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GOVERNMENT OF TAMIL NADU

COMMUNICATIVE ENGLISH

HIGHER SECONDARY - FIRST YEAR

A publication under Free Textbook Programme of Government of Tamil Nadu

Department of School Education

Untouchability is Inhuman and a Crime

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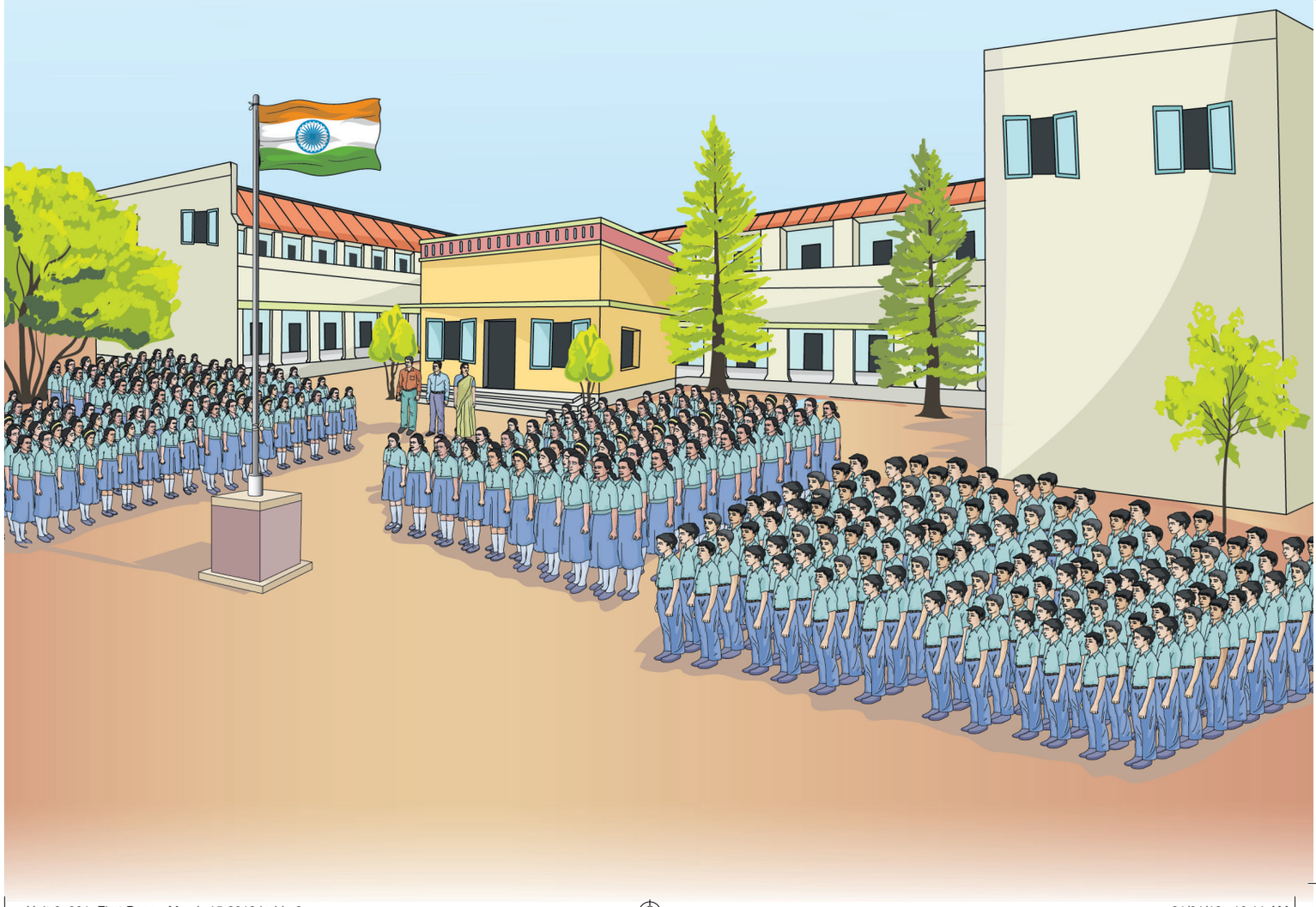
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THE NATIONAL ANTHEM

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

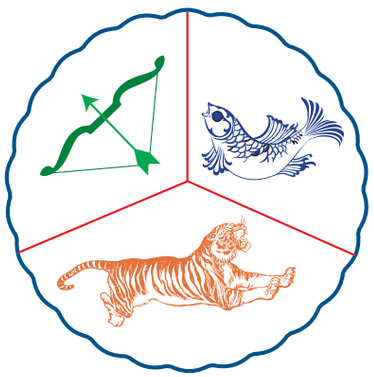
- Rabindranath Tagore.



தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!
உன் சீரிளமைத் திறம்வியந்து செயல்மறந்து வாழ்த்துதுமே!
வாழ்த்துதுமே!
வாழ்த்துதுமே!

– 'மனோன்மணீயம்' பெ. சுந்தரனார்.

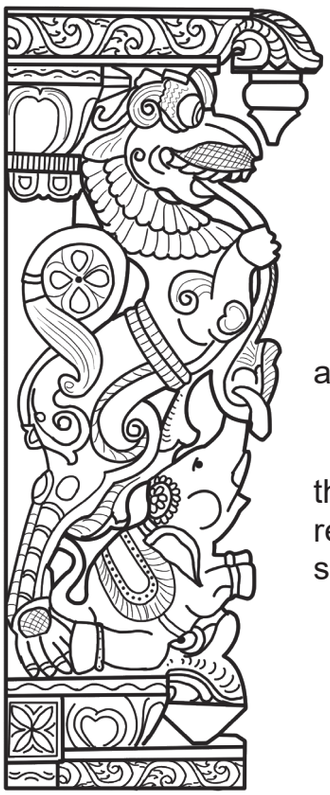


தமிழ்த்தாய் வாழ்த்து – பொருள்

ஒலி எழுப்பும் நீர் நிறைந்த கடலெனும் ஆடையுடுத்திய நிலமெனும் பெண்ணுக்கு, அழகு மிளிரும் சிறப்பு நிறைந்த முகமாகத் திகழ்கிறது பரதக்கண்டம். அக்கண்டத்தில், தென்னாடும் அதில் சிறந்த திராவிடர்களின் நல்ல திருநாடும், பொருத்தமான பிறை போன்ற நெற்றியாகவும், அதிலிட்ட மணம் வீசும் திலகமாகவும் இருக்கின்றன.

அந்தத் திலகத்தில் இருந்து வரும் வாசனைபோல, அனைத்துலகமும் இன்பம் பெறும் வகையில் எல்லாத் திசையிலும் புகழ் மணக்கும்படி (புகழ் பெற்று) இருக்கின்ற பெருமைமிக்க தமிழ்ப் பெண்ணே! தமிழ்ப் பெண்ணே! என்றும் இளமையாக இருக்கின்ற உன் சிறப்பான திறமையை வியந்து உன் வயப்பட்டு எங்கள் செயல்களை மறந்து உன்னை வாழ்த்துவோமே! வாழ்த்துவோமே! வாழ்த்துவோமே!

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THE NATIONAL INTEGRATION PLEDGE

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

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



A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class : School :

"I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vandae mataram!

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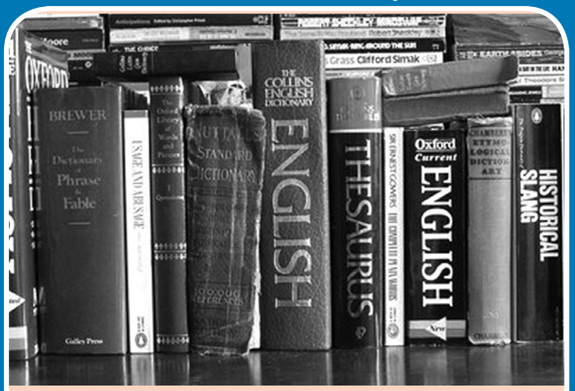
PREFACE

XI – COMMUNICATIVE ENGLISH

A textbook of English should equip the learners with adequate ability to use the language accurately and kindle their interest in reading. Expertise in all the four skills, namely Listening, Speaking, Reading and Writing, is a pre-requisite to acquire fluency and gain confidence in using the language. Besides enabling acquisition of skills, humane values have to be inculcated in students through the text. Students should be able to link their experience with various situations and contexts that occur in everyday life. Hence, it is essential for the children of this century to learn English with the focus on the acquisition of communicative skills.

Based on the themes listed out in the National Curriculum Framework, 2005, the texts have been chosen with great care and diligence, aiming at promoting the values of kindness, humane feelings, affection, loyalty, appreciation and concern for Nature, handling problems with ease in an optimistic manner and portraying other such essential virtues.





HOW TO USE THE BOOK

- The textbook is thematic as the lessons centre around a theme, revolving around real life contexts enabling students to move from known to the unknown.
- A variety of tasks are designed to encourage students to practice speaking and listening, reading and writing to be able to communicate with ease and respond in a meaningful way.
- Grammar is introduced through real life contexts to enable students acquire fluency and accuracy in the use of the language.
- The tasks also include different learning modalities such as aural, oral, visual and kinesthetic.
- A salient and unique feature of the book is the ICT code and Career Guidance corner which offers a plethora of opportunities for the students to explore new vistas in learning.

Lets use the QR code in the text books ! How ?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone
- Open the QR code scanner application
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen.Click the url and go to the content page.

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Assessment

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COMMUNICATIVE ENGLISH

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Chapter 1

(Travel and Tourism)

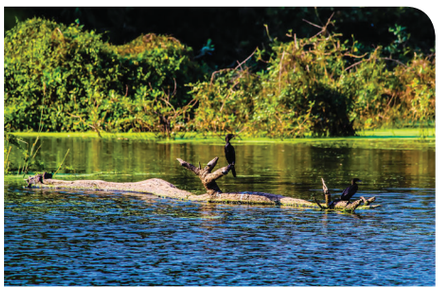
'I Would Like To Rise And Go!'

U4ZKY

Warm Up

a. Here are some photographs of popular tourist destinations. Identify the places.









b. What kind of places are these? Choose from the list below.

i) a coastline
ii) a bird sanctuary
iii) a historical monument
iv) an architectural heritage

c. Discuss with your partner.

i) Does your school take you out on a picnic or study tour?
ii) Where would you like to go? (hill station, beach, zoo, etc.)
iii) Who plans the trip and makes the arrangements?
iv) What do you find the most attractive in a tourist spot? (waterfalls, rides, etc.)
v) How do you prefer to travel? (car, bike, cart, etc.)

d. Work in groups and list the merits of travelling.



Why should one travel?

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Reading

PACKING IS AN ART



a. List a few tips for stress-free packing for a vacation.

i) Prepare a check list (on paper, text message..)

ii) Roll and vacuum pack (towels, clothes)

iii) Ziplock bags (gadgets,oil,...)

b. Here's *Mr. Jerome K Jerome*, a British writer, who humourously describes his experiences of packing for a trip, in his famous masterpiece, '**Three Men in a Boat**' (Chapter 4)



1. We made a list of the things to be taken, and a pretty lengthy one it was, before we parted that evening. The next day, which was Friday, we got them all together, and met in the evening to pack. We got a big Gladstone for the clothes, and a couple of hampers for the victuals and the cooking utensils. We moved the table up against the window, piled everything in a heap in the middle of the floor, and sat round and looked at it. I said I'd pack. I rather pride myself on my packing. Packing is one of those many things that I feel I know more about than any other person living. (It surprises me myself, sometimes, how many of these subjects there are.) I impressed the fact upon George and Harris, and told them that they had better leave the whole matter entirely to me. They fell into the suggestion with a readiness that had something uncanny about it.

Name the trio who started packing.

2. This was hardly what I intended. What I had meant, of course, was, that I should boss the job, and that Harris and George should potter about under my directions, I pushing them aside every now and then with, "Oh, you –!" "Here, let me do it." "There you are, simple enough!" – really teaching them, as you might say. Their taking it in the way they did irritated me. There is nothing that irritates me more than seeing other people sitting about doing nothing when I'm working. I lived with a man once who used to make me mad that way. He would loll on the sofa and watch me doing things by the hour together, following me round the room with his eyes, wherever I went. He said it made him feel that life was not an idle dream to be gaped and yawned through, but a noble task, full of duty and stern work. He said he often wondered now how he could have gone on before he met me, never having anybody to look at while they worked. Now, I'm not like that. I can't sit still and see another man slaving and working. I want to get up and superintend,

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and walk round with my hands in my pockets, and tell him what to do. It is my energetic nature. I can't help it.

What irritated Jerome the most?

3. However, I did not say anything, but started the packing. It seemed a longer job than I had thought it was going to be; but I got the bag finished at last, and I sat on it and strapped it. "Ain't you going to put the boots in?" said Harris. And I looked round, and found I had forgotten them. That's just like Harris. He couldn't have said a word until I'd got the bag shut and strapped, of course. And George laughed – one of those irritating, senseless, chuckle-headed, crack-jawed laughs of his. They do make me so wild. I opened the bag and packed the boots in; and then, just as I was going to close it, a horrible idea occurred to me. Had I packed my tooth-brush? I don't know how it is, but I never do know whether I've packed my tooth-brush. My tooth-brush is a thing that haunts me when I'm travelling, and makes my life a misery. I dream that I haven't packed it, and wake up in a cold perspiration, and get out of bed and hunt for it. And, in the morning, I pack it before I have used it, and have to unpack again to get it, and it is always the last thing I turn out of the bag; and then I repack and forget it, and have to rush upstairs for it at the last moment and carry it to the railway station, wrapped up in my pocket-handkerchief.

