ENGLISH

STANDARD NINE

TERM I
NOTE TO THE TEACHER

The English textbook for Standard IX has been prepared following the guidelines given by National Curriculum Framework, 2005. The three units of the book aim at acquainting the learners with different genres of literature such as story, autobiography, science fiction and humour. The different types of poems are selected to inspire the learners to explore the language and cherish the joy of learning.

The grammar and language activities are chosen to help the learners to communicate with confidence and accuracy. An attempt has been made to enrich vocabulary through a variety of activities on synonyms, antonyms, matching words to meanings, word building (prefixes, suffixes, phrasal verbs), British/American English, idioms, phrases and abbreviations. Attention has been drawn to grammar in context. A close reading of the prose texts will facilitate the understanding of prepositions of time and space, sentence patterns, the use of tenses and modals.

The learner friendly language study under the prose lesson of each unit focuses on the integration of four skills namely Listening, Speaking, Reading and Writing. Activity packed language tasks include role play, pair and group work, writing articles, making posters and translating words used in everyday life.

The task ‘Warm-up’ given at the beginning of each unit is designed to facilitate the learner to develop the skill of guessing and predicting what is coming next. The learner should be encouraged to actively participate in this task.

UNIT-I

The learners are on the threshold of adolescence. An attempt has been made in this unit to motivate the learners to set goals, develop certain qualities and positively condition the mind to achieve the same. The learners may be encouraged to read the biographies of great achievers and listen to the inspirational speeches and motivational talks of living legends. The poem and the story in the supplementary reader are thematically related. The story portrays a vivid contrast, one man has decided to march ahead in life despite his handicap and ultimately becomes a successful insurance agent where as the other has become an embittered beggar, pitying himself because of his handicap. Each has made his choice that shaped his destiny.
UNIT - II

Our future and well-being is closely linked with the well-being of the Planet Earth. Eco-degradation and its impact on all facets of life is heading towards alarming levels. The planet earth is a vibrant living entity. To add a personal and emotional touch, the prose piece is written in the form of an autobiography of Mother Earth. The learners should be made aware of the carbon footprints they leave every time they buy or consume some product. The poem by Khalil Gibran is chosen to highlight the great benevolence that the Earth showers on human beings. Learners should be taught to appreciate the marvels and the magic of Mother Earth. The supplementary lesson is about a tribal community. Those tribes had gone to the extent of sacrificing their lives to save trees, much before the modern world realised the importance of trees in the Ecosystem.

UNIT - III

This unit focuses on the empowerment of women. ‘The Will to Win’ highlights how Anita, a humble village girl, not only empowered herself by procuring honey through bee-keeping but also helped the women in her village to raise their standard of living. The poem deals with ‘never give in’ attitude in life and the need to face the challenges with courage and determination. The supplementary lesson enlightens the grit and determination of Sunita Williams who became a successful astronaut.

It is hoped that these measures will discourage rote learning and take us significantly further in the direction of ‘Child - Centred’ system of education outlined in the National Policy of Education (1986)
Warm-up

Everyone is created to be somebody in this world. Those who realise this, accomplish their mission and touch the lives of their fellow beings. They bring about a wholesome transformation not only in their own lives but also in society. It is indeed a fulfilling experience to witness this change. You may have noticed a bud blooming into a blossom. A bud is small and delicate. It needs to be nourished and nurtured. When it blossoms, it creates joy and spreads its fragrance. You, the gifted buds of today, will soon blossom and fill this world with the fragrance of your love, kindness and happiness. Do you have the burning desire to achieve something big? What can possibly stand in the way of such a passion? Success is just a few steps ahead and is there very much for the taking.

Long ago, there lived in a forest a pride of lions with several cubs. One of the cubs was always curious to know about things. One day he saw a butterfly and started chasing it. The little cub ran and ran but was unable to catch the butterfly. By then he had become too tired to run. He also realised that he had lost his way. Before he knew anything, he had fallen asleep.

When the lion cub woke up, he found himself in a strange company. He was surrounded by a flock of sheep and then there were several lambs too for him to play with. He seemed to like the new company and was soon accepted by the sheep.

As days went by, the lion cub grew bigger. But as he grew in the midst of sheep, he developed all the qualities of the sheep. His roar too was like a bleat. He was ignorant of the fact that he could roar so mightily that would make all sheep shudder. He crouched with other sheep, seeking cover when a wild animal chased the flock or passed by. He looked far from being the king of the jungle. He didn’t even realise that he was a lion.

One day an old lion happened to pass by the place, where this young lion stayed. As was natural, the old lion roared seeing another lion. But he did not respond with a roar. The old lion was astonished. He roared again and again but there was no response from the young one. The old lion looked around and when he saw the sheep, he soon understood the reason for the cub’s strange behaviour.
The old lion wanted the young one to realise his true nature. So he took him to a nearby pool and made him look at his own reflection in the water. A **conditioned** mind finds it difficult to believe its original nature, even when it meets the reality eye to eye. The little lion too was not different. As he saw his image in the water he asked the old lion, “Is it me?” “Yes” replied the old lion and said, “It is none other than you.” The old lion continued and said, “Now roar like me. You’ll be a true lion.” So saying the old lion roared and roared again. Gradually the young lion repeated the roar and after several attempts he gave such a **ferocious** roar that his sheep friends panicked and ran away. When he roared like a true lion, his lion instincts returned to him. He leaped about in joy upon realising his true nature. The young lion, accompanied by the older one, walked away majestically like the king of the jungle.

Aren’t some of you too like this young lion cub? It is quite reasonable to suppose that young as you are, you may be unaware of your real talent and potential. Like this young cub, some of you may have set your own limitations by a faulty conditioning of mind with convictions such as:

⇒ I am good-for-nothing.  
⇒ I am not cut out for this.  
⇒ This is impossible for me.  
⇒ Luck doesn’t favour me.

Isn’t it time to break free from these self-imposed limitations? In fact, you are pretty little buds on the verge of blossoming into flowers. Remember, that hidden in a seed is the infinite potential of a mighty tree.

Spread your wings to discover new horizons in the promising journey of your life. While doing so, do not get disheartened by the **impediments** and challenges you may come across. They are there for a purpose. They transform you from ordinary to extraordinary beings. It is the rough sea that makes a skilled sailor. A ship may be safe in the harbour but that is not what a ship is built for. If charcoal had thought that it was ugly and good-for-nothing, it would not have turned into a sparkling diamond. Similarly, if a person like Helen Keller had thought that it was impossible for her to read and write, she could not have championed the cause of the visually challenged. Had Arjun Bajpai thought that he was too young to trek, he would not have been successful in scaling Mount Everest at the tender age of sixteen. These examples **irrefutably** prove that anyone can aim high and achieve success against all odds.

**Glossary**
- **conditioned**: habituated
- **ferocious**: fierce, wild
- **impediments**: obstacles
- **irrefutably**: convincingly

1. What did Helen Keller and Arjun Bajpai accomplish?
2. How should you face the impediments?
Each one of you has an indispensable role to play in this world. Without you, this world will be short of one person and his/her contribution. Having set your goal high, visualise marching towards it each day of your life. Develop a passion for your goal. Have faith in yourself like the little girl in the following story.

Once, a village was afflicted by drought. The king summoned his subjects for a mass prayer to invoke the blessings of the Rain God. People assembled in large numbers with flowers, incense sticks and lamps. None but one little girl brought an umbrella with her. “Why did you bring this?” an old man asked. The little one said, “When we unite in prayer, it is going to rain like as never before. I have brought this umbrella to go back home without getting wet!” No wonder, there was a torrential downpour that day. This is a simple story that reveals the power of strong faith. Commence work with faith, then proceed with hard work and optimism.

A man was once told of a pot filled with gold at the foot of a mountain. He collected his tools, went to the place indicated and began digging for gold. He kept digging at it for a week. But then, a little suspicion started nagging him. He wondered whether he would really find gold or he was on a fool’s errand. On the eighth day he gave up digging. The very next day a stranger passing that way stopped and enquired why a big pit was there. He was told that somebody had been digging there for gold. The stranger thought to himself, “Why not give it a try? Already the work is half done.” He dug with great faith and after a couple of days, he found gold. The first man who had tried earlier said with great regret, “Had I but dug for two more days, I would have secured that pot of gold.” Many of us give up just before reaching the goal. Thomas Edison says, “Many of life’s failures are experienced by people who did not realise how close they were to success when they gave up.” Remember, ‘perseverance pays’. All your hard work and positive energy will create a ripple of change across the world. A farmer used to fetch water home in two buckets. One bucket had a small hole in it. Therefore everyday, the farmer reached home with one bucket full and the other half full. The bucket with a hole was pained at being unable to fulfil its purpose as efficiently as the other.

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indispensable</td>
<td>necessary</td>
</tr>
<tr>
<td>afflicted</td>
<td>troubled</td>
</tr>
<tr>
<td>torrential downpour</td>
<td>heavy rain</td>
</tr>
<tr>
<td>Nagging</td>
<td>annoying</td>
</tr>
<tr>
<td>perseverance</td>
<td>continuing with determination</td>
</tr>
<tr>
<td>ripple</td>
<td>wave</td>
</tr>
</tbody>
</table>

1. Why are you indispensable to the world?
2. Why did the girl bring an umbrella?
3. What made the man get suspicious?
4. Why was the bucket with a hole unhappy?
But the other bucket said, “Look at the path through which you have travelled home every day. You have transformed a gravelled road into a beautiful trail of green grass and colourful flowers.” This story demonstrates the importance of seeing the things and people around you in a positive way.

Everyone wakes up with 24 hours a day at his/her disposal. How wisely the person spends time everyday determines the success that he/she will achieve in life. Time is precious. Thinking of the past or worrying about the future will not let you focus hundred percent on your present. The present moment is a blessing that has been bestowed upon you and you must make the most of it. Do not put off till tomorrow what you can do today. Each moment is special like you.

Endowed as you are with a unique personality, no one else is capable of being you. Isn’t it wonderful to know that nowhere in the world can you find anyone else who looks the same as you? Take pride in the uniqueness of your nature as well. Is there anything under the sun that you cannot achieve, with your individual talent, integrity of thought, word and action, and humility?

Be grateful for your uniqueness and the qualities of head and heart. When you are thankful for all that you receive and count your blessings, you will receive much more blessings.

The great attributes of achievers such as A.P.J. Abdul Kalam, Mother Teresa, and A.R. Rahman are all part of you. In you lies hidden, the talent of a Saina Nehwal or Vishwanathan Anand. The charisma of Bill Gates may lie dormant in you. Understand your true nature, nourish and nurture the good in you. You do the greatest of favours to yourself, by being instrumental in making this world a better place. It’s time to get to work, make your mark and leave behind your footprints on the sands of time. Dream big and pursue those dreams fearlessly. The day it pays off will be worth a million lives.

**Glossary**
- **Disposal**: power to use
- **endowed**: blessed
- **attributes**: qualities
- **charisma**: power to inspire
- **dormant**: hidden

**Answer each of the following in a paragraph not exceeding 100 words.**
1. What message do you get from the story of the young lion?
3. List out the steps that you should follow to reach your goal.

1. How are you unique?
2. The present moment is a gift - explain.
3. What can you contribute to make this world a better place to live in?
Vocabulary

1. Choose the most appropriate synonyms of the italicised words from the four alternatives given with each sentence.
   1. Do not get disheartened by the challenges along the way.
      a. dissatisfied  b. excited  c. discouraged  d. upset
   2. Some of you may have set your own convictions.
      a. beliefs  b. ideas  c. priorities  d. objectives
   3. The king summoned his subjects for mass prayer.
      a. dictated  b. ordered  c. gathered  d. called
   4. A little suspicion started nagging him.
      a. distressing  b. pleasing  c. stopping  d. warning
   5. Everyone has an indispensable role to play in this world.
      a. short  b. essential  c. major  d. clear

2. Choose the most appropriate antonyms of the italicised words from the four alternatives given with each sentence.
   1. Always commence your work with faith.
      a. conclude  b. continue  c. complete  d. start
   2. All the sheep panicked and ran away.
      a. cried  b. bleated  c. scattered  d. relaxed
   3. Take pride in your individual nature.
      a. joy  b. honour  c. humility  d. pity
   4. A village was affected by drought.
      a. summer  b. winter  c. floods  d. famine
   5. Remember that you are unique.
      a. special  b. simple  c. different  d. common

3. a) Use the prefixes with the base words given below to form new words and use them in sentences. [Prefixes are a letter or letters we add to the beginning of a base/root word to form a new one. The new words are not always antonyms.]

Prefixes:
- dis-
- tri-
- un-
- bi-
- in-
- fore-
- im-

Words:
- belief
- possible
- obedient
- conscious
- honour
- prove

Prefixes:
- tell
- cycle
- discipline
- regard
- fold
- justice
b) Use the suffixes with the words given below to form new words and use them in sentences. [Suffixes are a letter or letters, we add to the end of a word to make a new one.]

ferocious
potential
success
astonish
reason
reflect

real
punctual
human
personal
visual
great

-ly
-ful
-ment
-ion
-ous
-ise
-ity
-ness
-able

4. Similar Sounding Words - Homophones
Fill in the blanks with the suitable word choosing from the pairs given in brackets.
1. The driver applied the hand ____________ to stop the car. (break, brake)
2. The hungry lion went in search of its ____________. (pray, prey)
3. The ____________ is pleasant today. (whether, weather)
4. Sundar ate the ____________ cake yesterday. (hole, whole)
5. My uncle ____________ a strange sound last night. (herd, heard)

5. Phrasal Verbs
A verb followed by an adverb or a preposition (also called a particle) becomes a phrasal verb. The particle and the verb together (the phrasal verb) has a meaning that is different from the meaning of the verb when it stands alone. Example: 'put' means 'to place'. But add 'off' to 'put' and what do you get? You get the phrasal verb 'put off' which means 'to postpone'. You must have a good knowledge of phrasal verbs to understand most of the writing you come across in English.

Look up a dictionary to find out the meanings for the following phrasal verbs and use them in sentences.

This is done for you
bring up - raise
bring in - make, get
bring about - cause
The children must be brought up with love and care.
The south-west monsoon will bring in lots of rain.
We are trying to bring about a change in our education system.

Activity:
Select a passage from a newspaper consisting of a few phrasal verbs.
Paste the paper cutting in your scrap book.
Frame illustrative sentences using those phrasal verbs.

6. Singular-Plural

(a) You have learnt how a noun takes an ‘s’ / ‘es’ for its plural form. But what about some unusual words and hyphenated nouns?

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>son-in-law</td>
<td>sons-in-law</td>
</tr>
<tr>
<td>commander-in-chief</td>
<td>commanders-in-chief</td>
</tr>
<tr>
<td>man-of-war</td>
<td>men-of-war</td>
</tr>
<tr>
<td>passer-by</td>
<td>passers-by</td>
</tr>
<tr>
<td>Inspector – General</td>
<td>Inspectors – General</td>
</tr>
</tbody>
</table>

(b) Certain foreign words in English have different plural forms.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>nucleus</td>
<td>nuclei</td>
</tr>
<tr>
<td>bacillus</td>
<td>bacilli</td>
</tr>
<tr>
<td>crisis</td>
<td>crises</td>
</tr>
<tr>
<td>datum</td>
<td>data</td>
</tr>
<tr>
<td>radius</td>
<td>radii</td>
</tr>
</tbody>
</table>

c) There are some words that remain the same in both singular and plural forms. Here are a few examples of such words.
sheep, scenery, stationery, luggage, deer, swine, information, news, equipment, staff

d) Give the plural forms of the following words.
axis, analysis, thesis, basis, fungus, index, vortex, medium, phenomenon, formula

Reading skill

Skimming and Scanning:
We skim a passage for general information. When we read the headlines of a newspaper to know general information, we are skimming.
We scan a passage for specific information. For example, we scan the school notice board for the specific dates of our examination.
Skim through the following passage and answer the questions that follow.

An elderly carpenter was about to retire. He told his employer-contractor of his plans to leave the house-building business to live a more leisurely life with his wife and enjoy his extended family. The contractor was sorry to see his good worker go and asked if he could build just one more house as a personal favour. The carpenter said, “Yes”, but over a period of time it was easy to see that the carpenter’s heart was not in his work. This resulted in producing a work of inferior quality. It was an unfortunate way to end a dedicated career.

When the carpenter finished his work, his employer came to inspect the house. Then he handed over the front-door key to the carpenter and said, “This is your house. It’s my gift to you”. The carpenter was shocked! What a shame! If he had known he was building his own house, he would have done it all so differently. So it is with us. We build our lives, a day at a time, often giving less than our best. Then, with a shock, we realise we have to live in the house we have built. If we could do it over again, we would do it much differently. But, you cannot go back. You are the carpenter, and everyday you hammer a nail, place a board, or erect a wall. Someone once said, ‘Life is a do-it-yourself project.’ Your attitude, and the choices you make today, help build the ‘house’ you will live in tomorrow. Therefore, build wisely!

Questions:
1) What did the carpenter tell his employer and how did his employer feel about it?
2) What was the attitude of the carpenter to his work?
3) Why was the carpenter shocked to receive the house as a gift?
4) What message do you get from this passage?
5) Give a suitable title to this passage.

Grammar

a. Read the following passage to revise the prepositions of time that are indicated in bold letters.

It is good for children to get up early in the morning. When you get up early, your mind is fresh, relaxed and ready to receive. So, try to get up before 5 o’clock. For an hour, you must study the subject you find difficult. Have your breakfast at 7 o’clock and start to school. Your school starts at 8 a.m. So you should reach your school in time and not on time. It will be appreciated if you are attentive till/until the classes get over. You can always clarify your doubts during the class hours or after. When/As soon as you return home, you should wash your face. As you have been working since morning, you should relax for some time.
b. Look at the following passage and understand the prepositions of time and place.

The technocrat President, the missile man of India and a great visionary Dr. A.P.J. Abdul Kalam was born on 15th October, 1931 at the island town of Rameshwaram on the east coast of Tamilnadu in India. He always got up early in the morning sometime between 4 a.m. and 5 a.m. before sunrise. He secured his engineering degree at MIT in Chennai and then joined DRDO. His glorious moment came in 1998 when he conducted nuclear test at Pokhran in Rajasthan.

c. Activity: Select a paragraph from the lesson.
Pick out prepositions of time and place from it.

d. Choose the appropriate prepositions of time and place from the list and fill in the blanks. (before, after, during, since, till/ until, at, on, often, in, below, above)
Sharad has been living ________ New York ________ 1990. ________ 1990 he was studying ________ the Punjab University. He lives ________ an apartment with his wife and children. His apartment is ________ the third floor. He does not work ________ a farm, but is employed ________ a business firm. This business firm is located ________ a short distance from his house. Sharad has two friends, Surya and Vikram. They also stay ________ the same building. Surya stays ________. Sharad's apartment and Vikram's apartment is ________ Sharad's. They meet ________. Sharad misses his parents who live ________ Chandigarh ________. India. He visits them ________ the season of Spring. He has no plans to return to India ________ he retires from service.

