

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

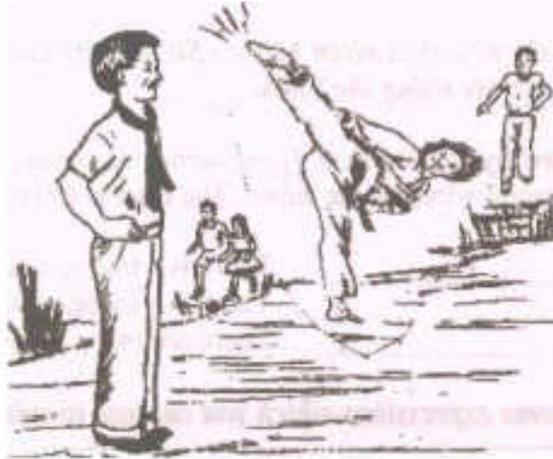
Think of other situations and frame more sentences.

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
- 2. screen
- 3.
- 4.
- 5.

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
Mother	is not well	She is not able to	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.

RECEIPT	DEPARTMENT OF TELECOMMUNICATIONS TELEGRAM		
ADDRESS	SERV. IND.	Name:..... Address: Dist..... Pin	VII III
	Please see Reverse	Telegraph Telex No.	III
Message			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.

Name	Ho- ofthe	Games bby	Favourite she/ he likes	Leader Actor/ Actress	Subject he/she admires most	Profession he/she likes	he/she would like to take up
1.	Student						
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.

**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 -

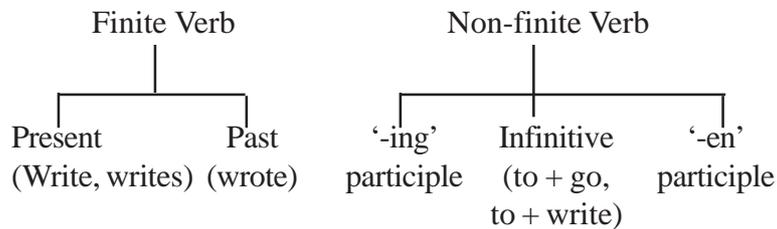
<p><i>Reaches</i> Anna International Airport, Chennai at 9.00 a.m - <i>Visits</i> the Governor at Raj Bhavan at 10.00 a.m - <i>Dines</i> at the embassy - <i>inaugurates</i> book-fair at 2.00 p.m - <i>holds talks</i> with industrialists at 4.00 p.m - <i>hosts</i> tea at the embassy - <i>meets</i> the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

Example	Tense form	Time meaning
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.

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

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.

ABBREVIATIONS	EXPANDED FORMS
STD	Subscribers' Trunk Dialling
ISD	
UNO	
HESCO	Himalayan Environmental Studies and Conservation Organisation
CM	
PRO	

Some Computer-related Abbreviations

ABBREVIATIONS	EXPANDED FORMS
CPU	Central Processing Unit
UPS	Uninterrupted Power Supply
CD	Compact Disk
KB	Kilo Bytes
MB	Mega Bytes
DTP	Desk Top Publishing

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.*

Prefixes	Words
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.'¹

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 21st 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, telegraph

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

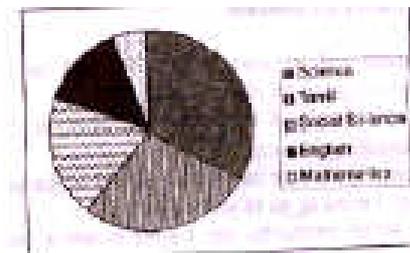
singular and plural. (The plural for *fish* is generally *fish*.
Fishes is used to refer to different species of *fish*.)