Why does the author's toothbrush haunt him?

4. Of course, I had to turn every mortal thing out now, and, of course, I could not find it. I rummaged the things up into much the same state that they must have been before the world was created, and when chaos reigned. Of course, I found George's and Harris' eighteen times over, but I couldn't find my own. I put the things back one by one, and held everything up and shook it. Then I found it inside a boot. I repacked once more. When I had finished, George asked if the soap was in. I said I didn't care a hang whether the soap was in or whether it wasn't; and I slammed the bag to and strapped it, and found that I had packed my pouch in it, and had to re-open it. It got shut up finally at 10.5 p.m., and then there remained the hampers to do. Harris said that we should be wanting to start in less than twelve hours' time, and thought that he and George had better do the rest; and I agreed and sat down, and they had a go. They began in a light-hearted spirit, evidently intending to show me how to do it. I made no comment; I only waited, and I looked at the piles of plates and cups, and kettles, and bottles and jars, and pies, and stoves, and cakes, and tomatoes, etc., and felt that the thing would soon become exciting.

5. It did. They started with breaking a cup. That was the first thing they did. They did that just to show you what they COULD do, and to get you interested. Then Harris packed the strawberry jam on top of a tomato and squashed it, and they had to pick out the tomato with a teaspoon. And then it was George's turn, and he trod on the butter. I didn't say anything, but I came over and sat on the edge of the table and watched them. It irritated them more than anything I could have said. I felt that. It made them nervous and excited, and they

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stepped on things, and put things behind them, and then couldn't find them when they wanted them; and they packed the pies at the bottom, and put heavy things on top, and smashed the pies in. They upset salt over everything, and as for the butter! I never saw two men do more with one-and-two pence worth of butter in my whole life than they did. After George had got it off his slipper, they tried to put it in the kettle. It wouldn't go in, and what WAS in wouldn't come out. They did scrape it out at last, and put it down on a chair, and Harris sat on it, and it stuck to him, and they went looking for it all over the room.

6. "I'll take my oath I put it down on that chair," said George, staring at the empty seat. "I saw you do it myself, not a minute ago," said Harris. Then they started round the room again looking for it; and then they met again in the centre, and stared at one another. Then George got round at the back of Harris and saw it. "Why, here it is all the time," he exclaimed, indignantly. "Where?" cried Harris, spinning round. "Stand still, can't you!" roared George, flying after him. And they got it off, and packed it in the teapot. Montmorency was in it all, of course. Montmorency's ambition in life, is to get in the way and be sworn at. If he can squirm in anywhere where he particularly is not wanted, and be a perfect nuisance, and make people mad, and have things thrown at his head, then he feels his day has not been wasted.

What was Montmorency's ambition in life?

7. To get somebody to stumble over him, and curse him steadily for an hour, is his highest aim and object; and, when he has succeeded in accomplishing this, his conceit becomes quite unbearable. He came and sat down on things, just when they were wanted to be packed; and he laboured under the fixed belief that, whenever Harris or George reached out their hand for anything, it was his cold, damp nose that they wanted. He put his leg into the jam, and he worried the teaspoons, and he pretended that the lemons were rats, and got into the hamper and killed three of them before Harris could land him with the frying-pan. Harris said I encouraged him. I didn't encourage him. It's the natural, original sin that is born in him that makes him do things like that.

8. The packing was done at 12.50; and Harris sat on the big hamper, and said he hoped nothing would be found broken. George said that if anything was broken it was broken, which reflection seemed to comfort him. He also said he was ready for bed. We were all ready for bed. Harris was to sleep with us that night, and we went upstairs. We tossed for beds, and Harris had to sleep with me. He said: "Do you prefer the inside or the outside, J.?" I said I generally preferred to sleep INSIDE a bed. George said: "What time shall I wake you fellows?" Harris said: "Seven." I said: "No – six," because I wanted to write some letters. Harris and I had a bit of a row over it, but at last split the difference, and said half-past six. "Wake us at 6.30, George," we said. George made no answer, and we found, on going over, that he had been asleep for some time; so, we placed the bath where he could tumble into it on getting out in the morning, and went to bed ourselves.

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Glossary

parted (v) : moved away from each other

hamper (n) : a basket with a handle and a hinged lid used for cutlery

victuals (n) : food, sustenance

uncanny (adj) : strange or mysterious

gaped (v) : stared with mouth open in amazement or wonder

stern (adj) : serious, unrelenting

superintend (v) : manage

rummaged (v) : searched thoroughly

tumble (v) : fall suddenly or clumsily or headlong

c. Working in pairs, read the following phrases carefully. Match the actions with the doers mentioned below.

i) pushed them aside
ii) looked at a pile
iii) rummaged
iv) sat on the big hamper
v) packed the strawberry jam
vi) smashed the pies in
vii) trod on butter

Jerome	Montmorency
George	George and Harris together
Harris	

d) State whether the following incidents are true or false and write the true incidents in the correct order of occurrence.

i) George and Harris started packing by breaking a cup
ii) broke an egg
iii) squashed the tomato
iv) stepped on Montmorency
v) packed the pictures in the bottom
vi) trod on butter
vii) stepped on things
viii) put things behind them and couldn't find them
ix) prayed before they started packing
x) upset salt over almost everything

Career Corner

Career opportunities in the fastest growing industry of travel



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Language Study

QB9AO

a. Semantic Field

The following are a few expressions associated with travel.

Task: Match column A with the right examples in column B.

Column A	Column B
A **journey** is travelling from one place to another, especially in a vehicle.	I travel from Chengalpet to Chennai every day.
To commute is to make the same journey regularly between work and home.	We went on a cruise to the islands.
Voyage is a journey made by water or in space.	I love travelling long distances by train.

Task: Complete the following table by choosing the most appropriate word from the given list. One has been done for you.

(fly drive sail ride walk)

i)	I go by cycle.	
ii)	I go on foot.	I walk.
iii)	I go by ship.	
iv)	I go by car.	
v)	I go by plane.	

b. Look at the use of the word 'leave' in the following sentence from the text.

They had better leave the whole matter entirely to me.

Task: Refer to the dictionary entry of the word 'leave' given below and choose the correct meaning for the word as it is used in the context above.

1. to go out of or away from a place
2. to depart permanently from; quit
3. to let remain or have remaining behind after going, ceasing, etc
4. to allow to remain in the same place, condition, etc
5. to let stay or be as specified
6. to let (a person or animal) remain in a position to do something without interference
7. to let (a thing) remain for action or decision
8. to give in charge; deposit; entrust
9. to stop; cease; give up
10. to disregard; neglect
11. to give for use after one's death or departure
12. to have as a remainder after subtraction

Task: From the dictionary, find the meaning of 'pile', 'labour', 'comfort' in the context used in the text.

c. Did you notice a few hyphenated words like 'pocket-handkerchief,' 'easy-chair,' etc. Find similar words used in the story.

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Grammar

Framing Questions

When you plan a journey, plenty of questions arise in your mind. Later as you travel, you will be asking, enquiring, inquiring etc. in various situations. In this unit, you will learn how to frame questions.

The two patterns of questions are commonly known as **Interrogative Sentences**.

a) Wh- questions

The following question words are usually used to frame Wh- type questions.

what	**when**	**where**
why	**which**	**whom**
whose	**how**	**who**



What is the name of this station?

When is your next visit to Trichy?

Where is the cafeteria?

Why is the plane/ train delayed?

Which is the shortest route to the bus depot?

What is the weather like in Ooty now?

Whom did you meet in the railway station?

Whose book is lying on the table?

b) 'Yes' or 'No' type questions

- These are also known as polar questions.
- All 'yes' or 'no' questions begin with auxiliary verbs.
- Am, Is, Was, Are, Were - (Be)
- Do, Does and Did - (Do)
- Have, Has and Had - (Have)

e.g. i) **Am** I on the right platform?
ii) **Do** you have your ticket?
iii) **Have** you been to Tuticorin?

- Use of modal (auxiliary) verbs in framing questions.

(will would shall should can could may might and must)

e.g. i) **Shall** we go by a cab?
ii) **May** I help you?
iii) **Can** you guide me to the ticket-counter?

Task: Read the following passage and complete the questions given below.

Then Harris packed the strawberry jam on top of a tomato and squashed it, and they had to pick out the tomato with a teaspoon. And then it was George's turn, and he trod on the butter. I didn't say anything, but I came over and sat on the edge of the table and watched them. It irritated them more than anything I could have said. I felt that. It made them nervous and excited, and they stepped on things, and put things behind them, and then couldn't find them when they wanted them; and they packed the pies at the bottom, and put heavy things on top, and smashed the pies in.

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a) Who _____?

b) What _____?

c) How _____?

d) Why _____?

e) Where _____?

Task: Read the following passage and frame questions as directed.

Harris said I encouraged him. I didn't encourage him. It's the natural, original sin that is born in him that makes him do things like that.

The packing was done at 12.50; and Harris sat on the big hamper, and said he hoped nothing would be found broken. George said that if anything was broken it was broken, which reflection seemed to comfort him. He also said he was ready for bed.

i) Frame a Wh–question.
ii) Frame a Yes or No question.
iii) Frame a question beginning with a modal.



Listening and Speaking

a. Vijay and Yusuf are two friends who meet on a week end. One has been on a study tour and he describes his experiences. Listen to their dialogue. As you listen, note down the important facts and answer the questions that follow.

Task: Answer the following briefly.

i) Who went on a study tour?
ii) Where did he shop?
iii) Mention the salient features of Sathanur dam.
iv) Where do we find the Raja–Rani mounts?
v) What does a study tour help you learn?

b) **Group yourselves and create a role-play on the following situations.** (You may use some of the expressions given below each heading)

i) At the airport



- Show me your passport, please!
- I'm here on business / vacation.
- I'm travelling alone / with my family.

Customs is the place at a port, airport or border where travellers' bags are checked to find out if any goods are being carried illegally.

A customs officer is a person whose job is to look inside travellers' bags to make certain they are not taking goods into a country without paying taxes.

- You've got a lot of baggage! Why don't you use the baggage cart?
- How much is a one-way ticket to Madurai?
- I'll never forget my first flight.
- Passengers boarding Flight 696 to Trichy should now go to Gate No.5.
- At what time does the plane take off / land?

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ii) At the train station



- How much is a ticket to...?
- Is there a reduced fare for children / senior citizen?
- Which is the main entrance to the station?
- Where can we buy tickets?
- What time will the train to...leave?
- Where is platform No.6?

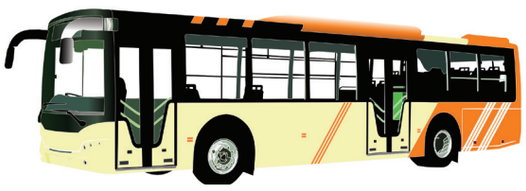
iii) By ship / boat

- We're going across to Thiruvalluvar Statue by/on the ferry.

A cruise is a journey on a large ship for pleasure, during which you visit several places.

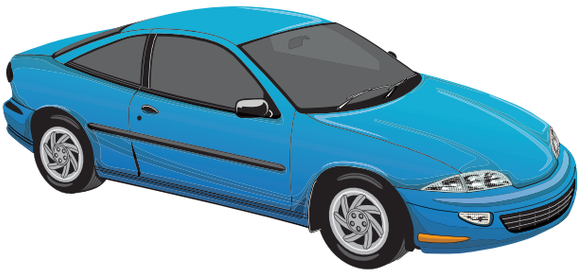
A ferry (boat) is a boat or ship for taking passengers and often vehicles, across water, especially as a regular service.

iv) By bus / coach



- Where is the bus terminus, please?
- When does the bus leave for..?
- How many stops are there before...?
- Is it a bus with/without air-conditioner?

v) By car



- Where is the parking lot, please?
- Can I park my car here?
- Where can I rent a car?
- I would like to rent a car for.... days / weeks.
- I had a breakdown (my car stopped working) in the middle of the road.
- The car is still at the garage getting fixed.
- Where can I find a mechanic to repair my car?

Quotable Quote Fill your life with adventures, not things. Have stories to tell, not stuff to show.

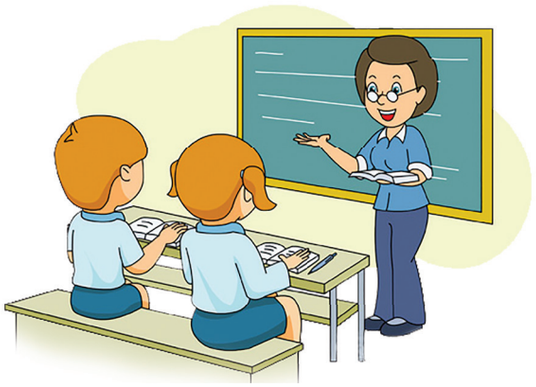
c. Read the following conversation between the students and their Class Teacher on places of visit for a school excursion.

Teacher:

Good morning students. I have some good news for you. During the second term holidays, the school has decided to take you on an excursion. Where shall we go?

Student 1: Shall we go to Delhi Madam?

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Teacher:

Sorry, it will be winter and very cold there. It will not be the the right time to go there.

Student 2:

Madam, shall we go to Pitchavaram please?

Teacher:

That's a good idea. If everyone agrees, we can plan a visit to Pitchavaram.