IV. Listening skill
Listen to the following passage as it is read by your teacher and answer the questions that follow.

A son and his father were trekking on the mountains. His son suddenly fell down, hurt himself and screamed, 'Ahh!' To his surprise, the son heard the voice repeating, somewhere in the mountain, 'Ahh!' Curiously he yelled, 'Who are you?' He received the answer, 'Who are you?' And then he screamed to the mountain, 'I admire you!' The voice answered, 'I admire you!' Angered at the response, he screamed again, 'Coward!' He received the answer, 'Coward!' The son looked at his father and asked, 'What's going on?' The father smiled and said, 'My son, pay attention.' This time the father screamed, 'You are a champion!' The voice answered, 'You are a champion!' The son was surprised, but did not understand. Then the father explained, 'People call this ECHO.' You can draw a lesson for life from this. Life gives you back what you give it. Our life is simply a reflection of our actions. If you want more love in the world, give more love to your fellow beings. One may compare life to a game of tennis. Those who serve the best are bound to win.
Comprehension questions
1. What were the father and son doing?
2. Why did the son scream?
3. What made the son get angry?
4. Does this story deliver any message? If yes, what is it?
5. Supply a suitable title for the passage.

Speaking skill

a. Prepare a speech for about two minutes on a person who has inspired you the most. You can use the following clues to prepare your speech.

Introduction of that person—his/her appearance—his/her qualities that attracted you—his/her good habits—his/her achievements and contributions—how he/she has inspired you—what you wish to imbibe from him/her and how.

b. Recently you have attended the annual day function of your school. You were impressed by the motivating speech of the chief guest. Recollect the points and share them with your classmates.

Writing skill

a. Arrange the following jumbled words in coherent order to form meaningful sentences. The first two sentences are done for you.

1. that/ remember/ Always /become /can/ you/ thinking/ by/ big/ big.
   Always remember that you can become big by thinking big.
2. good /to/ Try /inculcate/
   people/with/ being/ habits/ by /positive.
   Try to inculcate good habits by being with positive people.
3. goals/high/Set /fit/and/them/time-frame/ in/the .
4. you/ that/ heading/ Visualise/
   towards/ are/your goal
5. Assure /of/are/ you/ the success 
yourself/achieving/
6. there/is/will/a/there/Where /is/way /a
7. perform/Rain/storm/should/you/or

A few tips for speaking
Stand straight. Speak loudly and clearly.
Keep to the topic. Do not deviate.
Narrate things in logical order.
Look at the audience. Maintain eye contact.

Follow the CODER to enhance your writing skills. What is CODER?
C- Collect ideas. [from various sources: library, encyclopedia, internet, teachers, newspapers, magazines, your elders]
O- Organise the ideas.
D- Draft—prepare a rough draft.
E- Evaluate and edit the rough draft.
R- Revise and rewrite a fair draft.
b. Spot the errors in the following sentences and rewrite them correctly.

| 1. I met an European.         | 6. One of the boy looks happy.          |
| 2. Geetha's father is a M.L.A.| 7. We bought furnitures for the office.|
| 3. They are going to Himalayas.| 8. My father is a honest man.           |
| 4. Raghu prefers milk than tea.| 9. Mathematics are my favourite subject.|
| 5. A bunch of keys were found in my car.| 10. Ramu wanted an one rupee coin.     |

c. Punctuate the following sentences.

- anand said sarathy you have done a good job
- children enjoyed watching the film didnt they
- unless john learns driving he cannot impress his boss
- how pleasant the weather is today
- congratulations i heard you ve got a job in singapore

Language Functions.

a. Translate the sentences in Tamil into English. The teacher writes five sentences in Tamil on the blackboard.
b. Frame a dialogue for the following situation.
   Your younger sister / brother has not done well in her / his examination. She / He is upset over her / his poor performance. Cheer her / him up with words of encouragement.
c. Look at the picture and describe it in a paragraph.
John Masefield was born on 1st June, 1878 at Ledbury in Herefordshire. After an unhappy education at the Kings School in Warwick, he entered the merchant navy at the age of 16, deserted ship and became a vagrant in America. He returned to England in 1897 and settled as a versatile writer. A few of his earlier works are ‘Salt Water Ballads’, ‘Manchester Guardian’ and ‘The Everlasting Mercy’. In 1930 Masefield became poet laureate. He died in the year 1967.

In this poem 'Laugh and be Merry' the poet wants us to be cheerful and enjoy our life to the fullest. He also reminds us, towards the end of the poem, that we are like temporary guests who stay in a beautiful inn for a while.

Laugh and be merry, remember, better the world with a song,  
Better the world with a blow in the teeth of a wrong. 
Laugh, for the time is brief, a thread the length of a span. 
Laugh and be proud to belong to the old proud pageant of man.

Laugh and be merry: remember, in olden time,  
God made Heaven and Earth for joy He took in a rhyme,  
Made them, and filled them full with the strong red wine of His mirth  
The splendid joy of the stars: the joy of the earth.

So we must laugh and drink from the deep blue cup of the sky,  
Join the jubilant song of the great stars sweeping by,  
Laugh, and battle, and work, and drink of the wine outpoured  
In the dear green earth, the sign of the joy of the Lord.

Laugh and be merry together, like brothers akin,  
Guesting awhile in the rooms of a beautiful inn,  
Glad till the dancing stops, and the lilt of the music ends.  
Laugh till the game is played; and be you merry, my friends.
A. Answer the following

1. How can man make this world a better place to live in?
2. What is man’s span of life compared to?
3. What did God feel when He created the earth?
4. Who are the guests and where do they stay?
5. What is referred to as a beautiful inn?
6. How should man treat his fellow beings?
7. “Glad till the dancing stops, and the lilt of the music ends”. Explain.
8. “So we must laugh and drink from the deep blue cup of the sky,” - Mention the figure of speech.
9. “Laugh till the game is played” – what is the game referred to here?
10. Write an appreciation of the poem in about 100 words.

B. What is the rhyme scheme used in the first stanza of the poem?
   It is aabb......

Rhyme scheme is the pattern of rhyming lines in a stanza or poem. Some rhyme schemes apply to a single stanza while some others continue their pattern throughout the poem. Every rhyming word in a stanza is given a letter and the letter is always in the lower case. For example:

song - a wrong - a span - b man - b

C. Figures of Speech

A figure of speech is an extraordinary mode of expression used in poetry. It enhances the beauty of the poem and effectiveness of the lines.

1) Alliteration is the repetition of the initial consonant sound in several words in the same line.
   “So we must laugh and drink from the deep blue cup of the sky,
   Join the jubilant song of the great stars sweeping by”
   ‘Drink - deep’ and ‘join - jubilant’ are alliterated words.
   In the first line, /d/ is repeated (drink-deep), and in the second line /j/ is repeated ( join-jubilant).
   Find out two more instances of alliteration in the poem.

2) Simile is a comparison made between two objects of different kinds which have some resemblance. A simile is usually introduced by a word of comparison such as – like, so, as, as...so.

3) Metaphor is a condensed or an implied Simile.
   “Laugh till the game is played........” – Metaphor is used here. Life is compared to a game. When we say “Life is like a game”, then it is a simile.
   If we say, "Life is a game", it is again a metaphor.
A Man Who Had No Eyes
- Mackinlay Kantor

A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel. He was a blind beggar, carrying the traditional battered cane, and thumping his way before him with the cautious, half-furtive effort of the sightless. He was a shaggy, thick-necked fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane’s crook with a futile sort of clinging. He wore a black pouch slung over his shoulder. Apparently he had something to sell.

The air was rich with spring; sun was warm and yellowed on the asphalt. Mr. Parsons, standing there in front of his hotel and noting the clack-clack approach of the sightless man, felt a sudden and foolish sort of pity for all blind creatures. And, thought Mr. Parsons, he was very glad to be alive. A few years ago he had been little more than a skilled laborer; now he was successful, respected, admired… Insurance… And he had done it alone, unaided, struggling beneath handicaps… And he was still young. The blue air of spring, fresh from its memories of windy pools and lush shrubbery, could thrill him with eagerness.

He took a step forward just as the tap-tapping blind man passed him by. Quickly the shabby fellow turned. "Listen guv’nor. Just a minute of your time." Mr. Parsons said, "It’s late. I have an appointment. Do you want me to give you something?" "I ain’t no beggar, guv’nor. You bet I ain’t. I got a handy little article here" he fumbled until he could press a small article into Mr. Parsons’ hand --- "that I sell. One buck. Best cigarette lighter made." Mr. Parsons stood there, somewhat annoyed and embarrassed. He was a handsome figure with his immaculate gray suit and gray hat and malacca stick. Of course, the man with the cigarette lighter could not see him… "But I don't smoke," he said. "Listen. I bet you know plenty people who smoke. Nice little present," wheedled the man. "And, Mr., you wouldn't mind helping a poor guy out?" He clung to Mr. Parsons’ sleeve.

Mr. Parsons sighed and felt in his vest pocket. He brought out two half dollars and pressed them into the man’s hand. "Certainly I’ll help you out. As you say, I can give it to someone. Maybe the elevator boy would buy" He hesitated, not wishing to be boorish and inquisitive, even with a blind peddler. "Have you lost your sight entirely?"

*This is a kind of dialect used by the character.*
The shabby man pocketed the two half dollars. "Fourteen years, guv'nor." Then he added with an insane sort of pride: "Westbury, sir, I was one of 'em." "Westbury," repeated Mr. Parsons. "Ah yes. The chemical explosion . . . the papers haven't mentioned it for years. But at the same time it was supposed to be one of the greatest disasters in---" "They've all forgot about it."

The fellow shifted his feet warily. "I tell you, guv'nor, a man who was in it don't forget about it. Last thing I ever saw was C shop going up in one grand smudge, and that damn gas pouring in at all the busted windows." Mr. Parsons coughed. But the blind peddler was caught up with the train of his one dramatic reminiscence. And, also, he was thinking that there might be more half dollars in Mr. Parsons' pocket.

"Just think about it, guv'nor. There was a hundred and eight people killed, about two hundred injured, and over fifty of them lost their eyes. Blind as bats." He groped forward until his dirty hand rested against Mr. Parsons' coat. "I tell you, sir, there wasn't nothing worse than that in the war. If I had lost my eyes in the war, okay. I would have been well took care of. But, I was just a workman, working for what was in it. And I got it. You're damn right I got it, while the capitalists were making their dough! They were insured, don't worry about that. They ---" "Insured," repeated his listener. "Yes, that's what I sell. --" "You want to know how I lost my eyes?" cried the man. "Well, here it is!" His words fell with the bitter and studied drama of a story often told and told for money. "I was there in C shop, last of all the folks rushin' out.

Out in the air there was a chance, even with buildings exploding right and left. A lot of guys made it safe out the door and got away. And just when I was about there, crawling along between those big vats, a guy behind me grabs my leg. He says, 'Let me pass, you ---! Maybe he was nuts. I dunno. I try to forgive him in my heart, guv'nor. But he was bigger than me. He hauls me back and climbs right over me! Tramples me into the dirt and he gets out, and I lie there with all that poison gas pouring down on all sides of me, and flame and stuff . . ." He swallowed ---a studied sob---and stood dumbly expectant.

He could imagine the next words: Tough luck, my man. Damned tough luck. Now I want to ---"That's the story, guv'nor." The spring wind shrilled past them, damp and quivering. Not quite," said Mr. Parsons. The blind peddler shivered crazily. "Not quite? What do you mean, you ---?"

"The story is true," Mr. Parsons said, "except that it was the other way around." "Other way around?" He croaked unamiably. "Say, guv'nor---" "I was in C shop," said Mr. Parsons. "It was the other way around. You were the fellow who hauled back on me and climbed over me. You were bigger than I was, Markwardt."

**Glossary**
- Reminiscence - remembrance
- Trample - walk over
- Quivering - shaking
- Unamiably - unfriendly
The blind man stood for a long time, swallowing hoarsely. He gulped: "Parsons. By Heaven. By Heaven! I thought you---" And then he screamed **fiendishly**: "Yes. Maybe so. Maybe so. But I'm blind! I'm blind, and you've been standing there letting me **spout** to you, and laughing at me every minute of it! I'm blind!" People in the street turned to **stare** at him. "You got away but I'm blind! Do you hear? I'm---" "Well," said Mr. Parsons, “don't make such a row about it, Markwardt...So am I."

**I. Comprehension Questions.**

1. What according to you, is the author's main purpose of writing this narrative?
2. Compare and contrast the character of Mr. Parsons with that of Markwardt.
3. The author uses a surprise ending. To what extent does this add to the effectiveness of the narrative?
4. Which man originally seemed to deserve our sympathy? Why/How do our sympathetic feelings towards this character change?
5. How do you view a differently-abled person seeking your sympathy?

**II. Identify the characters / speakers of the following utterances.**

1. “I got a handy little article here.”
2. “Certainly I’ll help you out.”
3. “The story is true...except that it was the other way around.”
4. “By heaven! I thought you ... But I’m blind.”
5. “Well ... don't make such a row about it, Markwardt.... So am I”.

**III. Complete the sentences choosing the right options.**

1. Mr. Parsons was standing in front of a _____________.
   a. house  b. hotel  c. park  d. theatre
2. The beggar tried to sell a ____________ to Mr. Parsons.
   a. cigar packet  b. ash tray  c. cigarette lighter  d. match box
3. Mr. Parsons paid ____________ dollars to the beggar.
   a. two half  b. two  c. three half  d. three
4. Mr. Parsons wanted to give the article to _____________.
   a. his friend  b. his servant  c. the beggar  d. the elevator boy
5. Mr. Parsons and Markwardt lost their vision in a _____________.
   a. fire accident  b. chemical explosion  c. road mishap  d. bomb blast
Gaia Tells Her Tale

Warm-up

You have heard the chirping of birds. You have heard the cry of animals. You have heard the sounds of moving buses, trains and other vehicles. You have heard the sounds of ruffling wind and the running river. Have you ever heard of a flower or a tree or grass actually speak? You only feel their presence in other ways – sight, scent and the like.

I’m Gaia, the personification of the primordial mother Earth. I am known by many names in different languages and in different places. The Greeks call me Gaia, the Indians call me Bhoomi Matha and the English call me Earth. I am a huge ball in space spinning at a rapid pace while revolving around the Sun. Do you know how old I am? I was a part of the sun, millions of years ago. Following the big bang that occurred in the cosmos, I fell apart.

In the early years of my life, I was a land mass called Pangea and a big water mass called Panthalassa, which covers two-thirds of my surface. Due to gravity, I am able to hold everything in its place! I am the only life supporting planet in the universe. Scientists are peering through their telescopes even as I am speaking; checking to see whether there is any other planet with life in it. Research is still on! In the beginning when there were just plants growing and animals wandering all over me, life was very peaceful. There existed a natural rhythm that bound the entire species of life. There was peace and there was abundance, assuring the survival of every creature.

1. Who is Gaia?
2. What are the other names given to her?
3. What is Pangea and Panthalassa?

Glossary
primordial - ancient / primeval
peering - looking carefully
abundance - plenty
Of course, I was very happy when man arrived. I was proud that a superior creature had come to protect and care for me. He not only admired me but also worshipped me with utmost reverence. Even when your tribe increased, I had no problem because the ecosystem was still well balanced and intact. I have a large heart – large enough to accommodate all of you. However, when you became greedy and under the pretext of development exploited all the natural resources indiscriminately, my trouble began. I am deeply concerned about the way my resources are being ravaged. You do not replenish what you consume.

You all know it is getting hotter by the day and as a result my glaciers are melting, my forests burning, my rivers drying up and my animals dying. You are indifferent to your own actions. You have also turned a deaf ear to the cry of my creatures. Where have your warmth and your love for Nature disappeared?

You read the newspapers and journals and watch documentaries about environmental pollution. Many of the rarest of species have become extinct and some are on the verge of extinction! Who is to be held responsible for this pathetic state of affairs? The ozone gas that acts like a canopy, protecting you from the harmful ultra violet rays of the Sun is depleting. The use of aerosol sprays has led to the increase of Chloro Fluoro Carbon (CFC) content in the atmosphere and has eroded the ozone layer at the poles. As a result, an expanding hole has been developing in the ozone layer. Many deadly diseases such as cancer are caused due to this damage.

My forests are very important for your survival. The trees bind the soil and preserve it. They bring about rain, filling up lakes, ponds and rivers. You cut down trees mindlessly to meet your immediate needs. The act of deforestation has reduced the forest area to a considerable extent. The animals which inhabited these forests have been rendered homeless.

How are you planning to address these problems? Do you think that nature will regenerate all by herself? Are you going to turn a blind eye to these dangers? Are you going to surrender to the circumstances in despair?

1. How did Gaia feel when man stepped into the scene?
2. What was the fall out of man’s development?
3. When did the trouble begin?
4. What is the result of global warming?

**Glossary**
- reverence - great respect
- exploit - use unfairly and selfishly
- accommodate - to find place for
- pretext - false reason
- ravage - to cause great damage
- replenish - to fill up again
- canopy - an overhanging shelter
- depleting - emptying
- considerable - fairly large
Don't you have the *wherewithal* to bring back the glorious past? Nothing is impossible for you, but the choice is yours. As a mother it is my duty to warn you of the *impending* dangers of neglecting me. Even your own scientists concur with my views. How can I put up with the sight of my own children being poisoned and their safety being threatened? You may be careless, but how can a mother be *indifferent*?

I trust you. You alone can stop this deterioration. To begin with, I shall suggest certain measures that you can easily adopt in your everyday life.

- Use eco-friendly vehicles such as bicycles and solar cars. Prefer public transport to private conveyance.
- Plant saplings to *commemorate* any celebration.
- Choose biodegradable products over synthetic ones.
- Maximise the use of natural light. Conserve power by switching off electrical and electronic appliances when not in use.
- Do not waste water. Harvest rain water. Recycle bathroom water for your kitchen garden.

My dear little children, I love you so much as I loved your parents in the past. That is the reason I'm here, narrating my tale. Also I remind you of your responsibility of protecting your own sweet home - your only abode in the immense universe! Seek to restore the harmony of the bygone days.

I'm not a mere ball of mud, water and minerals. I too possess a body and mind, a heart and soul – just like you. It is you who keep me alive. I live in you; I live with you; I live for you!

1. How can you conserve power and water at home?

---

**Glossary**

- *wherewithal* - means to achieve something
- *impending* - imminent / something bad likely to happen
- *indifferent* - uninterested
- *commemorate* - to honour the memory of someone

---

**Do you know?**

- June 5 is observed as World Environment Day, since 1972.
- "Biodiversity: Connecting with Nature" - was the theme for the year 2010.
- How do people celebrate that day?
  - Awareness walks
  - Bicycle parades
  - Tree planting
  - Scientific forums
  - Green concerts
  - Clean-up campaigns

**Remember the 3 R’s:**

- Reduce, Recycle and Reuse Resources.
Answer each in a paragraph of 100 words:
1. Highlight the importance of forest conservation.
2. List the measures you can implement in your daily life to protect your environment.

Vocabulary
A. There are differences between British English and American English. These differences could be grouped under the major headings: Vocabulary, Spelling and pronunciation.