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')

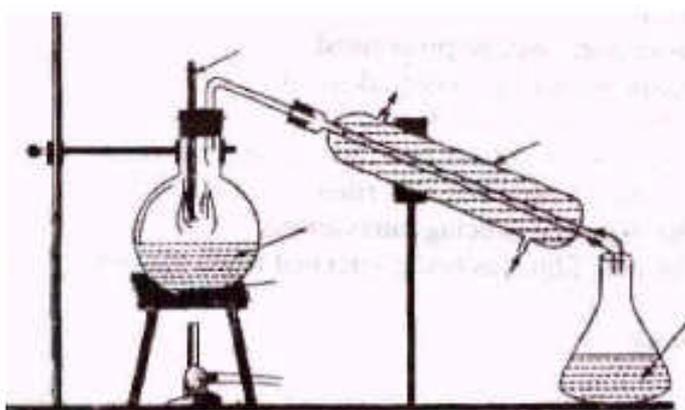
The date *had been extended*. (Past Perfect Passive, without 'by')

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°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	ladle	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 20th 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.

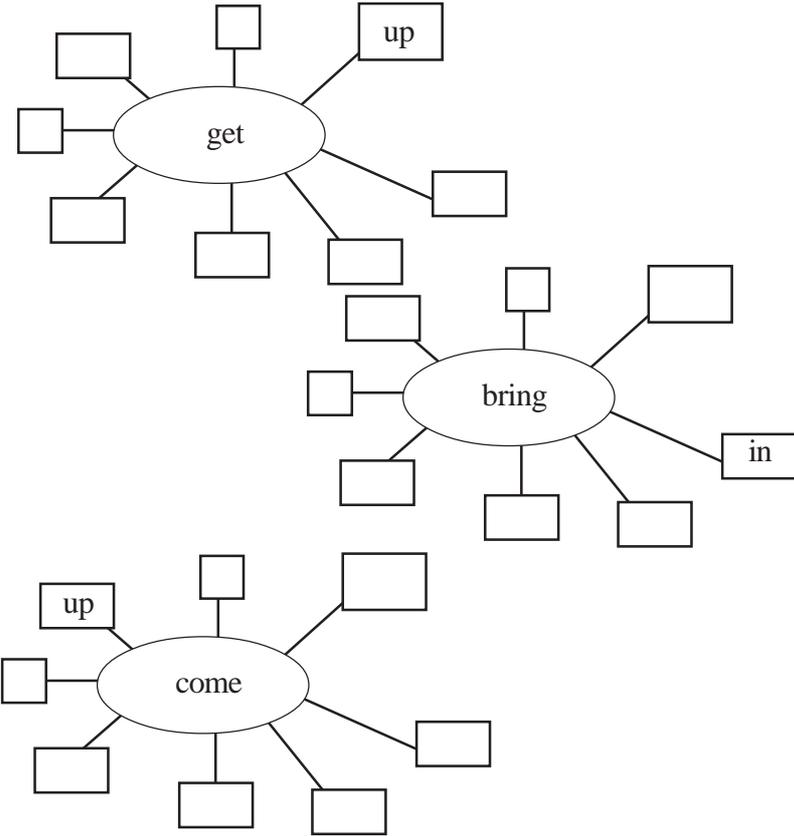
2. Work in pairs. Use phrasal verbs from the box to replace the words underlined in the sentences. You will not need to use all the phrasal verbs in the box.

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

<p>..... please.</p> <p>Will / would you please ?</p> <p>I'd like you to</p> <p>..... if you don't mind.</p> <p>Would you mind please.</p>
--

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

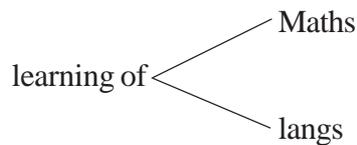
while abilities in arts and crafts and in music, dance and sports are controlled by the right hemisphere.

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.

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

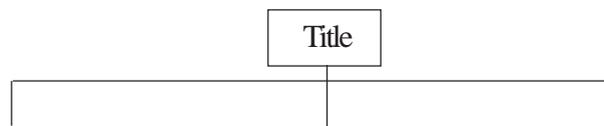
Task 2 : Given below is an article on diet. Read it carefully and take notes using the format given at the end. Suggest a suitable title.

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”?