Role play the same and extend the discussion. The points given below will help you.

(Cost, duration, amount to be paid, things to be brought for the tour, what to do and what not to do...)

d. After the trip, your friends, relatives and others will be eager to learn about your travel experiences. Prepare a short speech of about 100 – 120 words about the trip to present to your classmates.

Begin with a warm greeting, introduce the place chosen and arrangements made. Focus mainly on the travel experience and the place.

A few tips to follow while giving a short speech…



1. Make eye contact with the audience.
2. Speak at a normal conversational speed, neither too fast nor too slow.
3. Body language conveys almost as much as your words–stand straight but not stiffly, with your arms in a comfortable position.
4. While describing a tourist spot
   i) introduce the location.
   ii) describe the spot.
   iii) mention one or two characteristics.
   iv) say why you chose the tourist spot.
5. Use some of the following expressions to ...
   i) introduce the place: My topic today is 'My favourite tourist spot'.
   ii) retain the interest of people: What is interesting about this is…/I think you would be interested to know that…
   iii) give illustrations: For instance… /A good example of this is…
   iv) conclude: I'd like to conclude by/ with…
6. Choose your words carefully, and try to use different words in each sentence.
7. Speak slowly and clearly. Natural and clear pronunciation impresses people.
8. Use grammatically correct language.

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e) Your teacher will read the interesting poem on Travel. Listen to it carefully and while reading, answer the questions given.

Travel

I should like to rise and go
Where the golden apples grow; –
Where below another sky
Parrot islands anchored lie
And, watched by cockatoos and goats,
Lonely Crusoes building boats; –

Where does the poet wish to rise and go?

Where in sunshine reaching out
Eastern cities, miles about,
Are with mosque and minaret
Among sandy gardens set,
And the rich goods from near and far
Hang for sale in the bazaar; –

Where are rich goods sold?

Where the Great Wall round China goes,
And on one side the desert blows,
And with the voice and bell and drum,
Cities on the other hum; –
Where are forests hot as fire,
Wide as England, tall as a spire,

How do the cities hum?

Full of apes and cocoa-nuts
And the negro hunters' huts; –
Where the knotty crocodile
Lies and blinks in the Nile,
And the red flamingo flies
Hunting fish before his eyes; –

What does the narrator see on the banks of the Nile?



Where in jungles near and far,
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer-by be seen
Swinging in the palanquin; –
Where among the desert sands
Some deserted city stands,

All its children, sweep and prince,
Grown to manhood ages since,
Not a foot in street or house,
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.

There I'll come when I'm a man
With a camel caravan;
Light a fire in the gloom
Of some dusty dining-room;
See the pictures on the walls,
Heroes fights and festivals;
And in a corner find the toys
Of the old Egyptian boys.

R.L.Stevenson

If you were to travel to these places, which one would you visit? Why?

Quotable Quote For my part, I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move.

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Glossary

anchored(v) : fixed firmly and stably

minaret(n) : slender tower with balconies

spire(n) : a tall tower that forms a super structure of a temple or a church

man devouring(adj): man-eating

lest(conj) : for fear that, in case

caravan(n) : a procession of wagons

DO YOU KNOW?

tamil nadu tourism enchanting tamil nadu

Tamilnadu with a GDP of $150 billion is the second largest economy of the country and tourism is one of the main sources of its revenue. Tourism in the state is promoted by the Tamil Nadu Tourism Development Corporation (TTDC) headquartered in Chennai, the capital city of Tamil Nadu. Tamil Nadu is a year-round tourist destination, and the industry is the largest in the country.

Writing

Informal letter

We write letters to friends and family members to share our joy, experiences, etc. Such letters are called informal or friendly letters. The salutations and post scripts are friendly and casual in language. Given below is a format of an informal letter.

Abc Colony, Trichy - 1	Address of the writer
01 June, 2018	Date
Dear .....,	Superscription or Salutation
Body of the letter: (i) Introduction (ii) Main Content (iii) Conclusion + End of letter	1st para contains enquiry about well being 2nd para contains the reason for writing the letter 3rd para contains the conclusion or end part
Yours lovingly, Name	Subscription including writer's name

Aruna is a hosteller who wishes to join an excursion to Pitchavaram. She writes a letter to her parents seeking permission to join the school excursion and request them for money for the expenses.

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Coimbatore-69,
28 November, 2017.

Dear Amma and Appa,

I am safe and hope you are fine.

My exams are on and the holidays will soon begin from the 24th of December. The school has planned to take us on an eco-trip to Pitchavaram near Chidambaram for four days. I would like to join the trip with my friends. Kindly sign the attached consent form so that I can join the trip. As I have to pay a sum of one thousand rupees towards it, kindly send the money as early as possible.

Convey my love and regards to all at home.

With love,
Aruna.

Task: Write a letter to your friend who lives in Pitchavaram asking him to give you some details about the place.

Email

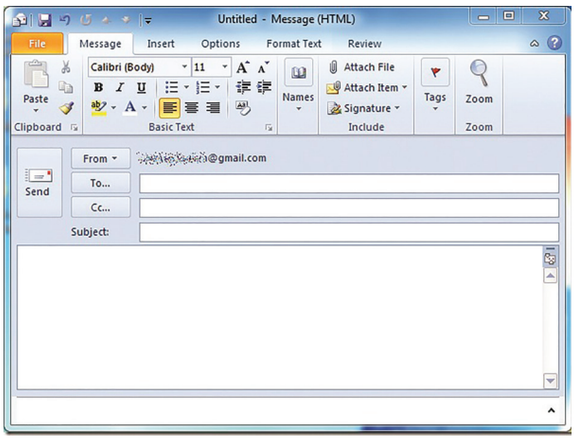
Task: After the trip, Aruna decides to send an e-mail to her friend about the places she visited and share her experiences. Help her write an e-mail.

E-mail is an effective tool to communicate at a great speed across the globe through which one can send a lot of data/information.

One can attach files of different types– text, graphics, audio and video.

Voice-mail helps you to listen to your message as well.

E-mails should be clear, correct, concise and courteous. Use limited number of words.



Use appropriate punctuation marks. Write the subject line in such a way that it tells the receiver what the e-mail is exactly about. Don't use capital letters entirely. It may seem rude.

Project

a. Brochure

YJPB1

A brochure is an informative paper document (often also used for advertising) that can be folded into a pamphlet or leaflet. Brochures are promotional documents, primarily used to introduce a company, organization, products or services and inform prospective customers or members of the public of the benefits.

Brochures are placed inside newspapers, handed out personally or placed in brochure racks in high traffic locations. They are usually found at tourist spots.

Things to include in a Travel Brochure:

- A brief summary of the setting, with highlights of important places
- Location, including a map

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- Geography
- Major cities, well-known places
- Historic sites and landmarks
- Recreation and outdoor activities—parks, sports, water
- Entertainment
- Climate and overall weather conditions
- Transportation
- Arts and culture, including museums, theatres, places to visit
- Languages and local dialect
- Local cuisine
- Pictures / Graphics
- Additional Information

Given below are two brochures.

Task: Which one is more appealing? Give five reasons



Task: a. Collect travel brochures and study the language, terms used and create your own brochure.

b. Make an itinerary/ travel planner

While travelling, we have heard many tourists feeling sad about missing their flights and worrying about places to stay. How can we overcome such issues? A travel planner or an itinerary comes in handy.

An itinerary is a detailed plan for a journey. It outlines the dates of travel from the home town to other towns or places. It lists the duration of stay in each place and the places to halt. It identifies the interesting places to visit in each place. It also covers aspects such as costs and modes of transport.

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An itinerary helps us to map out each aspect of our journey in great detail so that things fall into place, no time is wasted and no important site is missed.

Task: Prepare an itinerary for travel to a place of historical importance.

Extensive Reading:

More to explore !!
Read the following biography of A.Karuppan, a travelogue writer.

A. Karuppan (3 November 1911-10 September 1983) was a Tamil travelogue writer, journalist and documentary film maker from Tamil Nadu, India. He is most notable for pioneering travel writing in Tamil and for his documentary on Mahatma Gandhi.

Born in Kottaiyur in Madras Presidency, A. Karuppan completed his schooling in Tiruvannamalai. He was interested in travelling and began a world tour in the 1930s. In 1935, he went to Japan to learn photography at the Imperial College of Technology, Tokyo and studied there for a year. In 1937, he joined the New York Institute of Photography and completed a one-year diploma course in photography.



In 1937, he started work on the documentary 'Mahatma Gandhi: Twentieth Century Prophet.' He set up a company named "Documentary Films Limited" and started collecting archival footage of Gandhi. He visited many places in India, London, and South Africa and acquired large amounts of archival footage. In addition, he himself shot many contemporary scenes of Gandhi. The documentary film was released on 23 August 1940. It received widespread coverage from the Indian press and a few international newspapers like The New York Times. The documentary originally had voice-overs in Tamil and was later dubbed in Telugu.

He recorded some of his experiences in making the documentary in a series of articles in the magazine Kumari Malar (published by him) in 1943. These articles were eventually published as a book titled Annal Adichuvattil (In the footsteps of the Mahatma).

He is considered one of the foremost writers of modern travelogues in Tamil. He collected more than 140 travel essays in Tamil belonging to the 1825–1940 period, edited and published them as a book in 1940. His own travel essays were published first in 1940 as Ulagam sutrum Tamilan (The Globe Trotting Tamil). He has written a total of seventeen travel books.

Further links:

http://www.thehindu.com/features/friday-review/history-and-culture/tamizh-valartha-sandror-focuses-on-contributions-of-various-people-to-tamil/article7534836.ece

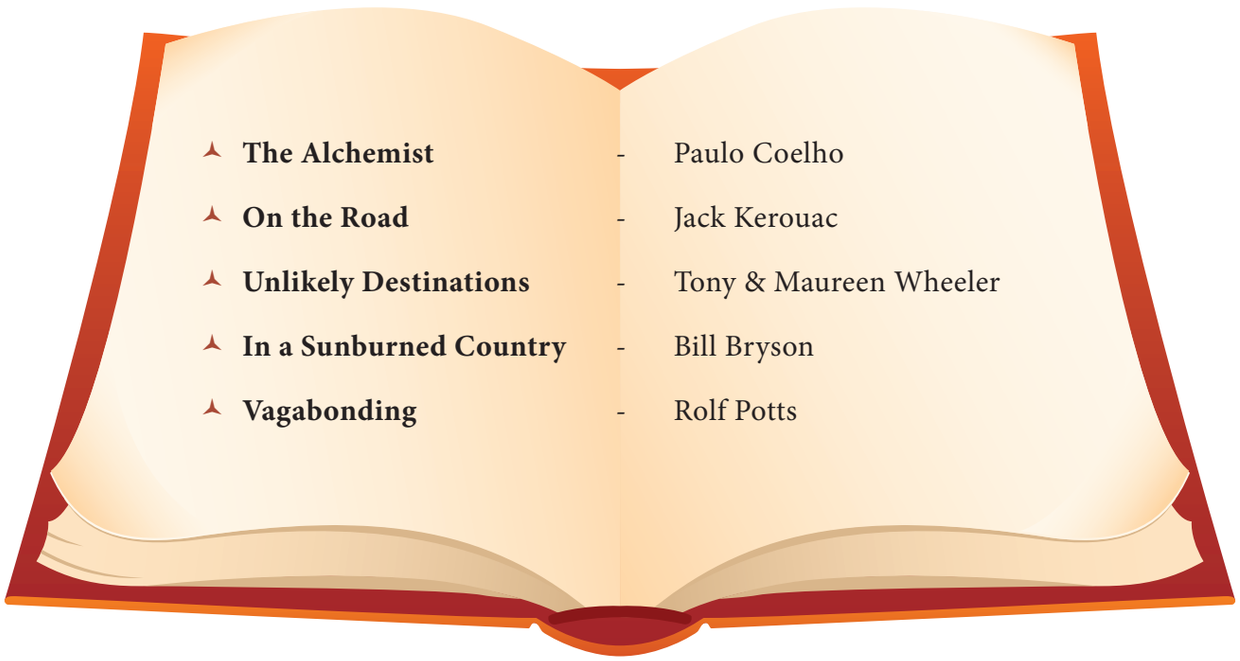
http://www.indiatravelogue.com/dest/tam/geog.html

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Career Corner

- Some of the Courses in Travel and tourism are…
- Bachelor's or Master's degrees, Diplomas, certificates or distance learning courses in various sectors of travel and tourism such as management in tourism, travel or hotels, tour operation or airline management, destination management, airline ticketing, travel administration etc.
- The Ministry of Tourism, Govt. of India approved post-graduation degree in this field is a two-year full time programme that gets you an MTA degree. (Master of Tourism Administration) Certain universities such as the Indian Institution of Tourism and Travel offer this degree.
- A post graduate degree can be helpful in getting into positions in management or administration.
- You can also opt for vocational courses to get a B.Voc. degree.