<table>
<thead>
<tr>
<th>Differences in Vocabulary</th>
<th>Differences in Spelling</th>
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</thead>
<tbody>
<tr>
<td><strong>British English</strong></td>
<td><strong>American English</strong></td>
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<tr>
<td>lift</td>
<td>elevator</td>
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<tr>
<td>holiday</td>
<td>vacation</td>
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<td>film</td>
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<td>autumn</td>
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<td>faucet</td>
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<td>sweets</td>
<td>candies</td>
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<tr>
<td><strong>British English</strong></td>
<td><strong>American English</strong></td>
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<td>favour</td>
<td>honor</td>
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<td>honour</td>
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<td>visualise</td>
<td>offence</td>
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<tr>
<td>traveller</td>
<td>focussed</td>
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<tr>
<td>pedlar</td>
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</tbody>
</table>

B. Choose the correct synonym for the underlined word from the options given.
1. I am deeply concerned about the way .......
   a) wounded  b) interested  c) worried  d) affected
2. The ozone gas acts like a canopy, protecting us.
   a) galaxy  b) cloud  c) vacuum  d) shelter
3. .....it is my duty to warn you of the impending dangers.
   a) eminent  b) dominant  c) prominent  d) imminent
4. I shall suggest certain measures .......
   a) ideas  b) ways  c) problems  d) areas
5. Seek to restore the harmony of bygone days.
   a) previous  b) present  c) olden  d) modern

C. Choose the correct antonym for the underlined word from the options given.
1. I am known by many names in different languages.
   a) strange  b) similar  c) diverse  d) popular
2. .....my glaciers are melting.
   a) moving  b) breaking  c) freezing  d) vanishing
3. There existed a natural rhythm.
   a) artificial  b) fake  c) abnormal  d) unpleasant
4. I …… a superior creature had come to protect me.
   a) greater  b) mediocre  c) minor  d) inferior
5. Don't you have the wherewithal to bring back the glorious past?
   a) wonderful  b) graceful  c) shameful  d) dreadful

D. Substitute the underlined with suitable words from the lesson. The beginning of
   the paragraph is given in brackets.

   1. Do not lose hope if you are not selected. [How are you…]
   2. It was very sorrowful to see the injured child, crying in pain. [You read …]
   3. We should bring back peace into this world. [My dear…]
   4. The owner has spent a fairly large amount on renovation work. [My forests…]
   5. The rebellious son was not concerned about his father’s illness. [You all know..]

E. Choose the word that belongs to each of the following sentences from the box:

   impact, pollution, admiration, survival, extinction, horrors, resources

   1. Reserve forests are there to preserve animals from ____________.
   2. Children should always hold their parents in ________________.
   3. The college has provided all the ____________ to do the project.
   4. The nuclear explosion caused a great ____________ on people’s health.
   5. The ____________ of the marooned sailor depends only on sea-weeds.

F. Syllabification
   (i) Syllabify the following words:
      eg. cos-mos, gra-vi-ty, e-lec-tri-cal
      1. abundance  2. able  3. harmony
      4. regenerate  5. maximise  6. universe
      7. research  8. surrender  9. scientists
      10. responsible  11. survival  12. accommodate

   (ii) Pick out three words from the lesson with five syllables and six syllables each.

   1. ________________  1. ________________
   2. ________________  2. ________________
   3. ________________  3. ________________
G. Abbreviations

We came across the abbreviation CFC in the lesson. Abbreviations are shortened forms of words. The expansion of CFC is Chloro Fluoro Carbon. Let’s know the organizations dedicated to conservation of Nature and Wildlife:

- WWF - World Wide Fund for Nature
- ZSI - Zoological Survey of India
- GPM - Green Peace Movement
- IBWL - Indian Board for Wildlife
- IUCN - International Union for Conservation of Nature

Learn some more abbreviations and their expansions.

<table>
<thead>
<tr>
<th>WHO - World Health Organisation.</th>
<th>NGO - Non Governmental Organisation</th>
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</thead>
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<tr>
<td>UNO - United Nations Organization.</td>
<td>IAS - Indian Administrative Service</td>
</tr>
<tr>
<td>CWG - CommonWealth Games</td>
<td>BBC - British Broadcasting Corporation</td>
</tr>
<tr>
<td>WWW - World Wide Web</td>
<td>UPSC - Union Public Service Commission</td>
</tr>
<tr>
<td>RBI - Reserve Bank of India</td>
<td>UGC - University Grants Commission</td>
</tr>
</tbody>
</table>

Find out the expansion of the following abbreviations:


H. Idioms

[Idioms are expressions peculiar to a language. They give special meanings to words. The literal meaning of individual words should not be taken for consideration. For example, we came across two idioms in the lesson: ‘turn a blind eye / deaf ear, meaning ‘pretend to ignore / to pretend not to notice’. ] Now locate the following idioms in the dictionary and find out the meanings. Eg. ‘Once in a blue moon’ means ‘very rarely’.

Match the following idioms with their appropriate meanings.

1. nip in the bud  a) exaggerate a problem / make a big deal out of nothing
2. fool’s errand   b) make a new beginning
3. raining cats and dogs c) do everything possible
4. turn over a new leaf d) a fruitless undertaking
5. make a mountain out of a molehill e) in big trouble
6. let the grass grow under one’s feet f) anywhere on earth
7. under the sun    g) raining heavily
8. move heaven and earth h) to be thankful for one’s luck
9. in deep waters   i) not to waste time by delaying doing something
10. thank one’s lucky stars j) stop at the very beginning
     k) with warm support
Reading skill

A. Collect some information on 'Acid Rain' and the 'Big Bang Theory'. Read it out to your classmates aloud.
B. Read the given passage that has been scanned for note-making and summarisation.

We need to use our energy sources wisely and economically and conserve as much of our energy resources as we can. How can we do this?

First, we must reduce our dependence on non-renewable resources. For example, can we design or invent vehicles that do not use petrol or diesel as fuel? If we can, then we can reduce our consumption of petroleum. Many scientists and engineers are working on this idea. Can we use water and wind power, rather than diesel or petrol or coal power to generate electricity?

Secondly, we must look for and use alternative fuels and sources. Rather than using coal, kerosene or cooking gas, can we use animal wastes or plant wastes? We have learnt to extract energy from animal wastes such as cow dung and plant wastes. One successful method is to ferment animal wastes in closed containers and produce a gas called biogas, which is just as good as cooking gas. The waste from the biogas plant can be used as manure in fields and plantations. A second example is the use of windmills, where wind is used to turn a paddle wheel and to produce electricity or to lift water.

Thirdly, we must make greater and cleverer use of the sunlight. The sun is a perennial source of light and heat for the earth, and it is absolutely free! If we could devise methods for capturing the heat and light from the sun and transforming it into electricity, mankind could benefit greatly.

Note-making: Conservation of Energy

A. How to conserve Energy?
   1. use energy resources wisely and economically
   2. design vehicles not using diesel or petrol
   3. using water & wind power to generate electricity

B. Alternative use of fuels
   1. use of animal and plant waste
   2. production of biogas
   3. windmills

C. Use of Solar Energy
   1. Sun – perennial source of light & heat
   2. transform into electricity
Summary

Conservation of Energy

We have to use energy sources wisely and economically to conserve them. Vehicles that do not use petrol or diesel can be designed. Water and wind power can be used to generate electricity. Energy can be produced from plant and animal waste. Biogas can be used for cooking. Electricity can be produced using windmills. The light and heat of the sun can be converted into electricity.

Tips for note-making
- Read the passage carefully.
- Underline the key points.
- Organize them under subtitles.
- Give the points in the form of hints.
- Omit examples and use abbreviations.

Tips for summarising
- Read the passage carefully.
- Identify the key sentences and key words.
- Omit examples, analogies and illustrations.
- Write only main points in the rough draft.
- Write the fair copy and give a title.

Grammar

Basic Sentence Patterns

You have already learnt the basic sentence patterns in your previous class. You are familiar with the basic elements of a sentence – Subject, Verb, Object, Complement etc.

Now, let's recall what an 'Adjunct' is. Adjunct is an adverb or an adverbial. It answers the questions 'When? Where? How? Why?' Normally an adjunct can come anywhere in a sentence - in the beginning, at the end or in the middle. Adjuncts are just additional units. Any number of adjuncts can be added to a sentence. Even without adjuncts, what remains will still be a complete and meaningful sentence.

Eg.
1. The stars / twinkle / in the sky / at night.
   S   V   A   A

   S   V   O   A

3. The Earth / is / a ball / in the space.
   S   V   C   A

   S   V   IO   DO   A

5. Science / has made / man's life / comfortable / these days.
   S   V   O   C   A

6. Due to gravity, / the Earth / could hold / everything.
   A   S   V   O
7. In this lesson, Gaia tells man her tale.
   A S V IO DO
8. Now a days life has become hectic.
   A S V C
9. We always work hard.
   S A V A
10. Arun's answer is almost right.
    S V A C
11. The Americans have sent a rocket to Mars.
    S V O A
12. That day Priya quickly finished her dinner.
    A S A V O

Make sentences with the following patterns:

Listening skill

What is a map and how is it made?

Listen to the teacher and answer the questions:

Maps are accurate representations of a part, or sometimes the whole, of the earth's surface. They are made on a flat paper, parchment, cloth or any material. Maps have been made since ancient times because they are a convenient way of summarizing information about an area or the world in which we live.

The earliest known maps were made in ancient Babylon. The early Egyptians and Greeks also knew the art of map-making. Gerhard Mercator is the father of modern map-making.

It takes a skilled mathematician and an artist to create a precise map. The first step is to fix the latitudes and longitudes of the area to be mapped. The land is surveyed using specialized instruments. Known fixed points are then plotted on paper in a chosen scale and measured heights. The cartographer, who is a map maker then fills in all the details of the land. Today sophisticated methods of surveying, aerial photography, satellite technology and computers make maps accurate and detailed.

Questions:
1. Why are maps made?
2. Who made the first map?
3. Name the father of modern map making.
4. How are maps created?
5. How are modern maps made accurate and detailed?
Speaking skill

1. Group Activity
Form small teams. You can choose your team mates. Instruct your team to collect the following details on their way back home from school.
- List the things seen on the street that cause environmental pollution.
- Of these, find out the things that can be recycled.
- What suggestions would you make to the residents to keep their street clean?
- What are the sources of help you would seek to keep your village/town clean?
- Compile the details gathered in your respective teams. Prepare a report and present it to the class.

2. Each one of us should play a part in protecting the environment. One way is to reduce the amount of rubbish we generate at home and at school. Join your groups, discuss and come out with suggestions on how we could implement the environmental principles of 3R's effectively. The group leaders will address the whole class and create an awareness.

3. Pair and Share:
Choose a partner of your choice. Discuss with him/her about the advantages of rural life over urban life.

Writing skill

1. Rearrange the following sentences in logical order to make a meaningful paragraph:
   ✓ When pollution occurs the atmosphere becomes contaminated.
   ✓ Pollution is the making of air, water or soil, impure with harmful substances.
   ✓ Otherwise it will pose a serious threat to human health.
   ✓ It is the result of the increase in population.
   ✓ Measures should be taken to control pollution.

2. You have listened to Gaia’s story - her plight and concern. It's high time you wrote a letter to your Mother Earth. In that letter, comfort her and assure her that you'll take good care of her from now on.

Language Focus / Functions:

1. Translate the Headlines of today's Tamil newspaper into English.

2. Make notes and summarise the following passage. You have seen a model of that exercise under Reading skill.
Oils are of three main kinds – vegetable, animal and mineral oil. Vegetable oil is obtained from squeezing oil seeds. Mineral oil is pumped out from deep under the earth. Animal oil is got from the fat of animals. To extract vegetable oil, the dried oil seeds are put in the crushing machine and oil is squeezed out and collected. We get oil cake as residue. The oil cake is used as animal feed.

Mineral oil is pumped out by digging oil wells. These are found deep below the ground. Holes are drilled and oil is pumped out or forced out. The crude oil is a source of many useful things. We get kerosene, petrol and diesel out of crude oil. We also get oil from fishes like whale and shark. When we cut out their blubber and melt it, we get these oils.

We use most of the vegetable oils for cooking. Mineral oils are mainly used as fuel. Animal oils are used as medicine. We give shark liver oil to weak children. Neem oil, lime oil and sandalwood oil also have medicinal value. They keep our skin healthy. We make soaps out of these oils.

**Weekend Activities: Project Work.**

1. A Poster is a notice or advertisement for display usually stuck on a wall. It may have a simple picture or painting or photograph or cartoon that brings out the idea in a visual way with catchy captions / slogans. Prepare wall posters to promote the following. Display them on school noticeboards:
   a) Save Trees — Do not take hard copies, when not really needed.
   b) Carbon footprints - a road to environmental destruction.
   c) Go the eco-friendly way: Avoid use of plastics.

2. The Nature at times bursts out in fury. It results in Natural Disasters. Fill in the empty boxes to name a few of them.

```
F | O | S

S | R | G

S | U | A

V | C | N
```

D | O | G | T

G | L

T | E | R

3. You may visit the following websites to learn more about biodiversity. [Recommended by the Ministry of Environment and Forests, Government of India]

- http://bsienvis.nic.in
- http://zsienvis.nic.in
Khalil Gibran [1883 – 1931] born in Lebanon, was a poet, philosopher and artist. His books have gained popularity in the western world, with 'The Prophet' as probably the best known work of his. Most of his works convey the timeless universal truths and of man's inhumanity to man.

The poem 'Earth', a beautiful tribute to the Earth, is taken from a collection of poems and essays entitled “The Eye of the Prophet”. The following is an extract from the poem.

How beautiful you are, Earth, and how sublime!  
How perfect your obedience to the light and how noble is your submission to the sun.

I have walked over your plains,  
I have climbed your stony mountains  
I have descended into your valleys;  
I have entered into your caves.  
On the plains I have discovered your dreams,  
On the mountains I have admired your splendid presence.  
And in the valleys I have observed your tranquillity;  
In the caves I have touched your mysteries.

We pierce your bosom with swords and spears.  
And you dress our wounds with oil and balsam  
We plant your fields with skulls and bones.  
And from them you rear cypress and willow trees,  
We empty our wastes in your bosom, and you fill  
Our threshing floors with wheat sheaves,  
And our winepresses with grapes.

We extract your elements to make  
Cannons and bombs but out of  
Our elements you create lilies and roses  
How patient you are Earth, and how merciful!  
Are you an atom of dust raised by  
The feet of God when He journeyed from  
The East to the West of the Universe?
Who are you, Earth, and what are you? You are "I", Earth! You are my sight and my discernment. You are my knowledge and my dream. You are my hunger and my thirst. You are my sorrow and my joy. You are the beauty that lives in my eyes. The longing in my heart, the everlasting life in my soul! You are "I" Earth, Had it not been for my being, You would not have been!

**Figures of Speech:**

1. “How beautiful you are, Earth, and how sublime! How perfect your obedience to the light and how noble is your submission to the sun.”

   The figure of speech used here is **Personification**. Personification attributes life to inanimate objects or abstract qualities. The ‘Earth’ is personified here. Usually the personified words begin with a capital letter.

**I. Read the poem and then answer the following questions:**

1. What do the various physical features of the Earth reveal to the poet?
2. Why is the poet apologetic to the Earth? Pick out the lines that indicate this.
3. Why does the poet call the Earth ‘merciful’?
4. In what ways does the Earth repay man for all his ill treatment?
5. Write the substance of the poem in about 100 words.
6. “You are “I” Earth.” - Why does the poet conclude that Man and the Earth are one and the same entity? (100 words)
Amrita Devi – The Guardian Angel of Woods

Thakur Surat Singh, of Kharda Thikana, a small estate in Jodhpur-Pargana, was granted the estate of Khejarli in the same Pargana by Maharaja Abhai Singh of Jodhpur in 1726 AD and he became the first “Thakur of Khejardi”. The name of the village Khejarli or Khejardi (26 Km. South East of the city of Jodhpur in Rajasthan) is derived from the Khejri trees which were in abundance in the village. It was a Tuesday, Black Tuesday in Khejardi, the 10th day of the bright fortnight of September in 1730 A.D Amrita Devi, a mother of three - Asu, Ratni and Bhagubai - was at home with her daughters. Suddenly she came to know that Giridhar Bhandari, the Minister in Abhai Singh's Court, had come to the village. His mission was to cut down Khejri trees to burn lime for the construction of a new palace for the king.

Amrita Devi protested the felling of trees saying it was against their religious belief. She said, "If a tree is saved even at the cost of one's head, it is worth it." She hugged the tree. She meant what she said and she did what she meant. The axes which were brought to cut the trees severed her head. The three daughters stood undaunted. They offered their heads as well, and met with the same end.

Soon the news spread like wildfire. The king’s men continued with their felling spree. Bishnoi community’s men, women and children from 83 villages came to stop the cutting down of trees. They held fast, hugged the trees and got killed. In all, 363 villagers - young and old, men and women, married and unmarried, rich and poor - had already become martyrs. The king reproached the minister for the slowness of work and declining load of wood everyday. The chief of the woodcutters explained the strange love of the people to trees and how smilingly they gave up their lives. He explained that their axes had been tainted with human blood and they were weary of killing so many for a few trees. He explained that they could not go on making human sacrifices for felling trees for the king’s palace. He asked the king to provide a solution. Hearing the courage of the Bishnoi Community, the king immediately ordered to stop felling trees. He met the tribal chief in person and apologized for the mistake committed by his officials. The tribal chief casually told the king that his tribe did its duty to the life - sustaining holy trees. Apparently moved by the uncomplaining nature of simple and kind-hearted people, the king issued a royal decree, engraved in a copper plate ordering the following:

Glossary

felling - cutting down
decree - order
Felling of green trees and hunting of animals within the revenue boundaries of Bishnoi Village are strictly prohibited.

If by mistake any individual violates this order, he will be prosecuted by the state and a severe penalty imposed on the offender.

Even the members of the ruling family must not shoot animals in or even near the Bishnoi village.

Later the "Khejarli Massacre" found mention in the 'Annals and Antiquities of Rajasthan', a famous 19th century two volume work by Colonel James. Today the anniversary of the massacre is observed every year at the village which has now become an important tourist spot.

What Amrita Devi and her daughters did in Khejarli had become a movement - the Chipko Movement (Tree-hugging Movement) in the 1970s in the Garhwal Himalayas and in 1974 in Chamoli District both in Uttarkhand.

The Chipko Movement, though primarily a livelihood movement rather than a forest conservation movement, went on to become a rallying point for many future environmentalists and environmental movements the world over and created a precedent for non-violent protests. This Movement which inspired many eco groups helped in slowing down the rapid deforestation, exposed vested interests, increased ecological awareness, and demonstrated the viability of human power. Above all it stirred up the existing civil society in India as never before. The society started taking a look at the tribal and marginalized people and their issues of livelihood from a new perspective.

Source:
I. Let’s answer the following:

1. Who was the first Thakur of Khejardi?
2. Where is the tribal village of Khejarli located?
3. What was that village named after?
4. Why didn’t Amrita Devi allow the king’s men to cut trees?
5. What was the mission of Giridhar Bhandari?
6. What is a tree worthy of?
7. How did the people of Bishnoi community try to save the trees?
8. What did the king’s men become tired of?
9. What did the king’s royal decree proclaim?
10. Which incident triggered the Chipko Movement?

II. Now rearrange the following sentences to get the summary of the story of Amrita Devi’s sacrifice.

a. Her three daughters also gave their lives.
b. The king of Jodhpur sent his men to cut down Khejardi trees in the village.
c. Amrita Devi lived in Khejarli with her three daughters.
d. He wanted to build a new palace.
e. Amrita Devi did not allow the men to cut trees.
f. She hugged the tree and offered her head instead.
g. The king’s men cut Amrita Devi’s head.

