Jane's father was a ----- .
4. Jane's father's name was Mr. ----- .
5. ----- was a woman who flew planes.

**III. Comprehension:**

**A. Choose the best answer.**

1. "Woman flying planes! Absolutely impossible...." said  
a. the airline trainer      b. Jane's X standard teacher  
c. Jane's III standard teacher   d. Jane's grandfather.
2. Jane's ambition was -----  
a. crop dusting from a plane      b. parachute jumping  
c. seeding clouds      d. doing all the above
3. Jane could succeed only with great difficulty because-----  
a. she was not good enough as a pilot  
b. she was quite junior in the company  
c. her employers saw her only as a woman.  
d. she did not bribe the boss.

**B. Read the following statements carefully and write A if you agree with them and DA if you disagree with them.**

*Example:* A woman can be an astronaut.      (A)  
                 Only women can manage the house.      (DA)

1. Women can fly air-planes.      ( )
2. Men are not good at caring for their babies.      ( )
3. Denying technical education to women is unfair.      ( )
4. Denying education to anyone because of their gender or caste is a social crime.      ( )
5. Men and women should work together to create a just society.      ( )

**C. Discuss your answers in your groups and say why you agree or disagree with the statements.**

**D. Answer the following questions briefly.**

1. Why did Jane's teacher fail her?
2. What jobs did Jane' want to do?
3. Why did her teacher disapprove of these jobs?
4. Were there women pilots before Jane?
5. Why was Jane only a co-pilot?
6. Did Jane realize her dream finally? What enabled her to achieve her goal?

**IV. Vocabulary:**

**A. Compound words can be formed in many ways. Read the second paragraph of the text and fill in the table given below.**

Noun	+ Verb	+ ing	Compound word
Parachute	Jump		Parachute - jumping
Air	-----	-----	-----
Cloud	-----	-----	-----
Fire	-----	-----	-----
Crop	-----	-----	-----

**B. You can learn more compound words easily. Here are some words related to sports and games. These belong to the semantic group of sportys.**

- |                             |              |
|-----------------------------|--------------|
| 1. horse + r -- --(e) + ing | Horse racing |
| 2. --- + rid (e) + ing      | -----        |
| 3. W-- --d + S-- -- f + --  | -----        |
| 4. b-- -- t + rac(e)+ --    | -----        |
| 5. rock + cl-- -- -- + --   | -----        |

C. Sometimes we use different word endings for men and women. Jane wanted to be a waitress: Her brother might have wanted to be a waiter.  
See how many you can fill in the following table.

Masculine	Feminine
-----	Hostess
Actor	-----
-----	Priestess
Steward	-----
-----	sculptress

D. Some job words are the same for men and women. Usually these are formed by adding -er to the verb. See how many you can fill in.

1. One who painted is a **Painter**
2. One who trains other is a -----
3. One who dances is a -----

But what about  
 one who coaches? -----  
 one who cooks? -----  
 one who types? -----

E. Now-a-days the need to distinguish between men and women workers seems unnecessary. In fact it is considered more polite not to exclude women. It is courteous to use more gender friendly or gender inclusive or gender neutral words such as pilot, captain etc. Look at the examples and write gender inclusive words.

Example: Chairman -----> Chairperson  
 Mankind -----> humankind

Gender Exclusive	Gender inclusive
Fireman	FireF-- -- -- --er
Layman	-----
Sportsman	-----

*F. Now rewrite the words in bold letters in the following sentences in a gender-inclusive way.*

*eg.* Time and tide wait for **no man**.  
Time and tide wait for no one.

1. Every man is some mother's son.
2. It is not everyman's cup of tea.
3. Nature is the father of man.
4. No man is an island.