Further Reading

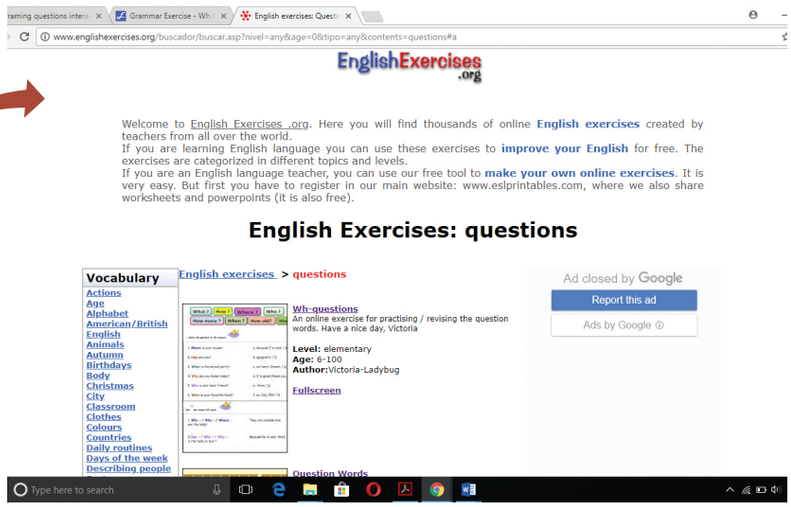


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ICT CORNER

FRAMING QUESTIONS

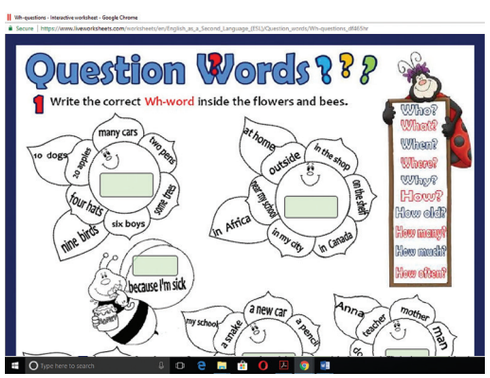
This activity will enable the students to practice framing questions.



STEPS:

1. Type the URL link given below in the browser or scan the QR code.
2. You can see many English exercises on Questions. Click **Fullscreen** link to view the exercises which you wish to answer.
3. Scroll down to view the exercise and answer the questions.
4. Click **Finish / Done** button after answering to view your scores.
5. Explore various types of framing questions exercises such as Wh- Questions and Verb questions and do the exercise.





WEBSITE LINK:

Click the following link or scan the QR code to access the website.
http://www.englishexercises.org/buscador/buscar.

ADDITIONAL WEBSITE LINK:

http://www.myenglishpages.com/site_php_files/grammar-exercise-wh-questions.php

** Images are Indicatives only

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Chapter 2

(English For the Workplace)

'Think Globally! Act Locally!'

1GVCK

Warm Up

a. Translate the following words into your mother tongue.

i.	Biscuit	
ii.	Ice-cream	
iii.	Broadband	
iv.	Recharge	
v.	Challan	
vi.	Wallet	
vii.	Password	
viii.	Bakery	
ix.	Ticket	
x.	Wifi	



What is your mother tongue? Was it easy translating the above? Do you use many of these words in your everyday interactions?

b. Work in pairs. Read the following list of words related to computers, hospitality and medicine. Categorise them appropriately under the given columns.

lounge	URL
giga-byte	angiogram
crash	room service
suite	transplant
front desk	multi cuisine
consultation	laboratory
reservation	hospitality
pharmacy	android
valet parking	glaucoma
http	USB
ultra sound	hacking
format	echo
house keeping	buffer

Computers	Hospitality	Medicine



Over 840 million people speak English as a first or second language, which makes it the second most spoken language of the world (after Mandarin). It is the official language of 67 countries.

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Reading

a. Read the following essay on the Growth of English in India.



1. English plays a vital role in increasing opportunities around the world, it provides access to the information with which individuals can learn and develop and it provides access to the networks which are vital in building and maintaining economic links. Perhaps more importantly, it provides a common language to share knowledge and ideas and to create the kind of relationships which go beyond a simple deal or contract. It enables people to explore cultural differences and to create the kind of trust and understanding which is vital in negotiating and agreeing to our common future.

How does the knowledge of English help you academically and professionally?

2. English has become essential for international communication. Economic growth means that more jobs require English; the expansion of education means that English is needed by more people for studying; and for a growing, globalized, urban middle class, English plays a greater role in both their work and personal lives.

Why is English in greater demand than ever before?

3. A quarter of lower primary school students are now first-generation learners who have little support from the family and community and must rely for their learning on what happens in school. A minimum proficiency level in English is increasingly regarded as an entrance requirement for University. Therefore, there is a growing need for learners to begin in primary school, where they learn the basics of the language, then develop English as a language of study in secondary and higher secondary school. Another objective for introducing English into the basic curriculum is because it has become a global lingua franca, which will be useful for all students, especially for those who get jobs in the services sector. "The time has come for us to teach our people English as a language in schools." – National Knowledge Commission 2009.

What is lacking among students?

4. The globalization of knowledge is contributing to an increasing use of English as the medium of education. Students seeking to study in an English-speaking country are required to have a proficiency in English of at least C1 on the CEFR (Common European Framework of Reference) – one of the most popular tests taken by international students. The C1 level is also regarded as the minimum required for professional employment in any business which uses English as its working language.

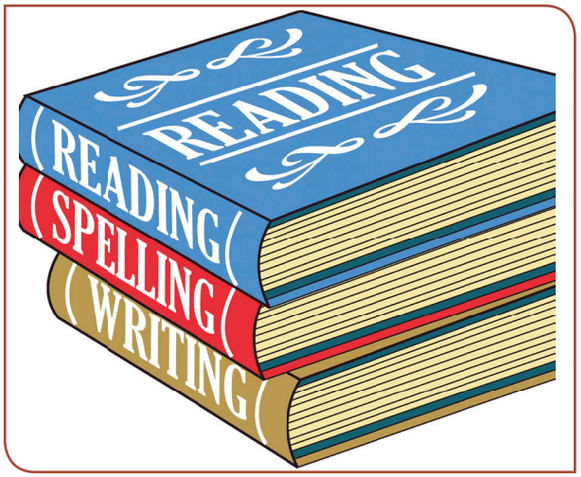
5. Larger Indian businesses are already partnering with government departments to help improve the English and employability skills of

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both students in colleges and those in class ten and twelve. A problem faced by any general-purpose 'English for the workplace', training course is that job related skills are often specific to context. Each work domain has its own special requirements with regard to communication: there may be particular kinds of reports or forms to be filled in, or perhaps interactions with people need to confirm to a corporate policy. For these reasons, workplace English training is best carried out by using materials taken from the workplace itself. In India, the main focus seems now to be on the idea of English for employability. But research has highlighted the equal importance of English in career progression.

What is the minimum proficiency for professional employment abroad?

6. Employability skills needed at schools and colleges include knowledge of English and soft skills. Most workers in the services sector – whether in offices, BPOs, hotels or shops – need to communicate in at least two different directions – to clients and within the chain of management in their own organizations. Here, workers may require –



a) both spoken and written language skills and the
b) ability to shift appropriately between informal and formal varieties of language.
c) English is seen as a means to move up in the social ladder and to have access to growth. It is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty. English language is fast emerging as a powerful agent for change in India.

Glossary

vital (adj) : very important

negotiating (v) : consult others to reach an agreement

lingua franca (n) : a language adopted as a common one by people of different mother tongues

globalization (n) : operating on an international scale

proficiency (n) : high degree of skill

corporate (adj) : relating to a large company or group

progression (n) : the process of developing or moving gradually towards a more advanced state

emerging(v) : to come into view, to come out of a situation

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b. You would have read the above article once, twice or more. While reading for the first time, you would have got a general idea of the text and repeated reading would have helped you comprehend it better. In this context have you heard of the terms Skimming and Scanning?

Skimming is the process of identifying quickly the main ideas of a given text.

⇒ Skim the words in bold-type, italics, digits or capitalised words.

⇒ Before reading the newspaper, one generally skims through in order to decide what to read.

Scanning is the process of reading quickly to get the specific information from a given text.

⇒ Searching for the meaning of a word from a dictionary or finding out the location in an advertisement is scanning.

Now, go back to the first paragraph of the given passage and skim it for general information and underline the main ideas. Also, scan the final paragraph and mention the uses of English language skills.

DO YOU KNOW?

The most commonly used letter in the alphabet is ' e'.

The least used letter in the alphabet is 'q'

The dot on top of the letter 'i' is called a title.

A new word is added to the English Dictionary every two hours officially.

'Swims' will be 'Swims' even when read upside down.

Language Study

a. Abbreviations and Acronyms

We come across many abbreviations while reading texts. Do you know that an **abbreviation** is a shortened or contracted form of a word or phrase? An **acronym** is a specific type of **abbreviation** formed from the first letters of a multi-word term, name, or phrase, with those letters pronounced together as one term.

For example:

ICU – Intensive Care Unit (Abbreviation)

VIRUS – Vital Information Resource Under Siege (Acronym)

Task: Expand the given abbreviations and acronyms found in the fields mentioned below.

MEDICINE

WBC	
CT	
MRI	
ECG	

COMPUTERS

VGA	
HTTP	
PDF	
JPEG	

HOSPITALITY

GPS	
GST	
VAT	
CCTV	

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b. Hospitals normally display the list of consultants and their fields of specialization for the benefit of the public.

Psychiatrist	:	treats mental illness
Pulmonologist	:	deals with diseases involving the respiratory tract
Pathologist	:	identifies diseases by studying abnormal cells and tissues
Geriatrician	:	specializes in the treatment of old people
Dermatologist	:	a skin specialist
Physiotherapist	:	one who treats disability through physical exercise
Ophthalmologist	:	one who treats eyes
Orthopaedician	:	one who treats bone diseases
Neurologist	:	one who treats disorders of the nervous system
Pediatrician	:	one who treats children
Dentist	:	one who treats teeth and gum diseases

Task: On the basis of your understanding, whom should the following consult?

i)	One who has pimples	
ii)	One whose age is above 90 years	
iii)	One who has a respiratory problem	
iv)	One with sensitive gums	
v)	One who has a problem in the eye	
vi)	One who has fractured his leg	
vii)	A sick baby	

Grammar

Tenses

K4H62

How do you receive your guests during celebrations and events? Have you ever wondered when this tradition started? Read the following passage on Indian traditional hospitality and narrate how you would welcome a guest home.

Centuries ago, Indians treated scholars and kings with great respect. Sangam Literature and Thirukkural have several verses praising hospitality. Young children are taught to treat guests as Gods. Thirukkural has more than ten couplets on hospitality – Virunthombal – cherishing guests. Thiruvalluvar speaks about the greatness of hospitality.

அகனமர்ந்து செய்யாள் உறையும் முகனமர்ந்து நல்விருந்து ஓம்புவான் இல். (84)

"With smiling face, he entertains each virtuous guest,

Fortune with gladsome mind shall in his dwelling rest"

Kural -84 (Translation by G U Pope et. al.)

(Goddess with joyous smile shall dwell in the house of that man who with cheerful countenance entertains his guests as Gods.)

Sangam literature in Tamil titled 'Purananuru' says that the drums roar in heaven during Indira Vizha when all the

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deities are given a warm and grand welcome.

Task: Note the use of tenses in the following sentences.

Thiruvalluvar **speaks** about the goodness of hospitality. (Present Tense)

Indians **treated** scholars and kings with great respect. (Past Tense)

Goddess with joyous smile **shall dwell** in the house. (Future Tense)

a. The Simple Present

Listen to your teacher who speaks about how Sundays are spent at home.

(Notice that the teacher has used only the Simple Present Tense to describe the everyday routine.)

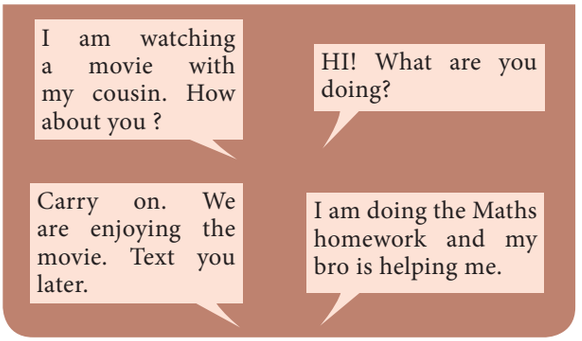
On Sundays, I get up late around 6.30 in the morning. After morning chores, the first thing I do is read newspapers, particularly the Sunday supplement. The Sunday supplement of every newspaper contains some interesting articles, and so I spend more time reading them. I have breakfast at around 9 a.m. I make it a point to watch News channels and sports channels on TV.

I often help my children in their studies till lunch. After lunch I take a nap. In the evening, I either visit my friends or go shopping with my wife/husband. After returning home I do some school work such as preparing lessons for the next week. I go to bed a little early by 9 p.m.

Task: Now describe your daily routine at home/school in your own words.

b. The Present Continuous Tense

Read the following telephonic text messages between two friends.



Notice that the actions of the speakers happening now.

(are doing, am watching, am doing, is helping, are enjoying)

We use the progressive form to talk about the actions happening at the time of speaking, to show that something is changing or growing.

Task: Now, look around your classroom and observe the activities around you in this period. Describe in a paragraph, what you, your friends and your teacher are doing at this moment.

Our teacher **is standing** in front of us.....

When we talk about a New Year, the first thing that pops up in our minds is a New Year Resolution. It is nothing but a promise made by a person to himself or herself at the beginning of the year to improve oneself in some way during the year.

Task: Now write about your New Year resolutions.

(e.g.) I am going to .....

I'll never..... (Note that can refer to the future in the present and present progressive tenses)

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Task: Read the following pairs of sentences. Which is acceptable one? Tick (✓) the correct answer.

i) a. I am respecting you.
   b. I respect you.