III. Complete the sentences choosing the right options:

1. The Khejri trees were cut down for the construction of a _________________.
   a. fort b. hospital c. palace d. choultry
2. September 10, 1730 A.D was considered a Black Tuesday because ____________.
   a. Amrita Devi and her daughters lost their lives
   b. the Khejri trees were destroyed in wild fire
   c. the minister arrested the tribal chief
   d. the village was hit by a tidal wave
3. Amrita Devi objected to the cutting of Khejri trees as it was against their ________.
   a. chief’s order b. king’s order c. religious belief d. sentiments
4. Colonel James had made a mention of the ____________ in his book.
   a. Chipko Movement b. Bishnoi community
c. Abhai Singh’s decree d. Khejarli Massacre
5. The Chipko Movement was started in ____________ in Chamoli District.
IV. Study the clues given and complete the mind map:

1. Black Tuesday
2. Amrita and her daughters
3. Maharaja's order
4. Amrita's protest
5. Courage of Bishnudas
6. Maharaja's apology
7. Message from the story
8. Maharaja's decree

Chipko Movement
Warm-up
Discuss these questions in the class.
- Are you in a girls' school / boys' school or in a mixed school?
- Do you have girls going to high schools in your village / town?
- Do you know girls who have stopped going to school?
- Have you ever helped a girl continue her schooling?
- What do girls in your place do after dropping out of school?

*Read this inspiring account of an individual*

How pleasant it is to see girls in groups along the street carrying school bags-chatting, giggling and pulling each other's plait, adjusting the flowers on their hair, picking up the fallen flower though it is half dry to place it on the plait again and some plaiting their hair on their way to school...

Some girls are very serious looking. They won’t talk to others, even when in a group. It is hard to pull them out of their shells and involve them in conversation. Who knows what ails them?

Some carry on with a smile unmindful of whatever burdens them. They get along well with others. They keep the umbrella of prudence open and allow the rain of criticism to pass by. They are star performers! Here is a real life story of one such “Girl Star” – Anita Khushwaha.

Anita lives in Bochacha village in Muzaffarpur District in Bihar. She lives with her parents and two younger brothers. Life was not a bed of roses for Anita during her childhood. How could it be? She was born in a poor family in a village in Bihar which is saddened both by floods and drought. Moreover parents in villages did not send their daughters to school and Anita’s parents were no different from other parents.

“Girl Star”, a UNICEF project, is a series of films which documents stories of girls from the most disadvantaged communities across five Northern states who, through attaining education, have managed to break the shackles of socio-economic constraints to make a success of their lives and become self-sufficient. These young women have grown to become role models in their communities. They inspire younger girls to go to school and continue their education. They have selected professions from the most conventional such as teaching and nursing, to the most unconventional like archery, apiary, scrap management, which have traditionally been a man’s domain.

Glossary
ails - gives pain
prudence - wisdom
apiary - bee-keeping

What does the sentence ‘Life was not a bed of roses for Anita’ mean?
Though Anita wanted to go to school, it remained a distant dream. She couldn't have the luxury of attending even the nearest village school. Then, what would she do the whole day? What else but minding the goats which were grazing! Day dreaming! Poor Anita! She often thought, “Am I destined to be like this throughout my life?” This was the nagging question that troubled her like a dragon darting out of darkness. “Won't I ever see freedom and the bright light of the dawn?” she sighed.

The day dawned! It had to! One day, Anita with all her inquisitiveness entered the village school. She sat behind the children in a class. She was thrilled. Once she entered the school, there was no looking back. Anita was determined not to follow the herd. She wanted to be different from the 'happy at home' girls who always ran errands, did the daily chores and were resigned to their fate. Anita gathered courage to speak her mind to her parents. In villages, it is considered an unruly behaviour to speak against the parents. A gross disobedience! Sin-rather! Yet, Anita begged, pleaded, and persuaded her parents. One of the school teachers convinced Anita's parents. Finally, Anita won her parents' approval.

Scoring high marks was not Anita's aim nor was it her goal. All she wanted was to be educated. And she successfully completed her schooling and entered a college. Her parents co-operated with her. They did not trouble her with grazing the goats or with the household chores. She took evening classes for the school children and earned some money. This helped her to pay the college fees. Some older boys in the village did what all they could do to stop the children from attending her evening classes. But that did not work for long. Children went running to their loving Anita didi's classes.

The climax in Anita's story was the day she noticed the litchi trees in full bloom and hundreds of honey bees hovering around. An idea flashed. “Why can't I do the bee-keeping, sell honey and make money?” She attended the course run by the government on bee-keeping. She saved an amount of Rs.5,000/- from the evening class earnings. She bought two boxes for Rs.4,000/- for the purpose of rearing bees. She spent the rest of the money on buying sugar to make syrup for the bees and cleaning the beehives. That was in September. By December, she had to double the number of boxes because the 'winged visitors' doubled their numbers. She was delighted.

---

1. What was the nagging question in Anita’s mind?
2. Do you think Anita was ' unruly' in disobeying her parents?
3. Who helped Anita to win her parents' approval?
4. What was her goal in school?
5. Which is the turning point in Anita’s life?
6. Who are the 'winged visitors'?
Anita continued to learn the techniques of bee-keeping. Often she was stung by the bees. Her face and hands got swollen. She was ridiculed for trying her hand at bee-keeping, a domain predominantly held by men. Undeterred by the pain and inconveniences, she continued to perfect the art of bee-keeping. Now, she wants to become a wholesale trader of honey, so that she can procure honey from her villagers for the correct price. She cycles her way to attend many village meetings. Because of Anita, the entire village is progressing. Isn't Anita really a 'Girl Star'? In fact, she is the 'Morning Star' leading the villagers from darkness to light. Her bicycle moves on and on and on… and the entire village too.

**Glossary**
- **ridiculed** - made fun of
- **undeterred** - not stopped by failures, setbacks
- **procure** - collect, get

**Read Anita’s story again and answer these questions:**

1. Does Anita use her education for earning for herself?
2. Do you think Anita can do more for her village? If yes, what more can she do?
3. Imagine yourself to be Anita. Could you suggest some plans to help your village?

**VOCABULARY**

**A.Synonyms:** Read the paragraph. Choose the appropriate synonyms for the words highlighted from the alternatives given below:

Balu, who works in Murugan's bicycle shop, is very inquisitive by nature. He is bored with his daily chores. He wishes to do something more attractive in bicycles. He wants to procure a few parts and assemble them in a different way. He explained his plan to his boss. First it was very difficult to get his approval. Balu pleaded with him till Murugan said 'Yes'.

1. a) interesting b) curious c) submissive d) proud
2. a) plans b) obstacles c) lessons d) tasks
3. a) collect b) dispose c) provide d) produce
4. a) opinion b) consent c) appearance d) appointment
5. a) begged b) argued c) pleased d) stayed

**B.Antonyms:** Choose the appropriate antonyms for the words highlighted:

Balu works very hard. His boss Murugan has given him freedom to go ahead with his plan. Though Murugan doesn't question him, Balu is not unruly. He is very punctual and prompt in his services. He uses his prudence and always wants to be unique. Both the worker and the boss enjoy success because they trust each other.

1. a) liberty b) autonomy c) slavery d) power
2. a) arrogant b) haughty c) disciplined d) gentle
3. a) late  b) lazy  c) alert  d) smart
4. a) patience  b) pride  c) knowledge  d) unwise
5. a) failure  b) dejection  c) achievement  d) victory

Reading Skill 📖

It is not always true that we understand a new word with the help of a dictionary or the teacher. Words and sentences have a context. The context always gives clues. It is possible to guess the meaning of a word from its position in a sentence. A known word can give the meaning of an unknown word. So you need not feel helpless. You can guess the meaning of even a difficult passage.

A. Read the paragraph below. Use context clues to get the meaning of each underlined word. Then write yes or no to answer each question.

The Arctic Tundra

The Arctic Tundra is a cold, dry region covered by snow most of the year. The treeless plains are vast. Tundra makes up nearly five million square kilometres of the Earth’s surface. Because it is so cold there, a few people inhabit the region. During winter, the weather is so frigid that those who do live in the Tundra, often wear two sets of clothing to keep themselves warm. In the Tundra, the glare of the sunlight reflected on the snow is intense. People must protect their eyes from the strong light to prevent any damage to the eyes. Animals of Tundra must be very wild to survive. Only shrewd and clever animals escape from their enemies and are able to capture their prey. Watching two animals fighting fiercely for their lives can be a horrifying experience, making even the bravest person tremble with fear and wonder.

Can an ocean be vast? Yes / No
Can a shark inhabit a bathtub? Yes / No
Can fire be frigid? Yes / No
Can a hurricane be intense? Yes / No
Can a lion act fiercely? Yes / No
Can a sudden noise be horrifying? Yes / No

B. On a separate paper write a sentence for each word underlined in the paragraph.

Grammar 🐒

Revision of tense forms

You have learnt simple and continuous tenses in the present, the past and the future for the past six years. This year, let us consolidate what we have learnt and use them freely in the activities given below focusing on perfect and perfect continuous tenses.

Do you know? The word with more than fifteen letters in which the only vowel is ‘e’. It is the synonym for the state of being weak. Find the answer at the end of the unit.
The present perfect tells you the result / effect of the past action. The action is over, perfect, complete but the result of the action is still present. So we express such results using present perfect tense.

e.g:
When will you ask — ‘Who has switched off the fan?’

When you feel sultry and you wake up because somebody has switched off the fan. The result of the action 'switching off' is given importance here.

It is not wrong to say — ‘Who switched off the fan?’

Here your focus is on the person who did the action.
So the choice of the tense depends on which part you want to give importance to.

Present perfect tense is formed as –

Subject + have / has + Verb in the past participle form

A preparatory (or dummy) 'there' can also be used in the subject's position.
e.g.  There has been a sudden increase in the price of gold.

No specific time reference should be used with present perfect tense. But we can use some indefinite points of time.

e.g.  1. The train has left at 7.30 pm. ✗ 2. The train left at 7.30 pm. ☑

3. The train has left. ☑

The indefinite points of time used in the present perfect tense.

- I think I have seen you before.
- You have made the same request earlier.
- The children have not yet returned from school.
- I have never visited a foreign country.
- Have you ever seen a cinema shooting?
- We haven't heard of the doctor's visit till now.
- Our train has just arrived.

Complete the dialogue using the present perfect tense:
A teacher asked each of his students to draw a picture on a sheet of paper. He went around the class to look at their drawings. One boy showed his work of art to the teacher. The sheet was blank.

Teacher   : What_____ you ______(do)?________ n't you ______(draw) anything?
Boy       : Sir, I_______ _________(draw) the picture of a cow grazing.
Teacher   : Don't try to fool me! Where is the grass?
Boy       : The cow___________ ______(eat) all the grass.
Teacher   : Ok! Where is the cow then?
Boy       : As it__________ _________(eat) all the grass, it_________ ________ (go)
            home, sir!
The Present perfect continuous tense:

**Doctor:** Since when has the child been suffering from colour blindness?
   How long

**Mother:** He has been suffering from colour blindness ever since he was born.
   since his birth.
   for nearly six years.

Subject + have / has + been + V-ing ± complement

Use 'since' to a past point of time, word or phrase. Use 'ever since' to a past incident. Use 'for' for the total period of time.

The past perfect tense:

If two actions had been performed in the past, the past perfect tense is used for the first action and simple past for the second action.

e.g. Leela had a pet parrot in a beautiful cage. She loved it. She fed it with fruits and nuts. One day while hurrying to school, she forgot to close the parrot's cage. And when she returned from school, the cage was empty.

We can express this using the past perfect tense as follows:

- Before Leela returned home, the parrot had flown away.
- After the parrot had flown away, Leela returned home.
- When Leela returned home, the parrot had already flown away.

Now we have come to know that:

- The two past actions did not take place at the same time.
- One was earlier and the other was later.
- The effect of the first action was present at the time of the second action.

Change the following using the past perfect tense.

1. Only after reaching the railway station, I realised that I did not bring the ticket.
2. The accused was in jail for five years before he had been released.
3. The monkeys ate all the bananas in the tree and so there were no bananas left for us.
Past perfect continuous:

e.g.  1. I had been waiting for a long time before my bus came.
    2. People had been travelling on foot and by bullock carts for hundreds of years before other kinds of transport arrived.
    3. The building had been standing here for more than sixty years before it was demolished.

The form of the tense is **Subject + had been + V-ing**

Basically, this tense is used to look back from a point of time in the past and talk about something that was in progress up to that point.

Now try to do the following:
I. a. Raju _______ _______ _________ (watch) TV for an hour before the power _______ (go) off.
    b. The police _______ _______ _________ (try) to catch the thief several times when he _______ _______ (catch) finally last week.

II. Join the pairs of sentences using suitable time conjunctions (when / after / before) and write single past perfect continuous sentences.

1. a. The ONGC men were drilling for several months.
    b. Finally they struck oil.
2. a. The British were ruling us for more than a hundred years.
    b. Then we got freedom.
3. a. Mr. Abdul Kalam was working as a Space Scientist for several years.
    b. Then he was elected as the President of India.
4. a. The Negroes in America were suffering as slaves for many decades.
    b. They were made free during Abraham Lincoln's presidency.

What have you arrived at?
This tense carries two time expressions –

- Expressing the duration of the first past continuous action.
- Expressing the (past) terminating point of the second action.

Future perfect tense:
e.g.  a) By the end of March, we will have learnt all the lessons in our books.
    b) It is already late. By the time we reach the stadium, the match will have started.

Modals
We have discussed action sentences in the present, past and future times in their different forms namely general, continuous, perfect and perfect continuous. These expressions are limited to time related concepts. At times we need to add ideas / special meaning to the main verbs to express aspects like ability, necessity, permission, wish etc.
There is no provision for this either in the main verbs or in the group of 'be', 'have', and 'do' Verbs. So we need a special group of helping verbs to do the special function. We have one such band of helping verbs called 'Modal Auxiliaries' or Primary Modals. They express moods and feelings of the speaker. The following chart shows the list of modals and their normal moods added to the main verbs.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Modals</th>
<th>Meaning added to the main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>can</td>
<td>ability, possibility, request, permission, capacity</td>
</tr>
<tr>
<td>2</td>
<td>could</td>
<td>request, ability and possibility (past)</td>
</tr>
<tr>
<td>3</td>
<td>will</td>
<td>intention, surety, willingness, prediction, permission (seeking – in questions)</td>
</tr>
<tr>
<td>4</td>
<td>would</td>
<td>probability, willingness, regular / habitual, past actions, wishes, request (in questions)</td>
</tr>
<tr>
<td>5</td>
<td>shall</td>
<td>futurity, suggestion, intention, insistence</td>
</tr>
<tr>
<td>6</td>
<td>should</td>
<td>obligation, advice, duty, responsibility, necessity, expectation</td>
</tr>
<tr>
<td>7</td>
<td>may</td>
<td>possibility, permission, wishes, concessions</td>
</tr>
<tr>
<td>8</td>
<td>might</td>
<td>permission, possibility, probability (lesser), concession</td>
</tr>
<tr>
<td>9</td>
<td>must</td>
<td>necessity, obligation, compulsion, certainty, conclusion (deduction)</td>
</tr>
</tbody>
</table>

The words 'need', 'dare' 'used to' and 'ought to' are also used as modals at times. But they can be used as main verbs also. So they are called 'Quasi modals or Semi modals'.

Refer to the table and indicate the shades of meaning added to the main verb in each sentence.

e.g. Can you count the stars? (possibility)
    I can ride a bicycle. (ability)
1. How much oil can this container hold? ( )
2. Will you give me your umbrella? ( )
3. Shall we try another method to solve this problem? ( )
4. May his soul rest in peace! ( )
5. Do you see these foot prints? I think a tiger must have crossed this place. ( )
6. You may do any job but you must not steal. ( ) ( )
7. The school assembly starts at 8.30 am. You should be here before that. ( )
8. I have written a letter to my father. I may get a reply. ( )
9. I might get a money order. ( )
Read and relax!!
A canner can can anything that he can can. But he can’t can a can, can he?

Canner — a person who preserves things in containers for sale
Can (main verb) — process of preserving
Can (noun) — a container

Listening Skill
Your teacher will read out this newspaper article twice. Close your books, listen, discuss and then answer her/his questions.
Chinna Pillai to embark on a major mission: (Vani Doraisamy)

Chennai: The most recognizable face of Tamil Nadu’s Community Banking Movement, Chinna Pillai, leader of the Madurai based – Kalanjiyam Iyakkam, will soon be visiting Africa, the Netherlands and Mexico, spreading the message of Indian – style rural empowerment.

“For a movement that started with just Rs.20 each from ten people, we now have four lakh members spread across nine Indian States, Rs.100 crore in savings and Rs.200 crore in revolving loans. The mission now is to enlist rural poor from other countries and inspire them to take up community banking,” Chinna Pillai, who counts President Abdul Kalam among her admirers, told The Hindu during a recent visit to Chennai to receive the Doordarshan Podhigai award for meritorious social service. Working out of Azhagar Koil, Madurai, the 63-year old has travelled all over the country speaking to rural women about community credits and microfinance.

"There have also been expressions of interest from South Africa after an NGO delegation from there visited us last year. We will soon be networking with NGOs in Tanzania and Ethiopia too and Chinna Pillai will be our resource person for all the initiative", said M.P. Vasimalai, founder and executive director, Dhan Foundation. "This is a model that can inspire other developing countries too", Chinna Pillai adds. She will interact with NGOs in the African countries, using translator services.

Questions:
1. Have you ever come across any elderly woman serving the people in your village / town? Share your experience with the class.
2. What is an NGO and what does it normally do?
3. How does Ms. Chinna Pillai help people in rural Tamilnadu?
4. In what way do you think you can be of a little help to her?
5. Which of these choices should lead people?
   (a) Crores of rupees (b) Love for the poor (c) Help from foreign countries.
Speaking Skill:

Here are a few details about this famous Indian who 'flew away'. Collect more details, compile and present an oral report.

**KALPANA CHAWLA**

'She left India as a student, but she would see the nation of her birth, all of it, from hundreds of miles above'. - George W. Bush, former President of the USA.

- Nationality: Indian
- Status: Deceased
- Born: 1st July, 1961, Karnal, Haryana, India
- Died: February 1, 2003 (aged 41), Over Texas, USA
- Previous Occupation: Research Scientist
- Time in space: 31d 14h 54m
- Selection: 1994 NASA Group
- Missions: STS-87, STS-107

She was one of the seven crew members killed in the Space Shuttle Columbia disaster.

**Tips for presenting the report orally.**
- Introduce yourself and your topic.
- Organize your expressions – presenting with first, secondly, thirdly…
- Restrict yourself to three main ideas, because the attention span of a listener may not be long.
- Start with an interesting sentence.
- Look at the people you are speaking to.
- Speak clearly and loudly.
- Smile and be confident
- Try not to say things like 'and– uh-then or and other stuff'.

Writing Skill:

Do you have dreams to go to Space?

I. Send an e-mail to the Director, Indian Space Research Organisation, Sriharikotta expressing your desire to visit the Space Research Centre and interview the space scientists of India.