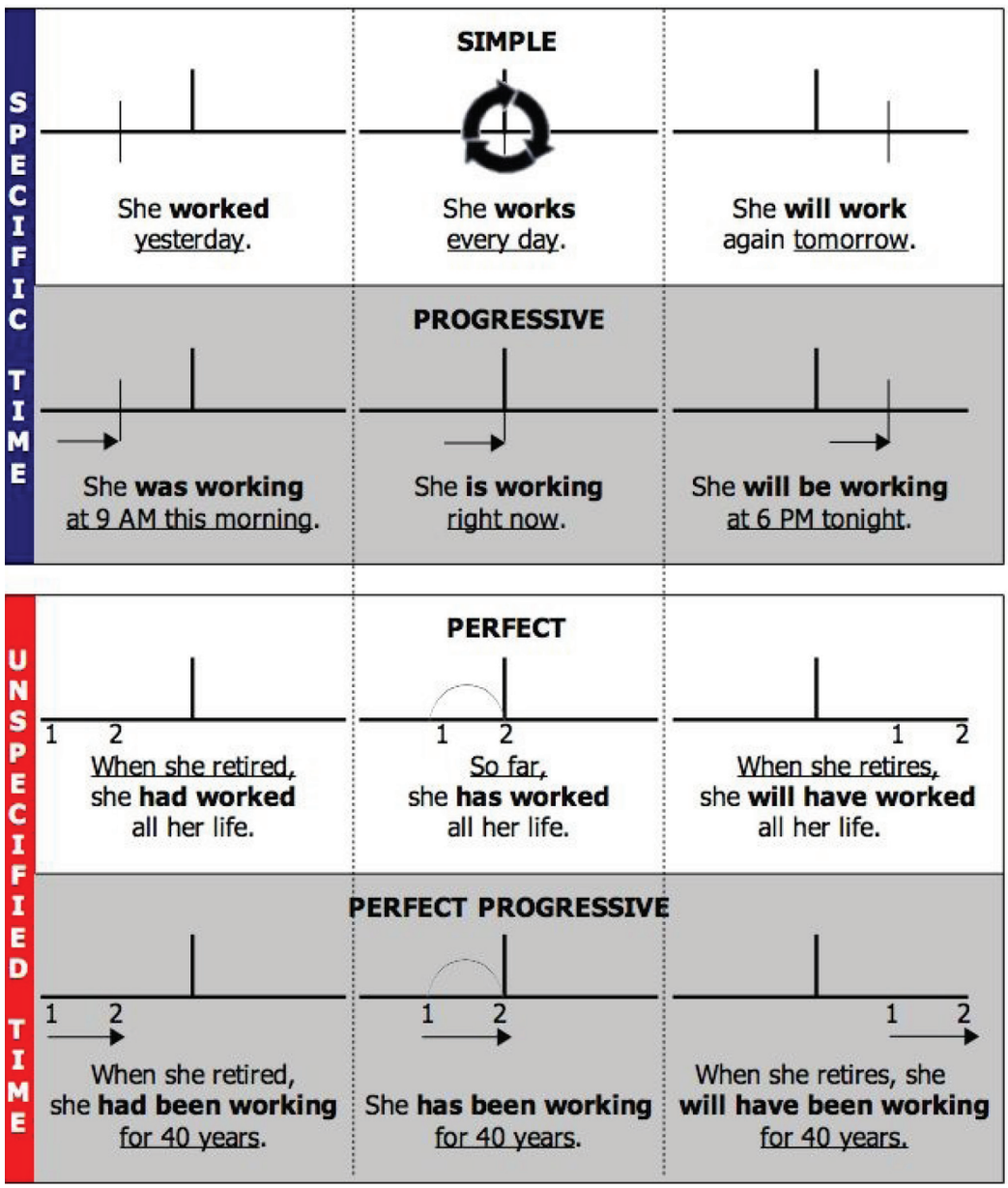
ii) a. My friend likes to dance and sing.
   b. My friend is liking to dance and sing.

iii) a. We are having two flats.
   b. We have two flats.

iv) a. I am thinking you are new to this.
   b. I think you are new to this work.

v) a. The rose smells good.
   b. The rose is smelling good.

The following infographic presents the tenses in the language.



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c. The Present Perfect Tense

Read the conversation between two friends and notice the use of the Present Perfect Tense.

A glutton

A: It is already half past nine. I need something to eat. **Have you had** your breakfast?

B: Yes, I **have had**.

A: What did you have?

B: I had only a dozen pooris and half a dozen omelettes.

A: Would you like to join me?

B: I don't mind. I ate an hour ago.

A: But there are only two pooris and one omelette left.

Do you eat as much as B eats for breakfast?

Always leave your stomach half filled. That's the best way to be healthy.

Form: Have/Has + past participle

Have/Has + Been + past participle

We use this tense

i) to denote something that has happened several times up to the present. e.g.: I have won the series twice so far.

ii) To announce a recent event or news. e.g. The Minister has announced a new scheme for the farmers.

iii) To refer to an action that has continued up to the present. e.g. I have known him since childhood.

'Since' or 'For'

We often use the Present Perfect with time expressions using **'since'** or **'for'**

Since is used when we refer to a point in time (in the past) until now.

For is used to refer to a period of time

Task: Which expressions go with 'since' and which go with 'for'? (Indicate with a tick. The first two have been done for you).

Since	For	
✓		last week
	✓	a short time
		a decade
		Pongal
		the day before yesterday
		6 months
		centuries
		June
		22nd June
		2009

d. The Present Perfect Continuous Tense

Listen to the cricket commentary of test match (Day 3, second innings) read by your teacher.

Mahendra Singh Dhoni ***has been batting*** since the first session of Day 1. He **has been contributing** to the score at a quick pace for the past ten overs. Kohli **has also been hitting** hard on the other side thrashing the opponents throughout the innings. They **have been running** quickly between the wickets since their partnership began.

The commentary given above is in the Present Perfect Continuous Tense. It is used to refer to an action / event that

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started in the past and continues till the present with a likelihood of continuing further.

Task: Complete the sentences using the verbs given in brackets.

i) We _____in this house for 20 years. (live)

ii) I _____this computer for three years. (use)

iii) The workers _____ higher wages for a long time. (demand)

iv) It _____ since yesterday. (rain)

v) He _____ in the garden since morning. (work)

e. The Past

Read the following biography of Bharathidasan.

Kanagasabhai Subburathinam, popularly **called** Bharathidasan, was a twentieth century Tamil poet. In Bharathiyar's memory, he **wrote** in the pseudonym Bharathidasan. He was a rationalist who **handled** social issues. His writings **served** as a catalyst for the growth of the Dravidian movement. He **received** the Sahitya Akademi Award in 1970. The Tamil Nadu state government **established** the prestigious Bharathidasan Award, to be given away each year to talented Tamil poets.

Notice the Past Form of verbs used to describe the life history of a person. This form is used to refer to events that took place in the past.

Task: Write a report about your sports day in a paragraph using the hints given below.

i) Welcoming the Chief Guest

ii) Prayer

iii) Welcome Address

iv) March Past

v) Lighting the torch

vi) Oath taking

vii) Declaring the Sports Meet open

viii) Events

ix) Closing March Past

x) Report by Physical Director

xi) Chief Guest Speech

xii) Prize Distribution

xiii) Vote of Thanks

f. The Past Continuous Tense

At about nine in the morning, a group of children **were waiting** near the old house at the Lawyers Extension for their school bus to arrive.

They **were chatting** excitedly, when suddenly a boy called out "Bus, bus". Soon the bunch **was screaming** in delight to see their driver, who **was parking** the vehicle parallel to the platform.

The children formed a neat line and **were shouting** gleefully, as they boarded the bus.

Task:

Look at the pictures given and write five sentences about them using the past continuous tense.

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e.g. When the children were running, the teacher noted down the timing.



g. The Past Perfect Tense

Indran **had** always **wanted** to bring out a magazine and be its editor! He **had got** what he **wanted**. In his tenure as the editor of an established magazine, he **had published** many notable pieces of writing. All the well-known poets of today **had considered** it an honour to have their first poems published by him. Recently, he **reminisced** about the first magazine of which he was the editor, owner and distributor.

The first copy **had been** a handwritten magazine that was carbon-copied by him. He **had sold** it to his grandfather's friends for 50 paise. The money that he **had collected** went towards the next issue. By the time he **left** school, he **had launched** his pet project.

The past tense and the past perfect tense are used to talk about the things in the past. However, use the past perfect tense to talk about something that happened before another action in the past, which is usually in the past tense.

Task: Using the hints given below, complete the paragraph using the Past Perfect tense, wherever necessary to relate the incident to the police. The first line has been given to you.

Hints: Two men on a bike had snatched the chain from a young lady as she was walking on the Adyar bridge at 5.00 p.m. Sunitha too happened to be there jogging at that time.

I **had** jogged on the Adyar Bridge for ten minutes when I saw_____

h. The Past Perfect Continuous Tense

Two brothers were separated from their family during floods. Each one **had been dreaming** of finding the other for five years. Though they **had been living** in the same city, they hadn't met each other even once. Both were in the same field, one **had been manufacturing** furniture all these years while the other **had been marketing** the same in another city.

The past perfect continuous tense indicates a continuous action that was completed at some point in the past.

Task: Read the passage given below and fill in the blanks with the correct verbs from the list.

My mother _____1_____ Kodaikanal recently. She _____2_____

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the tribes in and around Kodai. she____3_____ to buy pure honey and spices from them for a long time.

A little tribal girl ____4_____ to sell her honey. My mother who _____5_____ it for some time, at once called her and bought all the honey she had.

i) a) had been touring b) will be touring
c) toured

ii) a) will meet b) has been meeting
c) had been meeting

iii) a) had wanted b) had been wanting
c) been wanting

iv) a) was trying b) had been trying
c) is trying

v) a) noticed b) was noticed
c) had been noticing

Task: Read the following report of a special camp conducted by NSS volunteers and fill in the blanks with the appropriate past form of verbs.

Last year, we _____(conduct) a special camp at Pazhanchur village. The team _____ (consist) of the NSS Co-ordinator and 25 volunteers, and three local youth. Our coordinator _____ already _____ (write) to the District Educational Officer of the village about the camp and _____ (seek) permission. The DEO _____ (issue) orders to the Headmistress of the Panchayat Union Middle School to provide accommodation to the NSS unit.

Before we _____ (reach) the village, people _____(gather) at the school. A few volunteers _____ (speak) to them freely explaining how we would help them during the camp. The villagers _____ (say) that there _____ (are) many illiterate people and that they _____ (want) an "Adult Literacy Programme". They also _____ (suggest) that our team should help them in creating awareness on Garbage segregation and Health and Hygiene. Our co-ordinator _____ (note) down all the requirements and we successfully _____ (complete) the camp fulfilling their needs. During the day-time, we _____ (go) on a rally with charts on bio-degradable and non-bio-degradable wastes. We also _____ (place) few dustbins in street corners.

In the evenings, we _____ (teach) the elders to identify letters of the alphabet and _____ (help) them to sign. We _____ (work) on all our projects for seven days. We _____ (spend) seven fruitful days of our life there. The villagers who _____ (return) to their homes came back to bid farewell to us on the final day.

LQM6R

Listening and Speaking

a. English for Medicine

Task: You will listen to a conversation between Mr. Arogyam and Mr. Agasthiyar. The teacher will read it. Listen carefully. As you listen, jot down new terms/phrases. After you finish, check the meanings of those words.

The Patient Listener

Mr. Arogyam: I used to see you frequently at the doctor's. Now I don't. I suppose you're fit and well.

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Mr.Agasthiyar: In fact, I haven't been enjoying good health of late. I had continuous high-grade fever continuously and severe bouts of cold. I was down with typhoid, followed by a malarial attack. As I was recuperating, I slipped down the stairs and fractured my arm. I also sustained a ligament tear in my left ankle. To top it all I almost had a cardiac arrest. I was admitted in the hospital. I was there for ten days. I was discharged only last week. I'm convalescing at my son's place now. The neighbour over there coughs all night. I'm already suffering from insomnia. I thought I could go over to my daughter's place in Bengaluru. But you know I have wheezing, and the climate over there might aggravate it. Moreover….



Mr. Arogyam: But what does the doctor suggest?

Mr.Agasthiyar: Which doctor?

Mr. Arogyam: The doctor at the clinic, where I see you, whenever I pass by.

Mr. Agasthiyar: Well, that's my clinic, and I'm the doctor.

Glossary

bout (n) : an attack of illness

recuperating (v) : recovering from an illness to get better

ligament (n) : the soft tissue that connects two bones or holds together a joint

cardiac arrest (n) : failure of the pumping action of the heart resulting in loss of consciousness

convalescing (v) : recovering from an illness to gain strength gradually

insomnia (n) : sleeplessness

wheezing (n) : breathe with a whistling or rattling sound

aggravate (v) : worsen

Task: Answer the following questions.

1. What ailments did Agasthiyar suffer from?
2. Bengaluru will not suit Mr. Agasthiyar because _____.

Heard At the Doctor's Waiting Room



A: I wonder when the doctor will arrive. I have a splitting headache. It's getting worse.

B: I have nausea and giddiness. Hope I don't throw up.

C: The room is getting congested.

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D: And I came here for congestion in my chest because of phlegm.

E: Why hasn't the doctor come? We've been waiting for a long time.

F: My joints are paining. I wish I could stretch them.

G: I'm suffering from constipation. My tummy is distended and aching badly.

H: (a seventeen-year-old girl) I'm going to a birthday party day after tomorrow. I came to get rid of my pimples. When will the doctor arrive?

I: Don't lose your patience, my dear.

J: In fact, it is the doctor who is going to lose his patients, if he comes so late.

Glossary

splitting(adj)	:	severe
nausea (n)	:	a vomiting sensation
throw up (v)	:	vomit
giddiness (n)	:	dizziness; a feeling of spinning around
congestion(n)	:	(here) a blockage because of infection
phlegm (n)	:	the mucous (thick liquid) produced in the nose, lungs, etc., when one has a cold
distended(v)	:	swollen and large

Task: Complete the following conversation, using the words given in brackets. Practise them taking turns.

(rashes, swollen, peels, itches, allergic, bad)

Patient: Doctor, I've got a _____ cold. Please do something.

Doctor: Ok. Are you suffering from any other ailment?

Patient: Doctor, my eyes are red and they're watery too.

Doctor: It must be conjunctivitis.

✦✦✦✦✦

Patient: I have these boils and _____ on my skin. I keep scratching because it _____ a lot. When I scratch, the skin _____ off.

Doctor: Since when have you had these symptoms?

Patient: Last afternoon.

Doctor: What did you have for lunch yesterday?

Patient: Boiled, peeled and mashed potatoes.

✦✦✦✦✦

Patient: I keep sneezing a lot.

Doctor: You must be _____ to something.

Patient: Yes, doctor. I'm allergic to dust, smoke, seafood, cotton, Dettol, phenyl, petrol, coal tar, cotton, air-conditioned room, old books and paper, ...

Doctor: Okay. I shall start the treatment right away.

Task: Create a conversation for the following situation between a doctor and a patient and role-play.

Santhi has been diagnosed with symptoms of dengue. She visits Dr. Vijayalakshmi, her family doctor, with her mother.

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Task: Find below a list of words in our day to day speech used by patients, doctors, nurses and others related to medicine. Learn the correct pronunciation of these words and expressions. Your teacher will pronounce them for you. Mark the stress using the stress mark (') wherever necessary.

Word	Meaning
abdomen	belly or tummy
alopecia	going bald or hair loss
anemia	iron deficiency
delirium	feverishness
dementia	state of serious mental deterioration
epitasis	nose bleed
gingivitis	gum disease
hallucination	seem to see something that is not really there
neonatal	new-born
obesity	excess weight or fatness

b. English for computers

Read the conversation below between Hema, a data entry operator and Kannan, a student of Class XI, attempting to write an assignment using MS Word application.

Kannan: Good afternoon Madam! I'm Kannan. I am working on an important assignment and I would like to get it done at your centre.

Hema: Fine! Let's go to Page Set up first. Do you want it in A4? Letter, Legal or Custom Size?

Kannan: I've been asked to do it in A4.

Hema: Is the layout, portrait or landscape?

Kannan: What does that mean?

Hema: Well, portrait is the vertical layout, with the page height greater than the width, while landscape is the horizontal layout with the page width greater.

Kannan: I think portrait is OK.

Hema: Let me set the margins. Now, what about the font?

Kannan: My teacher has suggested that I use Times New Roman font, size 12.

Hema: That's the standard book form. Can I use bold/ italics wherever necessary for highlighting?

Kannan: Yes, Madam.

Hema: Now, we'll have to save.

Kannan: From the mouse nibbling my document?

Hema: Is that a joke, naughty boy?

Kannan: Well, Madam. Now, how do we save?

Hema: We'll have to go to File and then click on Save. Now give me a name.

Kannan: 'Std. XI Communicative English'.

Hema: Well, that's done. Now your assignment will be stored in the computer in that name.

Kannan: Can I have a print-out now?

Hema: Yes. Do you need a laser or ink-jet?

Kannan: What's the difference?

Hema: The out-put is faster and more impressive in laser. And it costs a rupee more.

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Kannan: Why is that?

Hema: Laser printers are of high quality and they use laser beams.

Kannan: I'll go in for laser then.

Hema: Here it is.

Kannan: Thank you, Madam.

Task: Practise the above conversation in pairs.

Task: You have purchased a new computer. Your younger sister is curious to know about the various parts. Talk to her informing her about the computer and its various parts.

c. English for Hospitality



The word hospitality means 'act of being friendly and welcoming to guests and visitors'. Hospitality is about serving guests and making them feel good. The hospitality industry has three primary areas. The first area is accommodation, which includes hotels, motels, bed and breakfast, and other kinds of lodging. The next area is food and beverage. This area comprises restaurants, fast food, chains and other establishments that provide food and beverages. Food and beverage providers might be located in hotels or stand alone facilities. The last area of the hospitality industry is travel and tourism, which includes airlines, trains, and cruise ships.

Task: Role-play the following dialogue with the help of your teacher and extend the conversation.

Hotel Clerk: Welcome to Hotel Vimaan, Sir, how may I help you?

Mr. Mani: Hello. I would like an AC room with a double bed.

Hotel Clerk: Do you have a reservation?

Mr. Mani: I'm afraid I don't.

Hotel Clerk: Hmmm. Let me see. We don't seem to have any rooms with double beds right now. We've got a large conference going on.

Mr. Mani: I see. So, what is available?

Hotel Clerk: Well, not much. It seems we have a small corner room on the 5th floor. It has a single bed and a bathroom with a shower.

Mr. Mani: And is it an air-conditioned room?

Hotel Clerk: No, it isn't. But that is the only room available now. Would you be interested in it?

Mr. Mani: Oh... That's terrible. I didn't realize... I should have made a reservation before I left home.

Hotel Clerk: Yes, you never know if there will be rooms available.

Mr. Mani: I guess I'll have to take that room, then. I don't have time to look for another hotel.

Hotel Clerk: Fine Sir. First, let me just have your name…

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Hotels are a whole different world! These are places where tourists, families and business people can relax during trips and official visits. They also offer fantastic job opportunities. But working in a hotel usually requires one specific skill: Efficiency and Proficiency in English.

At a Restaurant



Task: Rewrite the italicised dialogues into polite exchanges.

Waiter: *Hello, what do you want?*

(_____)

Sufeer: Yes, I would like to have some lunch.

Waiter: *Do you want a starter?*

(_____)

Sufeer: Yeah, I would like to have cauliflower Manchurian.

Waiter: *No. We don't have it now. It's over.*

(_____)

Sufeer: Then, let me have sweet-corn chicken soup.

Waiter: *Next, what else do you want for the main-course?*

(_____)

Sufeer: I would prefer Biriyani.

Waiter: *OK. I shall bring it in five minutes.*

(_____)

Sufeer: Thank you.

Writing

a. Message Writing

What is a message?

A message is a method of conveying information in a precise and clear manner.

Effective Method Of Writing A Message.

i) Use appropriate language, style and format.

ii) It can be written both as a formal and informal note.

iii) Be brief and direct.

iv) Do not miss out the necessary information and important information.

v) Do not add any extra information of your own.

vi) The title "MESSAGE" should be written in the first line at the top centre of the page.

vii) The date and time should be written on the left side in the second and third line.

viii) The name of the person to whom the message is written, should be written on the top left corner.

ix) Tense should be according to the information.

x) The name of the person writing the message should be written at the end of the message.

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xi) The message should be written within a box.

MESSAGE

Date:
Time:
Name of the receiver:
Salutation:
Content – who called, when, from where, why.
Name of person writing the message.

The following is a telephone conversation between Maya, a receptionist of a hotel and Mr.Ashwin. Write the message in about 30-40 words.

Maya: Hello, Good Morning! This is Hotel Taj, Chennai. How may I help you?

Ashwin: Good Morning. This is Mr.Ashwin from Mumbai. I would like to speak to Mr.Varun, your manager.

M: Sorry Sir. Mr.Varun is not here at the moment.

A: When will he be back? I need to talk to him.

M: He will be back by 2 p.m. Is there anything I can do for you?

A: Yes. I would like to leave a message for him.

M: You can tell me and I will pass on the message to him.

A: I had blocked Hall No.3 for my daughter's wedding for the month of September.

M: Would you like to confirm it now Sir?

A: Yes. The date is September 15th. I will be in Chennai next week to make the payment and discuss other details.

M: Yes Sir. I have noted down the details and will inform Mr.Varun about it.

A: Thank you.

M: Thank you Sir. Have a good day.

MESSAGE

16/08/18

10 a.m.

Mr.Varun

Mr. Ashwin from Mumbai called this morning to confirm the booking of Hall No.3 on September 15th 2018, for his daughter's wedding. He said that he would be coming to Chennai next week to finalise the details and make the payment.

Maya

Task: Given below is a telephone conversation between Vani and her brother Agilan. As Vani has to leave for her veena class, she leaves a message for their mother. Write the message in 30-40 words.

Agilan: HelIo! Agilan here. Is mom at home?

Vani: No. She has gone to the market.

Agilan: I have to leave to Madurai tonight at 9 p.m. for an Inter School Karate tournament. I will be staying there for three days. So please ask her to pack my bag for me. I will be coming home late this evening after practice and so will not have time to pack.



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Vani: Ok I will.

Agilan: Thank you.

b. Do you know what a Resume is? Have you seen or written one?

A resume is a document used by a person to present his educational backgrounds and professional skills. You have every little time to convince your employer that you deserve the job in an interview. So, your resume must summarise your accomplishments, your education, your work experience, and reflect your strengths.

A good resume/ CV/ bio-data

1. should summarize the applicant's accomplishments, education, work experience and strength.
2. should begin with the applicant's identification like name, address, e-mail, etc.
3. should include educational qualification like degree, diploma, etc.
4. should include work history with company name, job title, etc.
5. should start with the current experience and mention old ones chronologically.
6. should include two references (for verification of credentials).

Jeyan Karuppasamy is a fresh B. Tech graduate in Computer Science from Anna University. He is looking for a job in his core-field. He has been asked to apply with a resume and a cover letter.

Here is Mr. Jeyan's resume.

JEYAN KARUPPASAMY
Mobile- 984132XXXX
Email: kjeyanth@gmail.com
Address: 30/16, Grace Garden,
Chennai -600 006

CAREER OBJECTIVE

Looking for a challenging career which demands the best from me in terms of my professional, technical and analytical skills, and helps me in broadening and enhancing my current skill and knowledge.

SYNOPSIS

A fresher with a B.Tech Degree in Computer Science and Engineering from AC Tech. Anna University Campus, Guindy.

PROFILE

- ✓ Good knowledge of Oracle, C++, LINUX.
- ✓ Analytical, good at problem solving and excellent in maintaining interpersonal relationship.
- ✓ Good verbal and written skills.

EDUCATIONAL QUALIFICATION

- ✓ B. Tech (Computer Science and Engineering) with CGPA 9.2
- ✓ 12th with aggregate 85% from GHSS, Chennai-21 in 2012.
- ✓ 10^{th} with aggregate 91% from GHSS, Chennai-19 in 2010.

SOFTWARE SKILLS

- ✓ Languages & Skills C, Oracle
- ✓ Operating Systems Windows all, Linux, Microsoft Office

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HARDWARE SKILLS

- ✓ Assembling of PC
- ✓ Networking and Troubleshooting

PROJECTS UNDERTAKEN

- ✓ College Database in Oracle.
- ✓ Library Management System (Java/ Oracle).

EXTRA CURRICULAR ACTIVITIES

- ✓ NSS Volunteer and School Student Secretary (NSS)
- ✓ Scout - Rashtrapathi Awardee

STRENGTHS

- ✓ Determined to learn
- ✓ Practical approach
- ✓ Hardworking and punctual
- ✓ Positive attitude
- ✓ open minded

PERSONAL DETAILS

Date of Birth : 17/03/1995
Sex : Male
Marital Status : Single
Languages known : Tamil, English, Hindi

DECLARATION.

I hereby declare that the above information is true to the best of my knowledge and belief.

Sd/-

Jeyan Karuppasamy

Task: You are Ms. Malliga, a trained nurse and you wish to respond to an advertisement which calls for experienced nurses for a new hospital. Prepare your resume.

c. A good job application has two components.

i) A covering letter
ii) Resume'/ Curriculum Vitae/ Bio-data

Here are a few Writing techniques and formats of Covering letters.

- ✓ Keep your covering letter brief. It should not exceed one page.
- ✓ Each paragraph may have one or two sentences.

  If you are writing a covering letter as part of an e-mail, it may be kept brief.

Features of a Covering Letter

First Paragraph

The opening paragraph of your covering letter is essential to ensure the employer's interest and provide information about the benefits the employer will receive from you. Focus on your Unique Selling Proposition (USP) - the one thing that makes you different from all the other job-seekers.

Second Paragraph

Provide more details about your professional and/or academic qualifications. Give more information about how you can provide the benefits you mention in the first paragraph. Be sure to stress accomplishments and achievements.

Third Paragraph

Gather information about the organisation. Then relate yourself to the company, giving details why you should

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be considered for the position. Continue expanding your qualifications.

Fourth Paragraph

The final paragraph of your covering letter must be proactive and request action. You must express your confidence that you are most suited for the job.

Follow these simple rules to achieve success in your job-hunt.