Impress upon the Director that though you are an ordinary person, you want to achieve extraordinary things. Use this short poem by Christina Rossetti to elaborate and emphasise your request.
An emerald is as green as grass; 
A ruby red as blood; 
A sapphire shines as blue as heavens; 
A flint lies in the mud.

A diamond is a brilliant stone
To catch the world’s desire;
An opal holds a fiery spark
But a flint holds fire.

II. Write an article for your school magazine. The article should be on the need and advantages of educating and empowering women. You can work on the following points.

- The present status of girls in villages.
- The parental attitude towards educating girl children.
- The hurdles they face in their progress.
- The social, economic, geographic, emotional aspects.
- The possible strategies you suggest to improve their lot.

Language Function

1. Debate
The topic for debate is ‘Should girls be educated?’ Form three small groups. The first group can represent parents; the second boys and the third girls. Remember you should not fight or quarrel. Here is a set of ground rules for participating in a debate.
- Listen carefully to what others say.
- Respect and accept ideas that differ from your own.
- Pay attention to the reaction of your listeners.
- Avoid gesture / remarks that will hurt others’ feelings.
- Wait for your turn patiently.

2. Project
Meet the Self - Help Groups in your village/town. Collect information on:
- how they work
- the areas of focus
- the assistance they get from the government
- the plans they have to expand
- how to enroll as a member
- the support they get from the community

Write a report and present it to the class.
Don’t Quit

Edgar Albert Guest (1881 - 1959) was a prolific British-American poet. He became popular in the first half of the 20th century. He was known as the ‘People’s Poet’ for having contributed 11,000 poems to English literature. He was the only poet honoured with the title ‘Poet Laureate of Michigan’.

When things go wrong, as they sometimes will,
When the road you are **trudging** seems all uphill,
When the funds are low and the debts are high,
And you want to smile but you have to sigh,
When care is pressing you down a bit,
Rest, if you must - but don’t you quit!

Life is **queer** with its twists and turns,
As everyone of us sometime learns,
And many a failure turns about
When he might have won had he stuck it out;
Don’t give up, though the **pace** seems slow-
You might succeed with another blow....

Success is failure turned inside out-
The silver tint of the clouds of doubt-
And you can never tell how close you are,
It may be near when it seems afar;
So stick to the fight when you are hardest hit-
It’s when things get worse that you mustn’t quit!

- Edgar A. Guest.

**Figure of Speech:** “Don’t give up, though pace seems slow”
The figure of speech used here is **Assonance** - repetition of vowel sound in the same line.

**Read the poem again, discuss and answer the questions:**

1. Identify the words / phrases that convey the tone of the poem.
2. Does ‘uphill’ have more meaning?
3. ‘We do not **always** learn from life’. Which line in the poem expresses this?
4. Which line sums up the whole theme of the poem?
5. Which lines in the poem appeal to you the most? Why?

(Source: "Tough Times Never Last, but Tough People Do!" - Robert H.Schuller - Page No.134)
A Race in the Space

This is an extract from an interview “Working Woman - Sunita Williams” conducted by Nakasha Ahmed who lives in Ohio. This interview was published on Oct 1, 2004 and posted in “Career Tags”.

Sunita Williams, an Indian American settled in America, is the first woman Astronaut who stayed in space for the longest period -195 days and while staying in the space shuttle 'Discovery', she ran the Boston marathon for four hours and twenty four minutes. This is also the first of its kind for a woman astronaut. We are proud to have a person of Indian origin creating world records in space. She has been awarded Padma Bhushan by the Government.

Read the interview :

Nakasha Ahmed: What prompted you to join the Naval Academy?

Sunita Williams: That’s a good question. My brother went to the Naval Academy and told me, “This could be the place for you; because it is active, physically active. It’s a part of the curriculum there. We grew up as competitive swimmers and our whole family is pretty active, grew up camping.”

Nakasha Ahmed: Describe a typical workweek at NASA.

Sunita Williams: It’s never typical. We get our schedule every Friday and there are so many things you need to learn about. Basically you need to learn about the basic systems of the American side of the space station and the Russian side. You need to learn about the heating system, all the energy, how to regulate that, power and motion control and how the space station orients itself.

Nakasha Ahmed: How do you think being a woman or being South Asian has affected either your career or how you handled situations?
Sunita Williams: It's been pretty transparent – may be I've been lucky or avoided acknowledging that I'm different. If you don't acknowledge there is a difference, the people around you won't acknowledge there's a difference. And I think that's beneficial. But I do think that there's a little determination and persistence that came from my dad.

Nakasha Ahmed: What advice can you offer women / minorities (or anyone, really) if they hope to have a career in the space programme?

Sunita Williams: Don't let anyone tell you, "You can't do it." That's the biggest thinking. You do the best you can do at what you are doing and find out what you need to do to get into this field.

Nakasha Ahmed: What would you be if you weren't in this career?

Sunita Williams: I'd always wanted to be a veterinarian – an influence from my father. He did neuro science, and we grew up with sketch drawings of brains all over the dining room and I have always loved animals. I am very, very lucky – there are people who have applied seven times. You can't waste your whole life away (waiting for a spot). Enjoy what you're doing; you'll naturally do it well; and if this opportunity comes up, it's just a bonus.

Nakasha Ahmed: How supportive was your family about going to the Naval Academy and pursuing a career as a pilot? Did they have some other career in mind for you?

Sunita Williams: They were, "Go for it." My parents are wonderful. You didn't come home with bad grades, and you were going to go to college (were the basic rules). My mom came down to my flight school graduation ceremony. Amazed, but always very, very supportive. My dad loves the space programme.

Nakasha Ahmed: What has been the best part of a NASA experience? The worst?

Sunita Williams: I think the best part is working with all the international partners. I've done a bunch of different jobs, worked with the Russians. I never thought I would be standing in Red Square, communicating in Russian. I also worked with the Canadians. We have a bunch of people from all over Europe, Japan even Brazil. It breaks down any barriers – people are working together for one very cool project.
The only thing missing is — going out to sea. I miss the peacefulness of it.

**Nakashah Ahmed: What's the NASA selection process like?**

**Sunita Williams: **You just apply, and all of the services (Army, Navy, Air force) have their own sort of small selection and they send names in to NASA. The NASA takes a look at a bunch of applications and goes through and chooses about 100 people or so. They come down for an interview and the interview is primarily a medical exam. They want to know your personality, are you a team player? Everything you do is team-oriented.

**Read the interview again and do the following:**

1. What other questions would you ask, if you were to interview Sunita Williams? Write at least five questions.
2. Write a report about Sunita Williams’ experience in NASA.

---

Here are a few tips for writing a report:

1. First take notes.
2. Write the title of the interview and name the interviewer.
3. Write what this is about.
4. Read for facts. Look for the main ideas. Write them down.
5. Add details that you want to remember.
6. What do you (reporter) think of the interview? (or the book in case of Book Report)
7. Check your notes carefully. Be sure they are complete and that you understand what they say.
3. Match the items under A with the appropriate items under B:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Boston Marathon</td>
<td>Nakasha Ahmed</td>
</tr>
<tr>
<td>2. Red Square</td>
<td>195 days</td>
</tr>
<tr>
<td>3. Sunitha’s stay in space</td>
<td>four hours and twenty four minutes</td>
</tr>
<tr>
<td>4. Veterinarian</td>
<td>Russia</td>
</tr>
<tr>
<td>5. Interviewer</td>
<td>A doctor who treats animals</td>
</tr>
</tbody>
</table>

*Answer for Do you know? The word is 'strengthlessness'.*
## CLASSIFICATION OF TEXTBOOK ACTIVITIES

**Formative Assessment-a [FA(a)]**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>PAGE NO.</th>
<th>QUESTION NO.</th>
<th>INSTRUCTION IN THE TEXTBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>116</td>
<td>Vocabulary Reading Skill</td>
<td>Choose the most..... Skim through the …</td>
</tr>
<tr>
<td></td>
<td>118-119</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>120</td>
<td>Listening Skill</td>
<td>Listen to the …</td>
</tr>
<tr>
<td></td>
<td>121</td>
<td>Speaking Skill (a &amp; b)</td>
<td>Prepare a speech …</td>
</tr>
<tr>
<td></td>
<td>122</td>
<td>Language Functions (a, b, c)</td>
<td>Translate … Frame a dialogue … Look at the picture …</td>
</tr>
<tr>
<td>II</td>
<td>134</td>
<td>Reading Skill (A, B)</td>
<td>Collect some information… Read the given passage …</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>Listening Skill</td>
<td>Listen to the teacher …</td>
</tr>
<tr>
<td></td>
<td>137</td>
<td>Speaking Skill (1, 2, 3)</td>
<td>Group Activity Each one of us … Pair and Share</td>
</tr>
<tr>
<td></td>
<td>137</td>
<td>Writing Skill (2)</td>
<td>You have listened to …</td>
</tr>
<tr>
<td></td>
<td>137-138</td>
<td>Language Focus/Functions (1&amp;2)</td>
<td>Translate the Headlines … Make notes and summarise …</td>
</tr>
<tr>
<td></td>
<td>138</td>
<td>Project Work (1 &amp; 3)</td>
<td>Prepare wall posters … Visit the following websites … Study the clues given…</td>
</tr>
<tr>
<td></td>
<td>144</td>
<td>Mind Map</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>148</td>
<td>Reading Skill (A &amp; B)</td>
<td>Read the paragraph … On a separate paper …</td>
</tr>
<tr>
<td></td>
<td>153</td>
<td>Listening Skill</td>
<td>Your teacher will read out …</td>
</tr>
<tr>
<td></td>
<td>154</td>
<td>Speaking Skill</td>
<td>Here are a few details …</td>
</tr>
<tr>
<td></td>
<td>154-155</td>
<td>Writing Skill (I &amp; II)</td>
<td>Write a letter … Write an article …</td>
</tr>
<tr>
<td></td>
<td>155</td>
<td>Language Function (1 &amp; 2)</td>
<td>Debate Project</td>
</tr>
<tr>
<td></td>
<td>159</td>
<td>Q. No. 1 &amp; 2</td>
<td>Read the interview …</td>
</tr>
<tr>
<td>UNIT</td>
<td>PAGE NO.</td>
<td>QUESTION NO.</td>
<td>INSTRUCTION IN THE TEXTBOOK</td>
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<tr>
<td>I</td>
<td>112-115</td>
<td>Questions in boxes</td>
<td>Answer …</td>
</tr>
<tr>
<td></td>
<td>116-118</td>
<td>Vocabulary 1, 2, 3, 4, 5, 6</td>
<td>Choose … synonyms</td>
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<tr>
<td></td>
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<td></td>
<td>Choose … antonyms</td>
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<tr>
<td></td>
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<td>Use the prefixes …</td>
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<td>Use the suffixes …</td>
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<td></td>
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<td>Similar sounding words …</td>
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<tr>
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<td></td>
<td>Phrasal verbs …</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Singular/Plural</td>
</tr>
<tr>
<td></td>
<td>119-120</td>
<td>Grammar</td>
<td>Select… Pick out prepositions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Choose … prepositions</td>
</tr>
<tr>
<td></td>
<td>121-122</td>
<td>Writing Skill (a, b, c)</td>
<td>Arrange … jumbled words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spot the errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Punctuate …</td>
</tr>
<tr>
<td></td>
<td>124</td>
<td>Q. No. A&amp; B</td>
<td>Answer the following, What is …poem?</td>
</tr>
<tr>
<td></td>
<td>127</td>
<td>Q. No. I, II, III</td>
<td>Comprehension Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify the characters…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete the sentences …</td>
</tr>
<tr>
<td>II</td>
<td>128-130</td>
<td>Questions in boxes</td>
<td>Answer …</td>
</tr>
<tr>
<td></td>
<td>131-133</td>
<td>Vocabulary (B, C, D, E)</td>
<td>Choose … synonym / antonym,</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Substitute…, Choose the word, Syllabification,</td>
</tr>
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<td></td>
<td>Abbreviations, Idioms</td>
</tr>
<tr>
<td></td>
<td>135-136</td>
<td>Grammar–Sentence Pattern</td>
<td>Make sentences …</td>
</tr>
<tr>
<td></td>
<td>137</td>
<td>Writing Skill - 1</td>
<td>Rearrange …</td>
</tr>
<tr>
<td></td>
<td>138</td>
<td>Project Work - 2</td>
<td>Fill in …</td>
</tr>
<tr>
<td></td>
<td>140</td>
<td>Q. No. I</td>
<td>Read the poem …</td>
</tr>
<tr>
<td></td>
<td>143</td>
<td>Q. No. I, II, III</td>
<td>Let's answer …</td>
</tr>
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<td>Now rearrange …</td>
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<td>Complete … options</td>
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<tr>
<td>III</td>
<td>145-146</td>
<td>Questions in boxes</td>
<td>Answer …</td>
</tr>
<tr>
<td></td>
<td>147</td>
<td>Vocabulary(A &amp; B)</td>
<td>Choose … synonyms</td>
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<td></td>
<td></td>
<td>Choose … antonyms</td>
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<td></td>
<td>148-152</td>
<td>Grammar – Tenses &amp; Modals</td>
<td>Complete the dialogue …</td>
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<td></td>
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<td>Change the following …</td>
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<td>Join the pairs …</td>
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<td>Refer to the table …</td>
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<td></td>
<td>156-159</td>
<td>Questions</td>
<td>Read the poem again …</td>
</tr>
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<td></td>
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<td>Match the items…</td>
</tr>
</tbody>
</table>
### 'I can, I did'

**Student's Activity Record**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Date</th>
<th>Lesson No.</th>
<th>Topic of the Lesson</th>
<th>Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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NOTE TO THE TEACHER

The English textbook for Standard IX has been prepared following the guidelines given by National Curriculum Framework, 2005. The seven units of the book aim at acquainting the learners with different genres of literature such as story, autobiography, science fiction and humour. The different types of poems are selected to inspire the learners to explore the language and cherish the joy of learning.

The grammar and language activities are chosen to help the learners to communicate with confidence and accuracy. An attempt has been made to enrich vocabulary through a variety of activities on synonyms, antonyms, matching words to meanings, word building (prefixes, suffixes, phrasal verbs), British/American English, idioms, phrases and abbreviations. Attention has been drawn to grammar in context. A close reading of the prose texts will facilitate the understanding of prepositions of time and space, sentence patterns, the use of tenses, gerunds and infinitives, active and passive voice, modals, question tags, reported speech, conditional clauses, transformation of sentences and relative pronouns.

The learner friendly language study under the prose lesson of each unit focuses on the integration of four skills namely Listening, Speaking, Reading and Writing. Activity packed language tasks include role play, pair and group work, writing advertisements, making posters, preparing announcements and translating words used in everyday life.

The task ‘Warming-up’ given at the beginning of each unit is designed to facilitate the learner to develop the skill of guessing and predicting what is coming next. The learner should be encouraged to actively participate in this task.

UNIT - I

This unit deals with human values and self-esteem. Here is an opportunity for the learners to understand and empathise with the feelings of fellow human beings. In the poem “The Apology” the poet seeks apology from the people working hard in the fields. The activity given under the supplementary lesson will sharpen the learners’ skill of mind mapping and summarising the story. It will encourage them to read more stories.
UNIT - II

This unit deals with health and hygiene. An attempt has been made to unravel the mysteries of certain functions of our body. The unit also opens the learners' mind to some superstitious beliefs that have been there for ages. Linked closely to a person's features is his nose. A humorous poem written by Jack Prelutsky tells us about the position of the nose on the face. The supplementary lesson is a humorous narration of what happens in a dental clinic. Special effort has been made to bring awareness among learners on organ donation through one of the excercises.

It is hoped that these measures will discourage rote learning and take us significantly further in the direction of ‘Child-Centred’ system of education outlined in the National Policy of Education (1986)
Colonel Scott was one of the commanders of the troops guarding the Capitol from attack by the Confederate forces in Northern Virginia. Scott’s wife had drowned in a steamship collision while returning home after a journey to Washington to nurse her sick husband. Scott had appealed to regimental command for leave to attend her burial and comfort his children. His request had been rejected as a battle seemed imminent and every officer was essential. But Scott, as was his right, had pressed his request up the chain of command, until it reached the Secretary of War, Edwin Stanton. Since Stanton had also rejected the request, the Colonel had taken his appeal all the way to the highest authority.

Scott went to his Commander-in-Chief in the Presidential Office late on a Saturday night. He was allowed in as the last visitor. Lincoln listened to the story and as Scott recalled, the President exploded, "Am I to have no rest? Is there no hour or spot, when or where I may escape these constant requests? Why do you follow me here with such business as this? Why do you not go to the War Office which is in charge of all matters of papers and transportation?"

rejected - not granted
imminent - nearing
essential - important
constant - repeated

**Glossary**
apology - an expression of regret
legacy - something handed down by people who lived before
Scott told Lincoln of Stanton's refusal, and the President replied, "Then you probably ought not to go down the river. Mr. Stanton knows all about the necessities of the hour. He knows the rules which are necessary, and the rules are made to be enforced. It would be wrong of me to override his rules and decisions of this kind: it might work disaster to important movements. And then, you ought to remember that I have other duties to attend to - heaven knows, enough for one man - and I can give no thought to questions of this kind. Why do you come here to appeal to my humanity? Don't you know that we are in the midst of a war? There is suffering and death pressing upon all of us. Works of humanity and affection, which we cheerfully perform in days of peace are all trampled upon and outlawed by war and that there is no room left for those endearing things. There is but one duty now - to fight!"

"Every family in the land is crushed with sorrow; but they must not each come to me for help. I have all the burdens I can carry. Go to the War Department. Your business belongs there. If they cannot help you, then bear your burden, as we all must, until this war is over. Everything must yield to the paramount duty of finishing this war."

Colonel Scott returned to his barrack, pondering over Lincoln's words: 'Am I to have no rest? Why do you follow me here with such business as this?... You ought to remember that I have other duties to attend to - heaven knows, enough for one man... I have all the burden I can carry.'

Early the next morning, Colonel Scott heard a rap at the door. He opened it and there stood the President. He took Scott's hands, held them and broke out: "My dear Colonel, I was a brute last night. I have no excuse to offer. I was weary to the last extent, but I had no right to treat a man with rudeness who has offered his life to his country, much more a man in great affliction. I have had a regretful night and now come to beg your forgiveness."

He said he had arranged with Stanton for Scott to go to his wife's funeral. In his own carriage the Commander-in-Chief took the Colonel to the steamer wharf of the Potomac and wished him Godspeed.

**Glossary**
- enforced - applied
- override - set aside
- trampled - crushed
- yield - give in
- paramount - most important
- broke out - start suddenly
- weary - tired
- affliction - sorrow
- regretful - feeling sorry
- wharf - a landing stage along the shore.
Read the lesson again and answer the following questions.

I. Say True or False:
1. Lincoln was tensed about the war.
2. The Colonel wanted to break the rule.
3. Edwin Stanton recommended the Colonel’s request to Lincoln.
4. Lincoln felt that saving the nation is more important than grieving over personal loss.
5. Nobody except the army was bothered about the battle.
6. Lincoln did not mean to hurt the Colonel.
7. The President and Commander-in-Chief is one and the same person.

II. Read the third paragraph of the lesson and explain.
   a) “It would be wrong of me to override his rules and decisions.”
      Who does ‘me’ refer to?
      Who made rules and decisions?
   b) “That there is no room left for them.”
      What does the phrase 'endearing things' refer to?
      What does 'room' mean here?

III. Answer the following questions.
1. What do you think is the purpose of apologizing?
2. Do you think that Lincoln was wrong in being rude to the Colonel?
3. If you were President Lincoln, would you beg for forgiveness?

Learn some more words.

You know Homophones are words that sound similar but have different spellings and meanings. Here are a few for your understanding.

<table>
<thead>
<tr>
<th>know - no</th>
<th>died - dyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>hour - our</td>
<td>lone - loan</td>
</tr>
<tr>
<td>there - their</td>
<td>steel - steal</td>
</tr>
<tr>
<td>bear - bare</td>
<td>break - brake</td>
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<tr>
<td>pair - pear</td>
<td>role - roll</td>
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</tbody>
</table>

A. Pick out the pairs of homophones to complete each sentence.
1. The thief broke open the ___________ almirah to ___________ the jewels.
2. The old man couldn’t ___________ the pain walking ___________ foot on the rugged road after the rains.
3. It’s very hard to say ___________ to a person whom you ___________ very well.
B. Write the homophone pair that matches each meaning:
仓 (a) To indicate possession of third persons ___________________.
仓 (b) To colour the hair or cloth ___________________.
仓 (c) A tasty fruit grown in cold places ___________________.

C. Read the lesson and complete the exercise on the words you’ve learnt. Circle the correct answer for the underlined words.

1. A battle seemed imminent. (a) important (b) immediate (c) imaginary
2. ........................................ and the rules are made to be enforced. (a) compelled (b) made to follow (c) for the enemy
3. He took Scott’s hands, held them and broke out. (a) broke his hands (b) went out of the room (c) began to speak suddenly
4. I have had a regretful night. (a) Lincoln had full rest that night. (b) Lincoln was feeling guilty that night. (c) Lincoln wanted to forget that night.

Reading Skill: Call Your President

Read the following passage and do the task given at the end:

It was a hot summer day. Some soldiers were hard at work mending a collapsed bridge. The wooden bridge was very old but it was very essential. It connected the cantonment - the place where the soldiers camped - and the main town. All the supply to the army came only through this bridge. The captain was shouting at the top of his voice to quicken the pace of work. The worn-out soldiers were still working. They cut heavy branches and carried heavier dried logs. They were perspiring. It was noon. The captain stood on one of the logs and watched the soldiers doing their work. His only work was to watch over them and shout out orders.

A man on a horse happened to pass by. He saw the poor soldiers struggling and the captain frowning at them. He got off his horse, went near the soldiers and gave them a helping hand. The soldiers felt very happy that they had a little support. That was enough to bring a smile on their faces. The logs were in place. The work was over. The captain came down and thanked the man. He asked him, "Where can I meet you again?" The man turned to the soldiers, smiled and said, "Whenever you need help, call your President."

That was George Washington, the first President of America.
1. Pick out the words from the passage that express
   a) the soldiers’ difficulty       b) the captain’s indifference
2. Say True or False:
   a) The soldiers were putting up tents.
   b) The captain was of least help to them.
   c) The captain did not show his authority.
   d) The soldiers knew the man before.
   e) George Washington scolded the captain.
   f) The President can be called for any help.

Grammar

Active voice – Passive voice: 

Read the following phrases from 'The One Minute Apology. Identify the voice and write the sentence in the space provided.

1. had been rejected-
2. are made-
3. are all trampled upon and outlawed by-
4. is crushed-

You know that Active Voice can be used both with transitive and intransitive verbs, but passive can be used only with transitive verbs.

I. Underline the verbs in the following sentences. In the blank on the right, write whether the verb is in the active or passive voice. The first one is done for you.

1. Lots of things can be done on the internet. Passive:
2. Some people send more e-mail than paper mail.
3. Free online editions have been offered by many newspapers.
4. Chess and Card games are played across the net by people who live in all corners of the world.
5. Radio Stations and Recording Clubs are playing music on the internet.
6. The website is used for official government postings, information and forms.
7. Manufacturers offer their products to their customers through the net.

II. My First Fishing Expedition

Pick out the verbs given in bold letters and put them in the appropriate boxes as shown below the passage:

The fishermen in our country catch fish in nets, which are made of string. The nets are carried in boats. The fishermen take them out to sea and then drop them in.
The nets do not sink to the bottom of the sea because they are held up by pieces of cork. They have pieces of metal at the bottom, so that they hang down straight. Such nets have been used for hundreds of years and they will probably be used for hundreds of years to come.

Last night, I was taken out to the sea by some fishermen. The long net lay in the bottom of the boat. It had been folded carefully before the boat left the shore, so that it could be thrown out into the sea slowly as the boat went forward. Two men were rowing and two were standing at the back dropping the net into the sea. A big lamp was fixed to the back of the boat. The fish were attracted by the bright light and swam towards it. Some were caught in the net and when it was pulled up, there were lots of fish in it. As the net was pulled into the boat, the fish were shaken out of it. They fell into the bottom of the boat and were left there until the boat returned to the shore. Then the fish were put in baskets and were taken to the village. The fishermen’s wives cleaned them. While the fish were being cleaned, the fishermen washed their net.

Now the net is being folded again. In a few minutes, it will have been got ready for the next day’s fishing. And so it will continue hour after hour and night after night as long as there are varieties of fishes.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch</td>
<td>are made</td>
</tr>
</tbody>
</table>

**Group Activities**

1. **Passive voice used in newspaper headlines**

   Working in smaller groups makes your learning, active and permanent. Each of you in your group can bring newspapers in English and circle the headlines and news reports, highlighting the passive sentences. Use dictionaries wherever necessary to understand the meaning of new words. Passives mostly occur in crisp form in the headlines - not in long, full sentences. You should expand them into proper sentences in your notebook.

   For example:

   a) Man struck by lightning in forest becomes
      A man was struck by lightning in a forest.

   b) "Demo banned" (= Demonstration is banned.)
      You can read the entire report under such headlines and easily identify the passive sentences.
(2) **Describing Changes**

You can discuss and write sentences in passive voice about the changes that you see in your school, your village/city or with a pair of pictures portraying before and after the change.

e.g. Our classroom has been painted. New trees have been planted.
(Village) - The marshy land has been converted into a paddy field. The lakes have been desilted.

(3) **Promises**

Pick out the promises made during the election campaign from newspaper.

Write them in your notebook.
They are invariably in the passive - *in future tense*.

e.g. More jobs will be provided for young graduates.
A new industry will be set up.
The main road in this town will be widened.
Overbridges will be constructed to ease traffic congestion.

(4) **What is being done?** - *passive in the present continuous*. On your way to school, you can notice a few things that are being done. Write a few sentences in passive form.

E.g. The road is being repaired.
The telephone line is being laid.

(5) **Results of events** *Passive in the past tense*

Fill in the empty boxes in the following chart using passive forms of the verb in the past tense.

- More houses
- An unusually large number of people were killed by the Tsunami
- More orphans
We are going to discuss the imperative and interrogative sentences in this part. 

Read the second paragraph of the story, ‘The One Minute Apology’.

Locate these:
"Am I to have no rest?"
"Is there no hour or spot, when or where I may escape these constant requests?"
These are questions or interrogative sentences.

Read para 4
Locate this: “Go to the War Department.” This is an imperative sentence.

The Imperatives:
Choose a verb from the verb box to complete each command.

Eg: _____________ a phone.
1. _____________ 108.
2. _____________ clearly.
3. _____________ your name.
4. _____________ the address.
5. _____________ the problem.
6. _____________ any question.
7. _____________ carefully.
8. _____________ any instruction.
9. _____________ for help.

Verb box
<table>
<thead>
<tr>
<th>Explain</th>
<th>Give</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dial</td>
<td>Listen</td>
</tr>
<tr>
<td>Answer</td>
<td>Speak</td>
</tr>
<tr>
<td>Find</td>
<td>State</td>
</tr>
<tr>
<td>Follow</td>
<td>Wait</td>
</tr>
</tbody>
</table>

Activity
Directions for making a bookmark.

Materials: Pencil, markers, crayons, paper, scissors and some paste.

One of you can give these directions in your group:
1. Draw a circle and cut it out to form the head of your 'bookworm'.
2. Draw two eyes and a mouth on the head.
3. Draw circles on the paper and cut neatly.
4. Paste the circles one below the other to make your bookworm's body.
5. Fix the head you made to the body of your bookworm.
6. Each time you read a new book, add another circle to your bookworm.
7. Watch your bookworm grow.
8. Find out whose 'bookworm' is the longest at the end of the term.

Giving instructions
While doing asanas in your yoga class or exercises in the Physical Education class, the teacher gives you instructions to move the limbs and body in particular directions and keep postures. In such situations we use only imperatives. Write some of these instructions.

1. _____________ 2. _____________ 3. _____________
4. _____________
Proverbs are always imperative sentences—list out a few proverbs.

1. Make hay………
2.
3. 
4.

Directing a person: Write the direction in about three imperative sentences to guide your friend.

School

Tagore Library

Berathy Apartments

Your friend is here.

The Interrogative sentences

Let's learn more about the interrogatives. There are two types of questions.

1) 'Wh' questions or information questions.
2) Verb questions or 'Yes / No' questions. They begin with the helping verb 'be' / 'do' / 'have' or modal auxiliaries.

For making a 'Wh' question you need the correct question word and the correct word order.

Here are a few tips for making 'Wh' questions.

The pattern - Question word + helping verb + subject + main verb + complement.

(qw + hv + s + mv + complement.)

e.g. The students can wait for ten minutes.

How long can the students wait?

\[
\text{qw} \quad \text{hv} \quad \text{s} \quad \text{mv}
\]

Read this:

We shall meet again on Tuesday.

When shall we meet again?

\[
\text{qw} \quad \text{hv} \quad \text{s} \quad \text{mv}
\]

What shall we do if there is no helping verb in the sentence?

For example, a sentence like this (a) We met last week. (b) We meet twice a week.

The simplest way is to insert the helping verbs 'do' / 'does' / 'did' and apply the structure qw + hv + s + mv + c.

a) \text{We met last week.} \\
\[
\text{qw} + \text{hv} + \text{s} + \text{mv}
\]

When did we meet?

b) \text{We meet twice a week.} \\
\[
\text{qw} + \text{hv} + \text{s} + \text{mv}
\]

How often do we meet?

( not 'How many times do we meet?')
This rule is not applicable to questions for which the answer is the subject in the sentence. For example:

Jagan broke the window.  Question: Who broke the window?
The British gave us English. Question: Who gave us English?

But the same sentences can get the frame QW+ hv+ S + mv applied, if the answer we want is the object.
For example:

\[
\begin{align*}
S & \quad V & \quad O \\
\text{Jagan broke the window.} & \quad \text{The British gave us English.} \\
\text{did} & \quad \text{break.} & \quad \text{did} & \quad \text{give} \\
\text{What did Jagan break?} & \quad \text{What did the British give us?}
\end{align*}
\]

You cannot apply this formula to 'be' sentence.
E.g. The cat is on the wall.  Question - Where is the cat?
Lincoln was the President of the United States of America.
The question should be: 'What was Lincoln?' (and not 'Who was Lincoln?)'

**Activity**

**Find someone with the answer:**

Prepare slips of 'Wh' questions one in each slip. Get help from your teacher. You can make use of the facts from Science, Mathematics, History and Geography.

Find out and write down the corresponding answer in each slip.

There should be more pairs of slips than the number of students in the class to have a reserve pile of slips. Each one of you can take a slip and search for your partner with the correct answer / question.

**Verb questions** start with a helping verb or modal auxiliaries as mentioned earlier and they require only 'Yes or No' as answer.

For Example:

1. Are you in class IX?
2. Do you go to school by bicycle?
3. Have you got a dictionary?
4. Is it handy?
5. Can you find out the meaning of any difficult word?
6. Will you help your friend use the dictionary?

**Activity**

Frame a set of questions to know what kind of a person your friend is. You can work in pairs or in groups and get to know your classmates.
Question Tags
Let's do a quick revision of what you have learnt in earlier classes. The negative tags are used with positive statements and the positive tags are used with negative statements.

e.g. Children like ice cream, don't they? (The statement is positive, so the tag is negative.)

Children don't like sitting idle, do they? (Negative statement, positive tag)

Tags always begin after a comma, with a small letter and end with a question mark.

Tags always end with a pronoun, representing the subject in the main sentence.

- e.g. We can't live without water, can we?
- You will come in time, won't you?

How to frame proper question tags
It is as simple as framing questions which you have just learnt.

- Use the helping verb if one is available in the sentence.
- Introduce do, does, and use it in the question tag.
- For 'be' sentences use the 'be group' verbs as they are.

The only exception to the last rule is 'am'. It has a different tag in the positive sentence.

I am your teacher, aren't I / ain't I?
I am not your enemy, am I?

The question tags for imperative sentences are different. They reflect the mood of the speaker.

- Stop crying, will you?
- Walk faster, can't you?

Activity
Pick out 10 sentences from this unit. Rewrite the selected sentences with proper question tags. Remember to use the correct punctuation marks.
Listening Skill

Listen to this simple poem carefully.

I cried 1000 tears
On the day you left me
I cried 1000 tears.
For each tear I cried,
There was a word to be said.
No tears were enough
To make you see what you were doing.
No words were enough
To stop this pain.
As the tear drops fell,
So you walked out the door.
As the hurt increased,
I faded more into the misery pit.
On the day you left me
I cried 1000 tears.
These tears were not good enough for you -
Now you are gone.

-Anon

We do not know for whom this poem was written. However, you may think of this in the context of Lincoln and his Colonel. Between them, who do you think could have expressed this grief? Lincoln to the Colonel? (or) Colonel to his wife? Discuss and give reasons for your choice.

Speaking Skill

Read the lesson again. Debate on the following points.
One group may justify the colonel’s request.
One group may justify Lincoln’s stand.
Each member in the group can contribute an idea.
Groups can pose questions to each other as the following:
Is it not proper to ask for leave, especially when the Colonel lost his wife?
The other group can argue in defence of Lincoln.

Writing Skill

In the story, ‘The One Minute Apology’ Lincoln felt sorry for the Colonel and sent him to attend to the funeral of his wife.
Imagine a situation wherein Lincoln was very firm and would not allow the Colonel to go on leave.

Write a letter. The letter should be from the Colonel to his children. What would be his feelings? Express his feelings in at least ten sentences. You can make use of the following ideas:
- feeling sorry for the mother, for the children
- yet putting duty above the ‘works of humanity and affection’.
- consoling the children
- promising to see them after the battle.

**Language Functions**

**Project:**
Pay a visit to the nearest Army/Naval/Air force base or search the proper website for collecting information.

1. The Organizational Chart.  
   (Who reports to whom)

2. The working conditions for the different categories of officers.
3. The procedure followed in case a person wants to go on leave, during normal/routine working days.
4. The procedure for granting leave on days of emergency (war, floods, and other natural calamities).
5. The facilities provided for the person going on leave. After collecting the information, write a report on your project.

Write your report and present it to your class.
The Apology

Ralph Waldo Emerson (1803-1882) was an American essayist, lecturer, and poet. He was champion of individualism. We do certain things which may not be accepted by others. There is no need to apologize for them. Emerson said, "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment. This explains Emerson’s conviction about the individual’s right to be different.

Think me not unkind and rude
That I walk alone in grove and glen;
I go to the God of the wood
To fetch his word to men.

Tax not my sloth that I
Fold my arms beside the brook;
Each cloud that floated in the sky
Writes a letter in my book.

Chide me not, laborious band,
For the idle flowers I brought;
Every aster in my hand
Goes home loaded with a thought.

Glossary
- glen - a narrow valley
- sloth - lazy
- brook - a narrow stream
- chide - scold.
- laborious - hard working
- aster - a type of flower

There was never mystery
But 'tis figured in the flowers:
Was never secret history
But birds tell it in the bowers.

One harvest from thy field
Homeward brought the oxen strong;
A second crop thine acres yield,
Which I gather in a song.

- Ralph Waldo Emerson

I. Answer the following:
1. Why does the poet apologise?
2. Who is he apologising to?
3. Do you think it is right on the part of the poet to be idling away when the people are at work?
4. How does he justify his action?
5. Which lines in the poem do you like the most? Why?

II. Answer each of the following questions in a paragraph
1. Every individual has a right to be different. Discuss.
2. Compare the apology of the poet with that of President Abraham Lincoln. Which one is more appealing to your heart? Why?

III. Collect poems/short verses in your vernacular language that have similar themes. Share it with others in the class.
The Tears of the desert
- Paulo Coelho

A friend of mine returned from Morocco with a beautiful story about a missionary who, as soon as he arrived in Marrakesh, decided that he would go for a walk every morning in the desert that lay just outside the city. The first time he did this, he noticed a man lying down, with his ear pressed to the ground and stroking the sand with one hand.

'He's obviously mad,' the missionary said to himself. But the scene was repeated every day for a month. Intrigued by this strange behaviour, he decided to speak to the stranger. With great difficulty, since he was not yet fluent in Arabic, he knelt down by his side and asked him, 'What are you doing?'

The strange man replied, "I'm keeping the desert company and offering it consolation for its loneliness and its tears." The missionary said, "I didn't know the desert was capable of tears".

The strange man stated, "It weeps everyday because it dreams of being useful to people, and of being transformed into a vast garden where they could grow cereal, crops and flowers and graze sheep."

"Well, tell the desert that it is performing an important duty," said the missionary. 'Whenever I walk in the desert, I understand man's true size, because its vast open space reminds me of how small we are, compared with God. When I look at its sands, I imagine all the millions of people in the world who were born equal, even if the world has not always been fair to all of them. Its mountains help me to meditate, and when I see the sun coming up over the horizon, my soul fills with joy and I feel closer to the Creator.'

The missionary left the man and returned to his daily tasks. Imagine his surprise when, next morning, he found the man in the same place and in the same position. He asked him, "Did you tell the desert everything that I had said?"

The man nodded.

The missionary asked in surprise, "Is it still weeping?"

The strange man replied with great pain, "I can hear every sob. Now it's weeping because it has spent thousands of years thinking that it was completely useless and wasted all these years blaspheming against God and its own fate."

The missionary said, "Well, tell the desert that even though we human beings have a much shorter lifespan, we also spend much of our time thinking we're useless. We rarely discover our true destiny."
"I don't know if the desert will hear that," said the strange man. "He's accustomed to pain and can't see things any other way."

"Let's do what I always do when I sense that people have lost all hope. Let us pray."

The two men knelt down and prayed. One turned towards Mecca because he was a Muslim and the other put his hands together in prayer because he was a Christian. They each prayed to their own God who has always been the same God, even though people insist on calling Him by different names.

The following day, when the missionary went for his usual morning walk, the man was no longer there. In the place where he used to embrace the earth, the sand seemed wet, for a small spring had started bubbling up there. In the months that followed, the spring grew and the inhabitants of the city built a well there.

The Bedouin* call the place 'The Well of the Desert's Tears'. They say that anyone who drinks from its waters will find a way of transforming the reason for his suffering into the reason for his joy and will end up finding his true destiny.