- ✓ Don't ever send your resume without a covering letter.
- ✓ Address your letter to an individual, if you know the name.
- ✓ Don't use a gender bias, such as 'Respected sir' when answering a blind ad. It could be a woman! Say 'Respected Sir/Madam.
- ✓ Send an original letter to each employer.
- ✓ Don't use such clichés as "Enclosed please find my resume". Employers can see that your resume is enclosed; they don't need you to tell them.
- ✓ Don't send a covering letter that contains any typos, incorrect grammar or punctuation; or with smudges!
- ✓ Use simple language and uncomplicated sentence structure.
- ✓ Speak to the requirements of the job, especially when responding to an ad.
- ✓ Tell the employer how you can meet his or her needs and contribute to the company.
- ✓ Be sure the potential employer can reach you.
- ✓ Sign your covering letter

The following is a sample covering letter by Ms. Vijaya, an aspiring HR person who has applied for an opening in an IT firm.

Vijaya

1, Gandhi Road,
Nehru Nagar, Chennai.

10.06.2018
ABC Logistics & Co, AMBIT IT park,
Chennai.

ambitlog@gmail.com

Dear Mr. Aravindh,

Sub. : Application for HR executive in your firm – Reg.

This is regarding your advertisement for the job of Human Resources Executive listed on your website. My interest in this position stems from my belief that I have the right combination of relevant staffing experience, communication skills, and high levels of organization that will be needed for the position.

I feel my strongest abilities are:

- ✓ Increasing employee retention by rigorously maintaining a positive work environment
- ✓ Developing targeted outreach recruitment programs to recruit the best talent and meet all departmental hiring requirements
- ✓ Creating user-friendly application forms and questionnaires to be used by the organization during staff recruitment and interviewing.

I consider myself to be a dedicated and dependable individual who possesses

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excellent verbal and written communication skills. I feel that a relationship with your company would be mutually beneficial, as my educational background, HR experience, and qualifications would make me a perfect fit for your Human Resources position, and would also allow me to refine my skills in a new working environment.

I would like to thank you for your time and attention, and I hope to have the chance to discuss the opening with you in person.

Yours faithfully

Vijaya (signature)

VIJAYA (Name in capital letters)

d. Sometimes application forms are very short. They are used for opening a bank account, booking tickets, applying to institutions, etc. You need to give information about your yourself, address, e-mail id, phone number, date of birth and other details etc.

Steps to fill in forms

i) Take a photocopy of the application.

ii) Use a pencil to fill in the application in the photocopy.

iii) All the entries in the application should be filled in English/Regional language as required.

iv) Fill in forms in capital letters.

v) Give your full address with pincode.

vi) Write legibly.

vii) Don't over write or score out.

viii) Give only required details.

ix) Don't forget to sign/ get attestations.

x) Mention the date of applying.

xi) Double check before filling the original form in ink.

xii) Take a photocopy of the filled up form for future reference.

Check list of documents to be attached as required.

a) Passport Size photo

b) ID Proof

c) Address Proof

d) Degree/Diploma certificates

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e) Disability certificate if necessary

f) Income Certificate

g) Community Certificate

h) Proficiency and Merit certificate

i) Certificates of extra-curricular activities

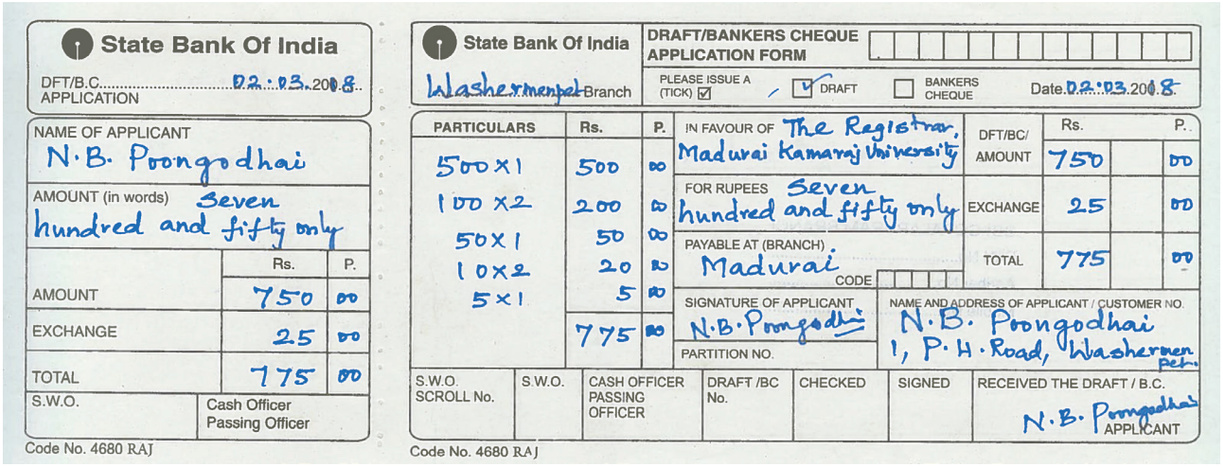
(NCC, NSS, State level sports, Oratorory, Debates)

j) Eligibility Certificate

k) Demand Drafts/Cheques, payments

l) E-mail id for communication

Given below is a filledin bank challan to obtain a Demand Draft



State Bank Of India

DFT/B.C. APPLICATION 02.03.2018

NAME OF APPLICANT: N.B. Poongodhai

AMOUNT (in words): Seven hundred and fifty only

	Rs.	P.
AMOUNT	750	00
EXCHANGE	25	00
TOTAL	775	00

S.W.O. | Cash Officer Passing Officer

Code No. 4680 RAJ

State Bank Of India — DRAFT/BANKERS CHEQUE APPLICATION FORM

Washermenpet Branch — PLEASE ISSUE A (TICK) ☑ ✓ DRAFT ☐ BANKERS CHEQUE — Date 02.03.2018

PARTICULARS	Rs.	P.
500 x 1	500	00
100 x 2	200	00
50 x 1	50	00
10 x 2	20	00
5 x 1	5	00
	775	00

IN FAVOUR OF: The Registrar, Madurai Kamaraj University

FOR RUPEES: Seven hundred and fifty only

PAYABLE AT (BRANCH): Madurai — CODE

SIGNATURE OF APPLICANT: N.B.Poongodhai

PARTITION NO.

DFT/BC/ AMOUNT	Rs.	P.
	750	00
EXCHANGE	25	00
TOTAL	775	00

NAME AND ADDRESS OF APPLICANT / CUSTOMER NO.: N.B. Poongodhai 1, P.H. Road, Washermenpet.

S.W.O. SCROLL No.	S.W.O.	CASH OFFICER PASSING OFFICER	DRAFT /BC No.	CHECKED	SIGNED	RECEIVED THE DRAFT / B.C.
						N.B. Poongodhai APPLICANT

Code No. 4680 RAJ

Some tips to make an online application process easier and productive.

- Note down the user name and password when logging in for the application.
- Read through instructions and the application itself before you start.
- Make a note of data and statistics that need to be collected.
- Download, print out application and fill it, before you fill online.
- Remember to save often, while filling the online application.
- When you review the application in preview mode, check if the font is recognizable.
- Check the number of letters in each line, as some applications limit the number of characters allowed for each question.
- Take time to format and label when you upload attachments.

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POST OFFICE SAVINGS BANK
ACCOUNT OPENING/PURCHASE OF CERTIFICATE APPLICATION FORM FOR INDIVIDUALS

For Office Use			
Post Office:		Date:	SOL ID:
Account/Registration No.		CIFID(1)	
CIFID(2)		CIFID(3)	

For Applicant(s)

*1. I/We request you to open:- Savings/Basic Savings/RD/TD____Year//MIS/SCSS/PPF/SSA or issue NSC(8th/9th issue) or KVP in my/our name.

*2. Full Name of applicant/Guardian (in case of minor/Lunatic A/C), in CAPITAL Letters (leave space between words) Mr./Mrs./Ms./Other First Name Middle Name Last name Gender (M/F)

1			
2			
3			

*3. Full Name of father/husband/Mother, in CAPITAL Letters

_____

*4. Residential Address

	First Applicant	2nd Applicant	3rd Applicant
Flat No./Bldg. name			
Street/Road/Locality/Village			
Tehsil/Post Office			
City and District			
State			
Pin Code			
Tel./Mobile No.(optional)			
Email (optional)			

*5. Applicant's Date of Birth (dd/mm/yy) PAN Number or Form 60/61) CIF ID (if already exists)

1			
2			
3			

*6. Operating Instruction (please tick √ the empty box)

Single/Self		Either or Survivor (Joint-B)		Jointly (Joint-A)		Through literate agent	

*7. Detail of Know Your Customer (KYC) documents submitted:-

	Photo ID			Address Proof		
	Applicant			Applicant		
	1st	2nd	3rd	1st	2nd	3rd
Type of Document						
Document No.						
Valid up to (if any)						

*8. Detail of First deposit:- Amount Rs.(figures)_____.(words)_____
Mode of Deposit_____

9. **Nomination**:- I/We nominate the person(s) named below under Section 4 of the Government Savings Bank Act, 1873 (5 of 1873) to be the sole recipient (s) of the amount standing at the credit of the account in the event of my/our death.

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www.tnschoolbooks.in

RAILWAY CM257

RESERVATION / CANCELLATION REQUISITION FORM

If you are a Medical Practitioner
Please tick ( ) in Box
(You could be of help in an emergency) Dr. ☐

Train No & Name _____ Date of journey _____

Class _____ No of Berth/Seat _____

Station from _____ To _____

Boarding at _____ Reservation upto _____

S.No.	Name in Block letter(not more than 15 chars)	Sex (M/F)	Age	Concession/TravelAuthority No.	Choice if any
1					Lower/Upper berth
2					
3					Veg./Non-veg. Meal for Rajdhani/ Shatabdi
4					
5					
6					

CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)

S.No.	Name in Block Letters	Sex	Age
1			
2			

ONWARD/RETURN JOURNEY DETAILS

Train No. & Name _____ Date _____

Class _____ Station from: _____ To _____

Name of applicant _____

Full Address _____

_____

_____

Signature of the Applicant/Representative

Telephone No., _____ Date _____ Time _____

FOR OFFICE USE ONLY

S.No. of Requistion _____ PNR No. _____

Berth/Seat No. _____ Amount collected _____

_____

Signature of Reservation Clerk

Note :
1. Maximum permissible passengers is 6 per requisition.
2. One person can give one requisition form at a time.
3. Please check your ticket and balance amount before leaving the window.
4. Forms not properly filled or in illegible forms shall not be entertained.
5. Choice is subject to availability.

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Project

Task: Collect application forms of various types, model resume' and cover letter from people of different fields.

Extensive Reading

a) Fun with English

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through.
Well don't! And now you wish, perhaps,
To learn of less familiar traps.
Beware of heard, a dreadful word
That looks like beard but sounds like bird.
And dead: it's said like bed, not bead,
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt.)
A moth is not a moth as in mother
Nor both as in bother, nor broth as in brother,
And here is not a match for there,
Nor dear and fear, for bear and pear.
And then there's dose and rose and lose–
Just look them up – and goose and choose
And cork and work and card and ward
And font and front and word and sword
And do and go, then thwart and cart,
Come, come! I've hardly made a start.
A dreadful Language? Why man alive!
I learned to talk it when I was five.
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.

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b. The following illustration is a route-map of a multi-speciality hospital.



MULTI – SPECIALITY HOSPITAL

CAFETERIA

PAEDIATRICS

ORTHOPAEDICS

LABORATORY

X - RAY & SCAN

OUT PATIENT

CARDIAC CARE UNIT

STAIR & LIFT

MATERNITY

ENTRY

P A S S A G E

POSTNATAL

PHARMACY

I C U

BILLING

ACCIDENT & TRAUMA CARE

RECEPTION

EMERGENCY

ENTRY

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Where will you go if.....?

a) You want to ask for information about the room number of your neighbour who is admitted in hospital.

b) You want to visit your sister and her new-born.

c) Your younger brother is running a very high temperature and has lost consciousness. You cannot wait in the queue to see the doctor. He needs immediate attention.

d) Your grandmother is admitted in the Intensive Care Unit.

e) It's late evening and you need a cup of coffee. You have been attending on your sister who is an in-patient, since morning.

f) You need to get your blood tested.

g) Your friend has broken his arm.

h) Your grandfather complains of chest pain.

i) You have brought an accident victim to hospital.

j) You need to buy some medicines.

k) You accompany your sister who needs to vaccinate her baby.

l) You want to find your aunt, who is ill and has come to hospital. She has not been admitted.

m) You want to visit your cousin who is expecting a baby and has been admitted to hospital.

n) You have been asked to have your abdomen scanned.

o) Your mother is discharged from hospital and you have to settle the bills.

c. Facing Interviews

Every young prospect would be called for a face-to-face interview at some point in his/her career. This is definitely thrilling news, especially when it is the first interview. However, here's the catch: you should be well prepared and say the right things to be able to eventually get the job.

Appearing at an interview can prove to be a daunting experience for first-timers. Being excited and nervous at the same time, they may end up saying things out of context and not saying things that matter most.

So, here are a few do's and don'ts to help you prepare better for your first face-to-face interview.

Dos

Be flexible: When you are answering a question related to a possible location of employment, you need to stress your willingness to move. It will demonstrate that you have the ability to adjust with any environment and take challenges.

Demonstrate your learning: When asked about particular cases or issues, explain in detail about your internship experiences. Use the opportunity to give more details about yourself. It is not wrong to seem more elaborate, so that the interviewer can gauge your potential and develop a better understanding about your competencies.

Do your homework: Hiring managers like to test the candidates' knowledge about the organisation they have applied for. Make sure to check their official website

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and make a genuine attempt to learn about the company's business operations prior to the interview.