* Bedouin – locals in the desert

I. Answer the following questions briefly
1. Where did the Missionary return from?
2. Who narrated a beautiful story?
3. Why does the desert not support the growth of vegetation?
4. Who was deemed mad? Why?
5. Why did the desert weep?
6. What, according to the missionary, was the important duty of the desert?
7. Did the realization of duty console the desert? Why?
8. How, according to the missionary, are the human beings a bundle of paradoxes?
9. Who was accustomed to pain?
10. What, according to Bedouins, is the specialty of the well of the Desert's Tears?

II. Answer each of the following questions in a paragraph
1. Being sensitive to inexplicable and invisible suffering of nature and humans is a gift. Discuss.
2. How did the missionary and the stranger stop the tears of the desert?
3. Justify the title of the story "The Tears of the Desert".
Activity 1

Do the story mapping, using the following broad outlines.

<table>
<thead>
<tr>
<th>MAIN CHARACTERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SETTING</td>
<td></td>
</tr>
<tr>
<td>PROBLEM</td>
<td></td>
</tr>
<tr>
<td>EVENT 1</td>
<td></td>
</tr>
<tr>
<td>EVENT 2</td>
<td></td>
</tr>
<tr>
<td>EVENT 3</td>
<td></td>
</tr>
<tr>
<td>SOLUTION</td>
<td></td>
</tr>
</tbody>
</table>

Activity 2

Prepare a mind map of the story "The tears of the desert".

Activity 3

Based on the above details rewrite the story in about 200 words.

Activity 4

Have you come across any strange story similar to "The Tears of the Desert"? If yes, write it on chart paper neatly and display it in your class room notice board.
Warming up
1. I have enough electrical circuits to provide phone service for a good-sized city. I am also a kind of automatic pilot, keeping you from toppling over. Who am I? ______________.
2. I am a one and a half kilo mushroom of grey and white tissue of gelatinous consistency. Who am I? ______________.
3. I am the little hill that rises from the centre of your face. Who am I? ______________.

Achoo... Achoo... Achoo...!

Hi! I'm Kaavya, of class IX. Do you know who made that funny noise? It was my brother Kaushik, who is in class III. He is very sensitive to dust and dew. Just then my mother entered the bedroom and found Kaushik daubed with talcum powder all over his body.

"That's it. Now I know the reason for your sneeze," said my mother. As soon as he heard my mother's voice, my inquisitive brother started asking a lot of questions like 'Why do we sneeze? Is it because of dust and dew? Are there any other reasons that make a person sneeze .......?'.

"Hello, can we join you?" My cousins Prithi and Vino had just hopped in. They usually spend the weekends with us. Prithi, being a medical student, offered to clarify Kaushik's doubts. All of us sat around her with keen eyes and willing ears.

She started, "If you just sneeze, something is probably irritating or tickling the inside of your nose. Sneezing is your body's way of removing an irritation from your nose."

"When the inside of your nose gets a tickle, a message is sent to a special part of your brain called the sneeze centre. The sneeze centre, in turn, sends a message to all the muscles that have to work together to create the amazingly complicated process that we call the sneeze," Prithi went on.

"Some of the muscles involved are that of the abdomen, the chest, the diaphragm, the vocal cords and the throat."

Do you know?
The word 'ACHOO...' stands for 'Autosomal-Dominant Compelling Helio-Ophthalmic Outburst'.

1. What made Kaushik sneeze so loudly?
2. Have you seen animals sneeze?

Glossary
sensitive: affected by slight changes
“Don't forget the eyelid muscle! Have you noticed that you always close your eyes when you sneeze? When some people are exposed to bright light, they sneeze. This condition is called *photic sneezing*,” she added. She smiled at our eager faces and saw that we were listening intently, waiting for her to go on.

“Anything that irritates the inside of your nose can *trigger* a sneeze. Some common things include dust, cold air or pepper powder. When you catch a cold, a virus occupies a place temporarily in the nose and causes a lot of irritation, which results in swelling at times. Some people have allergies, and they sneeze when they are exposed to certain things, such as pollen and animal *dander*. Have you ever had the feeling that you are about to sneeze, but it just gets stuck? Next time that happens, try looking towards a bright light briefly,” she *chuckled*.

"Come on, lunch is waiting," came my mother's voice.

We all jumped up but Vino couldn’t. "Ouch! I'm unable to stand. Someone please give me a hand," pleaded Vino, *squirming* in discomfort.

Vino had been listening very keenly for almost 15 minutes, sitting with one leg tucked under him. When mother called us, he jumped up and one of his legs felt funny.

"Your leg has fallen asleep." said my mother. "If this happens, you know that for a short while you might have lost feeling in your foot. You might have felt your foot a little heavy and numb or you might have felt a pricking sensation."

"Many people say this is because the blood supply to your foot is cut off, but your nerves are more to blame. Nerves are like tiny threads or wires that run through your entire body. They form an astoundingly *intricate* network that carries messages back and forth between your brain and the other parts of your body," proceeded mom.

"When we sit on our foot, we temporarily compress the nerves in that area. These nerves can't send messages back to the brain normally, and so for the moment, the connection is cut off and that part becomes numb. It’s like a phone call where our friend hangs up and we haven't yet: Your brain says "hello," but your foot isn’t able to respond," mother concluded.

"Hic! Hic!" All our attention turned towards Kaushik, who was eating his food hastily.

**Glossary**
- *photic* of light
- *trigger*: cause something to happen
- *dander*: small particles or scales of hair or feather
- *chuckled*: laughed shyly
- *squirming*: wriggling
- *intricate*: complicated
“Don’t eat in a hurry. Take it slow,” instructed mom.

“Why does it happen to me always, mom? First sneezing and now hiccups. What did I do?” cried Kaushik.

“May be dad is thinking of you,” I commented.

“It’s your fault, dear. You eat too fast. You should always chew your food and eat patiently,” mother advised.

“As a matter of fact, hiccups arise from the muscle called the diaphragm,” began Prithi. “This muscle separates your chest from your tummy. The diaphragm helps you to breathe. Sometimes, the diaphragm becomes irritated and moves jerkily causing your breath to come outfunnily creating the silly sound. Eating too much, too swiftly or nervousness could bring about hiccups. Usually hiccups last only a few minutes, but in some medical conditions, they may last for days and even weeks,” said Prithi.

“AHHH! Kaushik! There’s a cockroach on your chair!” I yelled. He instantly leaped off his chair and landed on the floor with a thud.

“It’s gone,” I squealed teasingly.

“What’s gone?” Kaushik asked.

“Your hiccups,” said I.

Only then did he realise that his hiccups had stopped. “How did this happen, sis?” he questioned.

“The most popular therapy for getting rid of hiccups is to have someone to scare you when you least expect it. Holding your breath and counting from 1 to 10 is another way. Sugar under your tongue helps too. Quite fascinating, isn’t it?” I said.

By this time, we had finished our lunch. There was a huge bowl of ice cream, waiting to plunge us all in delight. As we were all eyeing it, my mother caught Kaushik looking at it longingly. She then put equal scoops of paradise into our waiting bowls.

“I scream, you scream, we all scream for . . . Wow!” exclaimed my brother.

Just then Prithi gave my knuckles a sharp rap. “Ouch! What was that for?” I asked irritably and I realised that I had been biting my nails. “What’s wrong with nail-biting?” I asked.

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1. What causes a person to hiccup?
2. How was Kaushik relieved from his hiccups?
3. What happens when a person bites his cuticles?
“When you bite your nails, you break the skin and invite germs into these openings. In fact, some people bite their nails and cuticles down so far that they bleed! When germs invade, they catch an infection. Speaking of germs, there are germs and grime under our fingernails and when we bite them, both can go into our mouth,” said Prithi. On hearing this, Kaushik looked repulsed and gave a wriggle of disgust. Prithi grinned and went on. “Nail biting is a habit; you may not realise you are doing it. You should ask your parents, other members of the family and friends to tell you whenever they notice you biting your nails. If sheer power isn’t getting you anywhere, you might want to ask your mom or dad to buy you a special colourless nail polish that makes your nails taste awful. This can help you learn to stop biting them. It also helps, if you keep your nails short and clean. Then you have nothing to bite on!! Look at my manicured nails. Aren’t they lovely?” concluded Prithi with pride.

As we were chattering and giggling, we saw Vino yawning.
“Am I boring you, Vino?” asked Prithi.
“Not really. I just couldn’t control that yawn. Could you explain this phenomenon of a yawn?” replied Vino.

“For that we’ll first have to understand what happens when we breathe. Normally, when we breathe in, we inhale oxygen and our body uses it up. The body makes a waste product called carbon dioxide that is exhaled from the lungs when we breathe out. When we are sleepy, bored or tired, we breathe more slowly. Our body requires oxygen and needs to discard the carbon dioxide. So, our brain makes us take an extra breath, which is deep and long. Thus a yawn is born. Hence we obtain more of oxygen and purge ourselves of the excess carbon dioxide,” said Prithi.

“I’ve read in books that a yawn is contagious, in the sense that it can easily spread to the person who is observing the other person yawning. A common belief is that one should always screen his mouth while yawning; otherwise the soul may escape from the body. These beliefs may have originated to discourage public yawning, and also to maintain public health, as yawning might facilitate the spread of diseases. So, next time we feel the urge to yawn, we should make sure that we cover our mouth effectively,” I ended.

“Now that both our stomach and brain are full, we owe ourselves some well-earned respite. Time for siesta,” said my mother smiling.

**Glossary**
- cuticles: the skin at the base of the nail
- manicured: cosmetic treatment of the hands and the nails
- originated: started / came from
- respite: break
- siesta: to sleep for a short while
- grime: dirt

1. How are finger nails helpful to us?
2. Do you bite your nails? Why?
3. When do we yawn?
4. Is yawning contagious?
Our body is undoubtedly by far the grandest, the most complex and the most marvellous machine ever built by God. We are more familiar with this piece of ingenuity than with any other – each one of us spends every moment of our life with this exquisite masterpiece of nature. However, the truth is that we take our bodies far too much for granted. Let’s vow solemnly now to prize it as one of our most treasured possessions!

RECALL
1. List out the muscles involved while sneezing.
2. What makes your leg fall asleep? What term do we use to denote this numbness?
3. How can you prevent biting your nails?
4. What are the myths you come across in this lesson? Do you believe in superstitions?
5. Write a paragraph on the ‘marvellous machine’ we have read about.
6. Can you guess the name of a man-made machine competing with the human brain? Write a few lines about its use in this modern world.
7. The following are the topics dealt with in this lesson. Now write two sentences of your own on each topic.

Vocabulary
1. Choose the most appropriate synonyms of the italicised words from the four alternatives given with each sentence.
   1. Sheela glanced at the books in the library.
      a. bewildered  b. looked  c. blinked  d. pondered
   2. Rajesh daubed his face with water colours.
      a. smeared  b. wiped  c. washed  d. clouded
3. The buzzing mosquitoes irritated the child.
   a. annoyed  b. scared  c. confused  d. enthused
4. No one could notice the error in my essay.
   a. information  b. spot  c. ignore  d. read
5. Shakespeare is an exquisite playwright.
   a. refined  b. mediocre  c. ordinary  d. average

II. Choose the most appropriate antonyms of the italicised words from the four alternatives given with each sentence.

1. We inhale oxygen when we breathe in.
   a. yawn  b. exhale  c. hiccup  d. burp
2. The human body is a complicated machine.
   a. simple  b. complex  c. intricate  d. extraordinary
3. Traffic police are posted at all main roads to discourage drunken driving.
   a. forbid  b. encourage  c. establish  d. avoid
4. The students read the story hastily.
   a. temporarily  b. quickly  c. hurriedly  d. leisurely
5. Rahul was inquisitive to know the secret.
   a. curious  b. incurious  c. notorious  d. eager

III. Idioms:

   You come across the idiom ‘on my toes’ in the lesson. Now look at the following idioms. They are all associated with the parts of the body. Let’s understand their meanings:

   ◆ see eye to eye – agree
   ◆ put one’s foot in one’s mouth – to say something embarrassing and then realise it was bad
   ◆ stay on one’s toes – be ready or prepared for something
   ◆ keep an eye on – watch something to make sure it is okay
   ◆ lend/give someone a hand – to help with something
   ◆ be in over one’s head – be in a situation that is very difficult
   ◆ keep one’s fingers crossed – to hope that something good will happen
   ◆ get cold feet – get nervous
   ◆ have one’s heart set on something – really want something

Rewrite the given sentences choosing the correct idiom from above instead of the words underlined.

1. Firefighters have to be prepared as they have to fight a fire at anytime.
2. Could you take care of my son while I go to the store?
3. Kumar was in a very difficult situation when he missed his flight to London.
4. I hope that I’ll get first rank this time.
5. My son Theo really wants that bike. May be I will buy it for his next birthday.
IV. Abbreviations and Acronyms

*Abbreviations* are shortened forms of a word or phrase.

1. etc. – et cetera 4. tsp - teaspoonful
2. Ltd. – Limited 5. pg - page
3. Mt. – Mount 6. Vs - versus

One style of abbreviation combines the initial letters of each word in a series. Example: **Extra Sensory Perception**, which is **ESP**.

Acronyms are words derived from the initials of several words. Example: **National Aeronautics and Space Administration** - **NASA**

You would have come across the word “**ACHOO**” in your lesson. "**WHO**", "**SAARC**", and "**AIR**" are also acronyms.

Use your dictionary and write five abbreviations and five acronyms in the space provided.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

V. You come across the word 'dentist' in this Unit. Somebody trained and licensed to practise general dentistry is called a **DENTIST**. Find out what these people are called.

One who specialises in

- Heart ailments
- Nervous disorder
- Skin problems
- Mental disorder
- Bones
- Kidneys

**Reading Skill**

Read the newspaper article given below. Form groups and put down the ideas conveyed in it in four points.

**CHENNAI**: When Hakim, a 43-year-old lawyer from Egypt, flew down to Chennai on June 9 to treat his ailing heart, he never thought that he would be flying back to his native land with an Indian heart.
Through one of the rare heart transplants into a foreigner, doctors at Frontier Lifeline gave a new lease of life to the Egyptian on June 30, thanks to the magnanimity of the relatives of a 52-year-old man who had died in a road traffic accident.

The Egyptian's heart was failing despite the coronary artery bypass he had undergone in 2007. He came to the city on June 9 hoping to have another surgery, but in the last week of June he was wait listed for a transplant. On Friday, he was smiling from the intensive care unit of the hospital, with a new heart beating in his chest.

The heart was harvested at Stanley Medical College and brought to Frontier Lifeline in a record 19 minutes in peak hour traffic as the traffic police arranged a green corridor at 7.20 pm. A team of doctors led by Dr Prasanth Vaijayanth did the transplant at 7.30 pm on Wednesday. According to rules, an organ can be transplanted into a foreigner only if there is no Indian recipient available during the window period after the organ is harvested.

While it was the absence of an Indian recipient that came as a boon to the Egyptian, the state's cadaver transplant programme has come under severe criticism as hospitals licensed to do transplants have failed to prepare and update waiting lists of patients requiring transplants. Though nearly a dozen hospitals in the city are licensed to do heart transplants, the number of patients wait listed before the cadaver programme for heart transplants was less than twenty. (Courtesy The Times of India, 3rd July, 2010)

1. 
2. 
3. 
4. 

Grammar
A. Direct and Indirect Speech
You would have learnt in class VIII in detail about the rules you have to remember when you change direct speech into indirect speech (reported speech).
Now let us recall a few points:
Saying exactly what someone has said is called direct speech (sometimes called quoted speech). It appears within quotation marks (“...”)

😊 "Why does it always happen to me, mom?" questioned Kaushik. (Interrogative)
😊 "Aren't they beautiful?" asked Prithi. (Interrogative)
😊 “AAHH! There is a cockroach on your chair!” she exclaimed (Exclamatory)

The above sentences could be reported as
😊 Kaushik asked his mom why it always happened to him.
😊 Prithi asked if they were not beautiful.
😊 She exclaimed in fear that there was a cockroach on his chair.
When transforming questions, check whether you have to change:

- Pronouns
- Place and time of expression
- Tenses
- Use a question word / if / whether

<table>
<thead>
<tr>
<th>With a question word</th>
<th>With an auxiliary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct speech: “How did it happen, sis?” Reported speech: He asked his sister how it had happened.</td>
<td>Direct speech: “Am I boring, Vino?” Reported speech: Prithi asked Vino if/whether she was boring</td>
</tr>
</tbody>
</table>

Exclamatory sentences express a sudden outburst of some emotions such as joy, sorrow, contempt, regret and surprise. An exclamatory sentence has an exclamation mark after it which changes into a full stop in the indirect speech.

In the indirect speech, the exclamatory phrase or word (interjection) is replaced by exclaimed with joy, sorrow, regret, surprise and contempt.
The link word ‘that’ has to be supplied in the indirect speech.

Rewrite the given sentences in the reported form. Use appropriate subjects. One is done for you.

1. “Hurrah! We have won the match!”
   He exclaimed with joy that they had won the match.
2. “Where did you get this interesting novel from?”
3. “Were you in town yesterday?”
4. “What a pity! You didn’t come for the field trip!”
5. “When do you intend paying me back?”

B. Gerunds and Infinitives

Look at these sentences:

- Walking is a good exercise.
- Tom enjoyed walking.
- Seeing is believing.
- Kaushik is fond of eating ice cream.

The words that are underlined are formed by the ‘verb + ing’. We can see that these words are used as subject of a verb, the object or complement of a verb, the object of a preposition. It is a verb – noun, and is called a gerund. A gerund will always end in -ing.
Now let’s see these sentences:

- I love to walk.
- I like to build model aeroplanes.
- Kaushik loves to eat ice cream.

The words that are underlined also do the same work as the gerund. It also does the work of a noun. It is in the ‘to be’ form and is called the **Infinitive**. The infinitive does the work of a verb.

Read the following sentences. Identify the gerunds and infinitives and write them in the space provided.

**Example:**

- The time to think is now.

  1. I regret missing the first scene.
  2. The class wanted to paint.
  3. Grammar is easy to understand.
  4. Repairing the remote should not be difficult.
  5. Ram has an interest in reading.
  6. Indira’s hobby was growing roses.
  7. To sing was Sheeba’s hobby.
  8. Jackson came to help Jerry.

**C. Degrees of Comparison - Transformation:**

It is possible to interchange the degrees of comparison of adjectives / adverbs, without changing the meaning of the sentences. You will understand this, when you study the following sets of sentences carefully.

**Examples: Model - I**

1. a. Our body is the **most marvellous** machine ever built by God. (Superlative)
   b. Our body is **more marvellous** than **any other** machine ever built by God. (Comparative)
   c. **No other** machine ever built by God is as **marvellous** as our body. (Positive)

2. a. Asia is the **largest** continent in the world. (Superlative)
   b. Asia is **larger** than **any other** continent in the world. (Comparative)
   c. **No other** continent in the world is as **large** as Asia. (Positive)

**Model - II**

1. a. Nail biting is **one of the most disgusting** habits. (Superlative)
   b. Nail biting is **more disgusting** than **many other** habits. (Comparative)
   c. **Very few** habits are as **disgusting** as nail biting. (Positive)

2. a. Wordsworth is **one of the greatest** English poets. (Superlative)
   b. Wordsworth is **greater** than **many other** English poets. (Comparative)
c. **Very few** English poets are as **great** as Wordsworth. (Positive)

**Model - III**
1. a. Kaushik is **more inquisitive** than Kavya. (Comparative)
   b. Kavya is **not so/as inquisitive** as Kaushik. (Positive)
2. a. The chimpanzee is **cleverer** than the gorilla.
   b. The gorilla is **not so/as clever** as the chimpanzee.

**Transform the following sentences into other degrees of comparison:**
1. The cat is sweeter than any other pet animal.
2. Very few inventions are as amazing as the computer.
3. Iron is the most useful metal.
4. Coffee is not so good as tea.
5. The peacock is more colourful than many other birds.
6. Vellore is hotter than Coimbatore.

**Listening Skill**

*Listen to the instructions and follow them*

Have you come across people with unruly and indecent behaviour? If so, narrate some incidents, where people behave so.

Imagine you are all invited to dine with a VVIP. Your teacher will give you some instructions on how to dine on such occasions. Listen to the instructions carefully and mime appropriately.

**Speaking Skill**

*Read the following interview with the 'Kalpana Chawla' Awardee, Dr. A. Pushpanjali, mother of the 15 year old Hithendran - the organ donor.***

**Interviewer:** Good evening, Madam. We are very happy to have you here with us. Have you ever thought that this incident would create awareness among the public?

**Dr. A. Pushpanjali:** No, we never thought that this incident would bring such an awareness among the public.

**Interviewer:** Doctor, what made you both take such a decision?

**Dr. A. Pushpanjali:** Being doctors ourselves, we have handled many critical situations. It was my husband's decision to donate our son's organs.
Interviewer: As a mother, was it easy to take such a decision for you?
Dr. A. Pushpanjali: As a mother, I hoped for a miracle to happen. Our education in this field played a major role. So, it was easy to accept it.

Interviewer: What impact did it create on the public?
Dr. A. Pushpanjali: The people were enlightened about organ donation. Now a days more people are coming forward to donate the organs of their loved ones once they are declared 'brain dead'.

Interviewer: How many people have been benefitted from this incident? If so how?
Dr. A. Pushpanjali: From 2008 till date, 86 people have donated their organs and 476 people have benefitted. Our decision has created a great awareness on organ donation among people. You could call it the ‘Hithendran Effect’.

Interviewer: Are you happy about the award you have received?
Dr. A. Pushpanjali: I am very thankful to the TN Government for recognising our act. This has triggered a chain reaction among the common people. The Government has also started an Organ Donation Committee. Donation means 'Dhaanam'. We don't expect anything in return. Having donated our son's organs benefiting 70 people, we feel we have won innumerable awards.

- Everyone should donate blood once in six months.
- Everyone should pledge to donate his eyes after his natural death.
- Everyone should pledge to donate all his vital organs in case he is declared brain dead.

Interviewer: Thank you, Madam. We are indeed honoured to have you here with us today. Organ Donors are Heroes! In the simplest of terms, heroes save lives and so do Organ Donors. They differ from the other donors. They live forever in those persons who receive the transplant of the donated organs, though as a person they are dead.

Form pairs. Imagine yourselves to be the interviewer and the interviewee. Prepare for an imaginary interview with the following personalities. Read it aloud for the others to listen.

- Kalpana Chawla
- Dr. A.P.J. Abdul Kalam
- A.R. Rahman
- The Spiderman

Writing Skill

A. Letter Writing - Informal
Your friend is very fond of junk food. He /She keeps eating anything, anywhere, anytime. Write a letter to him / her asking him / her to put an end to his / her habit of eating JUNK FOOD and to become more health conscious.

B. Writing Article for a Newspaper - Here are a few tips on how to write an article for a newspaper.
The beginning of each newspaper article (the first paragraph) is called the **lead** (one or two sentences long); the lead should summarize the main facts of the article, telling the 5 W’s (who, what, when, where, and why) and how. The first paragraph should also contain a **hook**, something that grabs the reader’s attention and makes the reader continue to read the rest of the article.

**Write an article to the newspaper about the awareness programme on eye donation you attended recently.** Follow the tips given above.

**Language functions**

A. One of your friends needs your help to fill in this hospital admission form. Please do the needful.

<table>
<thead>
<tr>
<th>Patient's Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>Male / Female</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Contact No.</td>
<td>Phone:</td>
</tr>
<tr>
<td></td>
<td>Mobile:</td>
</tr>
<tr>
<td>Ailment</td>
<td></td>
</tr>
<tr>
<td>Admitted on</td>
<td></td>
</tr>
<tr>
<td>Name of the patient's caretaker and relationship</td>
<td></td>
</tr>
</tbody>
</table>

B. Here are a few words associated with hospitals. Translate the following into your mother tongue.

<table>
<thead>
<tr>
<th>OPERATION THEATRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTENSIVE CARE UNIT</td>
</tr>
<tr>
<td>CHEMIST'S SHOP</td>
</tr>
<tr>
<td>OUTPATIENTS</td>
</tr>
<tr>
<td>VISITING HOURS</td>
</tr>
<tr>
<td>BLOOD BANK</td>
</tr>
<tr>
<td>EMERGENCY CARE UNIT</td>
</tr>
<tr>
<td>AMBULANCE</td>
</tr>
</tbody>
</table>
Be glad your nose is on your face,
not pasted on some other place,
for if it were where it is not,
you might dislike your nose a lot.

Imagine if your precious nose
were sandwiched in between your toes,
that clearly would not be a treat,
for you’d be forced to smell your feet.

Your nose would be a source of dread
were it attached atop your head,
it soon would drive you to despair,
forever tickled by your hair.

Within your ear, your nose would be
an absolute catastrophe,
for when you were obliged to sneeze,
your brain would rattle from the breeze.

Your nose, instead, through thick and thin,
remains between your eyes and chin,
not pasted on some other place—
be glad your nose is on your face!

- Jack Prelutsky

Glossary
pasted - stuck
precious - valuable
sandwiched - pressed between two things
dread - fear
despair - lose hope
catastrophe - sudden great disaster

'Our nose is our personal air-conditioning system: it warms cold air, cools hot air and filters impurities.'
Appreciation
(Rhyme Scheme)
You have learnt 'rhyme scheme' in Unit - 1.

<table>
<thead>
<tr>
<th>Stanza 1</th>
<th>Stanza 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>face</td>
<td>nose</td>
</tr>
<tr>
<td>place</td>
<td>toes</td>
</tr>
<tr>
<td>not</td>
<td>treat</td>
</tr>
<tr>
<td>lot</td>
<td>feet</td>
</tr>
</tbody>
</table>

Mark the rhyme scheme for the other three stanzas.

Let us understand
1. What actually should you feel glad about?
2. Pick out five pairs of rhyming words from the poem.
3. 'Be glad your nose is on your face,
   not pasted on some other place,'
   a) Why does the poet ask us to be glad?
   b) What would happen if the nose where pasted on your head?
4. 'Within your ear, your nose would be an absolute catastrophe,'
   a) Where would the nose be an absolute catastrophe?
   b) Why would it be a catastrophe?
5. Imagine that your nose is placed on your forehead. How would you react to it?

Project

You would have learnt about 'cinquain' poems in class VI. Have you heard about 'Diamonte' Poems? A Diamonte Poem is arranged in a diamond pattern using seven lines in the following manner:

```
(noun 1)
(adjective)  (adjective)
(-ing verb)  (-ing verb)  (-ing verb)
(describing) (describing) (describing) (describing)
N-1          N-1          N-2          N-2
(-ing verb)  (-ing verb)  (-ing verb)
(adjective)  (adjective)
(noun 2)
```

Here is an example of a diamonte poem about a teacher and a student.

```
Teacher
Strict, patient
Teaching, helping, motivating
Philosopher, guide, playful, naughty
Reading, writing, talking
Clever, studious
Student.
```

Try to find some more interesting 'diamonte' poems and write them in your note.
Visit to the Dentist  
- By Eric Franke -

Let's Laugh and Think as Well!
✓ "Open wider." requested the dentist, as he began his examination of the patient. "Good God!" he said startled. "You've got the biggest cavity I've ever seen - the biggest cavity I've ever seen." "OK Doc!" replied the patient. "I'm scared enough without you saying something like that twice." "I didn't!" said the dentist. "That was the echo."
✓ A little boy was taken to the dentist. It was discovered that he had a cavity that would have to be filled.
"Now, young man," asked the dentist, "what kind of filling would you like for that tooth?"
"Chocolate, please," replied the youngster.
✓ Young girl: "Daddy, when I grow up, shall I become a Cardiologist or a dentist?" Father: "Dentist." Young girl: "Why father?" Father: "We have only one heart, but 32 teeth!"

I was just entering the door when Beena said, "The dentist's office called to remind you of your appointment for tomorrow." "Well, thank you for bringing me that piece of happy news," I replied. "I am so excited about seeing Dr. Pain' again." "Oh! Don't be such a child," Beena replied. "Dr. Mary is part of the group of medical professionals that tend to your health and your well-being." "Maybe so," I said "but sometimes I really think I envy people with false teeth. They can just mail them in to get them taken care of."

As I stepped off the elevator on the sixth floor of the Professional building that familiar scent hit me. It was that same unique scent that all dentists' offices have. "Good morning Mr. Franke! And how are you today?" chirped the happy receptionist. "Let me tell you," I said. "I was doing OK until I stepped off the elevator and got a whiff of that smell. It always brings back memories of pain and suffering." "Oh, come on now Mr. Franke, we are not that mean, are we?" I chose to ignore her comment and settled down to read a magazine. But the happy receptionist kept chattering about a variety of unimportant matters. "Oh, by the way, Mr. Franke, for our records we need to know if you have a middle initial." "No, I do not," I replied. "I come from a very poor family and we couldn't afford middle names." "Oh! How cute! You are a real comedian, aren't you Mr. Franke?" she replied. After that encounter she stopped bothering me with her trivialities.

Soon a dental hygienist appeared in the doorway and pointed to me. "You are next, sir. Please follow me." We walked along a hallway with rooms on both sides. There were sounds of whizzing drills and moans of pain from patients in obvious agony.
Mundane elevator music formed the accompaniment for a scene reminiscent of a horror film. "Here we are, please be seated," said the hygienist and pointed to the chair. A bib was placed under my chin and I assumed it was intended to keep blood from ruining my clothes. She began to don all kinds of protective gear. Her hair was totally covered and she wore a mask and a complete face shield. She put on rubber gloves and seemed to be ready to begin. I tried to figure out if she was protecting herself or me. Perhaps she had some horrible disease that she didn’t want me to catch. But I didn’t think it was fair for her to be equipped as though she was going into space and all I had was a paper bib.

"I’m not hurting you, am I?" she mumbled from behind the face mask. Both of her hands were in my mouth, so how did she expect me to answer? Why don’t dentists work out some hand signals for the patient to use to respond? Like one finger for ‘yes’ and two fingers for ‘no’.

After scraping and chiselling to remove the tartar buildup I was told to sit up to rinse. Getting up from the prone position in the chair is not an easy task. My legs were flailing wildly and I almost ripped off the armrests while trying to get my big body to a sitting position. I was sure that this was a wonderful way to tighten your stomach muscles but that wasn’t the reason for me being here. "Now," said my bundled-up friend, "I am going to brush your teeth to make them shining-white and today we are featuring grape-flavored paste." "Oh no," I thought. "I hate the flavour of grape."

After the hygienist had finished her part of the torture, she rang a bell to notify Dr. Mary to come in to do the final examination. My friend had removed her protective garb and I finally got a look at her face. I couldn't help wondering why anybody in their right mind would spend their day groping in people’s mouths. There is absolutely nothing attractive about wide open, gaping jaws. No wonder they cover up the way they do.

Dr. Mary came into the room and greeted me warmly. "Well, let’s see what we may find today," she said. I was praying that she wouldn’t find something that would cause me some more pain. She probed and picked at each tooth and mumbled information to the assistant who was with her. "Let’s keep an eye on this one," I heard her say. The assistant made some notes and I assumed it wouldn’t be long before I’d have some work done in that area. "Oh," she said suddenly to the assistant. "Have you ever seen a mulberry molar?" She mentioned an elaborate medical term for this kind of tooth. "No," said the assistant, "but I remember learning about it in dental school." "Well, take a look," said Dr. Mary.
Suddenly the assistant was in my mouth poking around and obviously excited to finally get to see a genuine mulberry molar. I was now a one man freak show. Hey, why not call in the other members of the staff and perhaps the patients in the waiting room would like to take a peek. At the next neighborhood cocktail party, I must remember to show off this much priced possession. I would undoubtedly be the hit of the party with everyone wanting to poke around in my mouth. "He might have had some childhood disease that caused this," said Dr. Mary to the assistant, acting as though I wasn't even there. Well, anyway I was glad that I could contribute to the furthering of their education. Perhaps I should get some consideration when it came to paying my bill.

"This was certainly one of the most expensive torture sessions I have ever experienced," I said to the happy receptionist when I got the bill. "Oh, come on now Mr. Franke," she responded. "Why don't you show me a big smile so I can see your shiny white teeth? There, now you are ready to go out to charm the entire world. Have a nice day!"

"Tell me, how it went on at the dentist?" Beena asked when I got home. "Well, I just learned that I have a mulberry molar which is evidently something that is extremely rare. I have decided to sign on with the next sideshow that comes to town because I think I can make a lot of money with it." "Oh boy, you are a real comedian, aren't you?" "Funny, that's what the happy receptionist thinks too."

### Glossary
- **don** - wear
- **whizzing** - a humming / buzzing noise
- **bib** - a pair of overalls that covers the chest
- **flailing** - moving uncontrollably
- **garb** - apparel
- **grappling** - examining
- **mumbled** - muttered

I. **Answer the following briefly**
1. Why did Mr. Franke hate going to the dentist?
2. Why does the author envy people who have false teeth?
3. What did the dental hygienist inform the author?
4. What did the sounds of drills and moans from patients indicate?
5. What was the purpose of the bib?
6. What was Dr. Mary fascinated about while examining the author's defective teeth?
7. What is the probable cause of Mulberry Molar?
8. Why does the author's wife endorse the opinion of the hospital receptionist that he is a comedian?

II. **Answer each of the following questions in a paragraph**
1. Describe the torture experienced by the author at the dentist hospital.
2. Which part of the story did you enjoy the most? Why?
3. Have you ever been to a dentist? If 'yes' share your experience with your friends.

**Project**
Visit your family dentist and collect some important tips on dental health and hygiene. Collect some rare photographs from him and make a scrap book. Display it in your classroom or circulate it among friends.
**A. Arrange in the sentences given below in the correct sequential order:**

1. Dr. Mary came in after the hygienist finished her work. Dr. Mary was surprised to see a mulberry molar in his mouth.
2. When he reached the sixth floor, he was greeted warmly by the receptionist.
3. He was then called in by a roty-poly hygienist and asked to tie a bib under his chin.
4. Beena informed Mr. Franke about his appointment with the dentist, Dr. Mary.
5. She immediately called her assistant and showed her this strange tooth. This made the author feel very embarrassed.
6. She scraped and chiselled to remove the tartar from his teeth and asked him to rinse his mouth with grape-flavoured paste.
<table>
<thead>
<tr>
<th>UNIT</th>
<th>PAGE No.</th>
<th>QUESTION NO.</th>
<th>INSTRUCTION IN THE TEXTBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>104</td>
<td>Vocabulary Reading Skill</td>
<td>Pick out homophones Read the following...</td>
</tr>
<tr>
<td></td>
<td>105-106</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>113</td>
<td>Listening Skill</td>
<td>Listen to the simple poem …</td>
</tr>
<tr>
<td></td>
<td>107-108</td>
<td>Speaking Skill (1-5)</td>
<td>Pick out Headlines Give directions Answer yes/no Questions Debate</td>
</tr>
<tr>
<td></td>
<td>113</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>114</td>
<td>Language Functions (1-5)</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>113-114</td>
<td>Writing skill</td>
<td>Letter writing</td>
</tr>
<tr>
<td></td>
<td>117</td>
<td>Mind Map</td>
<td>Preparing a Mind Map</td>
</tr>
<tr>
<td>II</td>
<td>122-123</td>
<td>Vocabulary</td>
<td>Choose Synonyms Choose Antonyms</td>
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<tr>
<td></td>
<td>128</td>
<td>Listening Skill</td>
<td>Listen to instructions...</td>
</tr>
<tr>
<td></td>
<td>128-129</td>
<td>Speaking Skill</td>
<td>Group Activity Each one to read the interview in the form of a dialogue</td>
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<tr>
<td></td>
<td>129-130</td>
<td>Writing Skill (2)</td>
<td>Letter writing (An article to a newspaper) Arrange the sentences in sequential order</td>
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<tr>
<td></td>
<td>136</td>
<td></td>
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<tr>
<td></td>
<td>132,135</td>
<td>Project Work (2)</td>
<td>Try to find some more diamante poems Visit your family dentist...</td>
</tr>
<tr>
<td></td>
<td>130</td>
<td>Language Focus/Functions (a&amp;b)</td>
<td>a) Fill in the hospital admission form b) Translate the following</td>
</tr>
<tr>
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<tr>
<td>UNIT</td>
<td>PAGE No.</td>
<td>QUESTION NO.</td>
<td>INSTRUCTION IN THE TEXTBOOK</td>
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<tr>
<td>I</td>
<td>104</td>
<td>Questions I, II, III</td>
<td>True or False, Reading Comprehension and Answer ... Answer ...</td>
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<tr>
<td></td>
<td>115</td>
<td>Question I</td>
<td></td>
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<tr>
<td></td>
<td>102-103</td>
<td>Vocabulary</td>
<td>Pick out Homophones, Complete the exercises</td>
</tr>
<tr>
<td></td>
<td>106</td>
<td>Grammar</td>
<td>Identify and use passive voice Imperatives Rewrite sentences with question tags.</td>
</tr>
<tr>
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<td>109</td>
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<td>112</td>
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<td>107</td>
<td>Writing Skill</td>
<td>Expand Headlines</td>
</tr>
<tr>
<td></td>
<td>115</td>
<td>Project</td>
<td>Collect similar poems in vernacular language</td>
</tr>
<tr>
<td>II</td>
<td>118-122</td>
<td>Questions in boxes Poetry questions</td>
<td>Answer the questions Answer the questions (1-5)</td>
</tr>
<tr>
<td></td>
<td>122</td>
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<td>132</td>
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<tr>
<td></td>
<td>118-124</td>
<td>Vocabulary Abbreviations (IV) Idioms</td>
<td>Glossary Choose Synonyms Choose Antonyms Rewrite sentences Refer to Dictionary... Find out...</td>
</tr>
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<td></td>
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<td></td>
<td>124-125</td>
<td>Reading Skill</td>
<td>Read the Newspaper...</td>
</tr>
<tr>
<td></td>
<td>126-128</td>
<td>Grammar</td>
<td>a) Direct to Indirect b) Gerunds and Infinitives c) Transformation of sentences (Degrees of comparison)</td>
</tr>
<tr>
<td></td>
<td>132</td>
<td>Rhyming scheme</td>
<td>Mark rhyming scheme</td>
</tr>
</tbody>
</table>
"I can, I did"
Student's Activity Record

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Date</th>
<th>Lesson No.</th>
<th>Topic of the Lesson</th>
<th>Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
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