Access their official brand page on social media to find out basic company information and latest updates. This will show the interviewer that you take the interview seriously.

Ask how you can succeed in the job: For interviewers, the best thing during a face-to-face interview is to hear interesting questions from the candidates. Do your research well. Talk to employees in the company about the particular role on offer ensuring that you have meaningful queries at the end of the interview session. This will prove that you are keenly interested in knowing the company better.

Don'ts

Go overboard: Hiring managers are looking for passionate employees who are willing to dedicate themselves to a particular role. They are not interested in someone who desperately wants to land the job. Answer questions succinctly and do not exaggerate or deviate. Avoid extreme openness and flexibility to adapt or else the interviewer might see you as an over anxious or incompetent candidate.

Make personal comments: Avoid praising the interviewer's physical appearance, referring to other known employees (unless specifically asked for), asking personal questions, gossiping, and making sensational or sexist comments. These are likely to be viewed as highly irrelevant talk in a job interview and thus may lead to you being judged as unprofessional and rejected.

Be judgmental: Refrain from making caustic or evaluative statements about people, processes, or technology in the companies that you have interned with or had worked at. Do not reveal your biases to the interviewer.

Badmouth: Do not ever badmouth your last boss or someone else in your internship or past companies. It is unethical and will send a negative signal that you may be difficult to manage.

Being invited to a face-to-face personal interview is in itself a success, but it might be only the first step of a long hiring process. The main objective of attending an interview is to send signals of assurance to your future employer that you are the right talent they have been looking for.

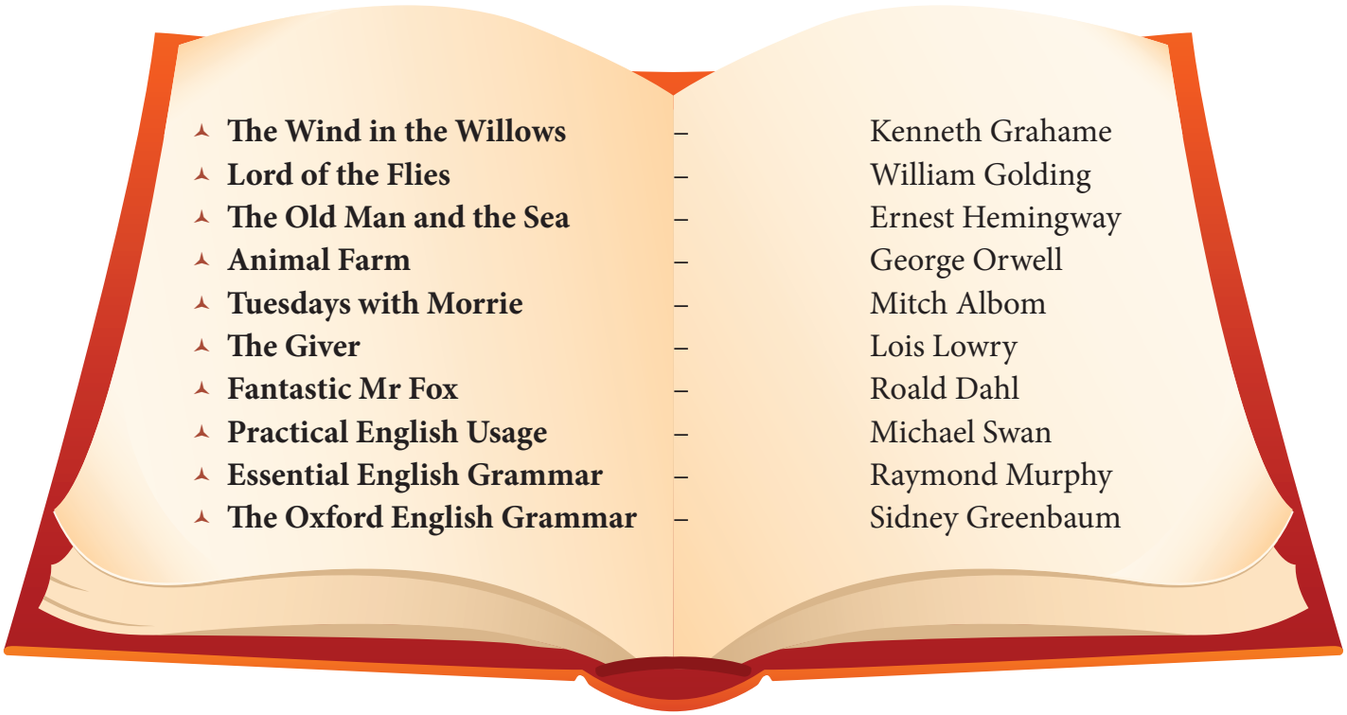
Ensure that your CV does not lie and avoid exaggerating experiences. Demonstrate that you have the right balance of skills, attitude, and knowledge required for the job.

Good luck with your job interview!

http://www.thehindu.com/education/make-the-best-impression/article21821157.ece

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Further Reading



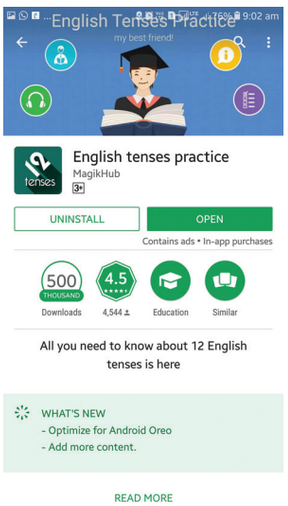
- **The Wind in the Willows** – Kenneth Grahame
- **Lord of the Flies** – William Golding
- **The Old Man and the Sea** – Ernest Hemingway
- **Animal Farm** – George Orwell
- **Tuesdays with Morrie** – Mitch Albom
- **The Giver** – Lois Lowry
- **Fantastic Mr Fox** – Roald Dahl
- **Practical English Usage** – Michael Swan
- **Essential English Grammar** – Raymond Murphy
- **The Oxford English Grammar** – Sidney Greenbaum

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ICT CORNER

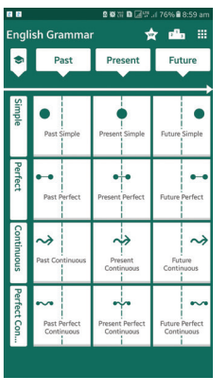
GRAMMAR - TENSES

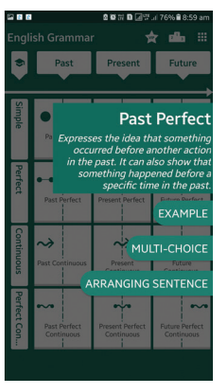
This activity will enable the students to learn and practice Tenses.

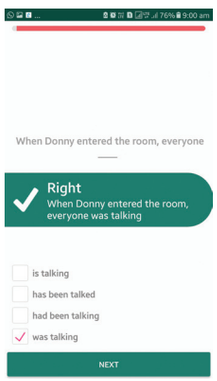


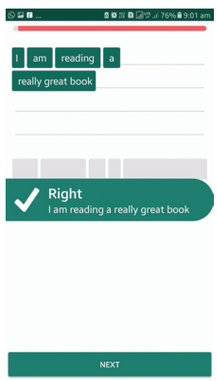
STEPS:

1. Access the application with the help of the link given below or the given QR code.
2. You can see all the twelve tenses in the home page.
3. Click any tense to view its usage, example, multi-choice questions and arranging the sentence exercises.
4. After learnt the usage and examples, click **"Multi-Choice"** and **"Arranging Sentence"** to evaluate your understanding.
5. Explore and learn all the twelve tenses









TO DOWNLOAD THE APPLICATION:

APPLICATION NAME : English Tenses Practice

Click the following link or scan the QR code to access the English Tenses Practice application and download it.

https://play.google.com/store/apps/details?id=vn.magik.englishgrammar&hl=en

ANC81

** Images are Indicatives only

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Chapter 3

(Confronting Critical Situations!)

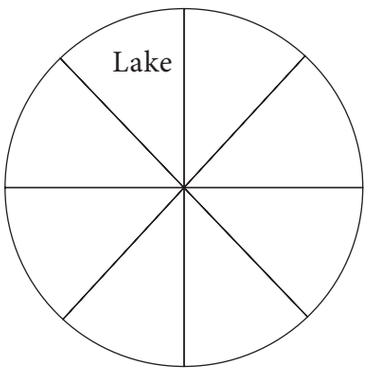
Dare the Waves!

X5609

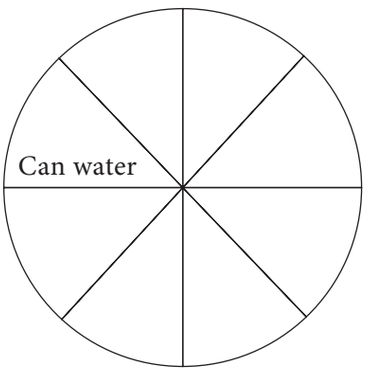
Warm-Up

a. In the two wheels given below, write the names of the different types of water sources found in the past and in the present times.

PAST



PRESENT



- How many glasses of water do you drink a day?
- Where do you get your drinking water from?
- What are the water sources you have seen or heard about?
- Have you ever got drenched in the rain?
- What is rainwater harvesting?

The dwindling water resources and vanishing water bodies have created a critical situation or serious problems for life on Earth. These issues are urgent and threatening and we need to think of solutions immediately. Brainstorm with your partner and list three each of short term and long-term solutions.

b. Work in pairs. Choose the correct word or phrase to complete the blanks.

i. Short on time _____ (urgent / important)

ii. Not ever known by anyone _____ (uncomfortable/ unfamiliar)

iii. Greatly affect one's life _____ (huge impact /high pressure)

iv. Not sure of the future _____ (uncertain/ threatening)

v. When things don't go well_____ (high on risk / high on potential)

vi. Unexpected occurrence requiring immediate action_____ (emergency / danger)

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vii. A dramatic circumstantial upheaval in a person's life _____ (affairs/crisis)

viii. Involving an extremely important decision or result_____ (circumstantial /crucial)



Reading

You know that India is a peninsula surrounded by water on three sides. The poem given below portrays the critical situation faced by people living near the coastline.

a. Read the following poem on "Tsunami" by Lily Usher and answer the questions that follow.

You washed away everything I knew
you destroyed all of my original,
antique walls.
you smashed through my humble home,
and left me sitting,
ankles deep,
on the deserted beach.
watching the waves of your destruction
kiss my sandy memories;
I was furious
until I realized how beautiful the view was.

i) Whom is the poet addressing?
ii) What is the tone of the poem?
iii) Why is the beach deserted?
iv) Why was the poet furious?
v) What was beautiful?



A tsunami or tidal wave, also known as a seismic sea wave, is a series of waves in a water body caused by the displacement of large volume of water, generally in an ocean or a large lake.

b. The following is an interesting anecdote of a small boy who dares the giant waves with the help of a tribal boy in the Andaman Islands.

DARE THE WAVES

1. First came the earthquake, then the sea retreated, almost to the horizon it seemed. But now it was coming back. The wave was high and square with a snowdrift of white foam at its head. It was the biggest wave that I had ever seen, but not so big that I would run away. I had turned thirteen and was not easily scared. The wave would break on the shore, maybe even strand a few Bluefin in the sharp grass. I could return home with dinner. Mama would wrap the fish in palm leaves, bake it and serve it with rice cooked in coconut oil. I rubbed my stomach and smiled. But then I remembered. Mama would not cook. She had returned to the village with a headache. The earthquake had given her a migraine. Tonight, Papa would cook. The wave rumbled closer. It made a noise like all the creatures of the world rolled up in a ball. The lion's roar, the bull's bellow, even the snake's hiss. How fabulous!

What is a Bluefin?

2. There were more people on the beach. Further down. A group of teenagers were dancing around a radio. One had a foot hooked over the side of his canoe, but it was unlikely that he would actually venture into the sea. The Nicobaric people respect the ocean and its power. Something thumped on the sand behind me. Too loud to be a coconut, too soft for a wild pig. I turned reluctantly, not wishing to miss one second in the life of the fabulous wave.

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There was a boy on the beach. A Shompen boy. One of the ancient tribes that lived in the darkest forest. They were barely more than cave-people. They were ignorant in the ways of modern life. The Shompen still sacrificed animals, they stole from rubbish tips and they shot arrows at helicopters.

Give evidences to show what kind of people Shompens were.

3. The boy had a swipe of ebony hair hanging over one eye. The other was brown, wide and staring over my shoulder. 'Mountain wave,' he said in a



DO YOU KNOW? Shompens are primarily hunter-gatherers and also practise a little bit of horticulture and pig rearing.

gruff voice. 'Are you speaking to me?' I asked. Shompens were not known for their social skills. Generally, they stayed as far away from civilization as the island of Great Nicobar will allow, although in recent years ancient barriers were being worn down and there was even some trading between the Shompens and Nicobaric. But this was the first time in my life that a Shompen had addressed me. I tapped my chest. 'Me? Are you talking to me?' The boy pointed out to sea. 'First the earth shakes, then the mountain wave comes. We must go.' The boy spoke Car with a heavy accent. The Shompen have their own ancient language, but no one outside their tribe can speak it. No one can be bothered to try. `Go,' he repeated, gesturing towards the forest. 'Now.'

Why was the narrator surprised when the Shompen boy spoke to him?

4. My mother had always told me never to follow a Shompen anywhere, especially into the forest. And I did not intend to disobey her. Anyway, I wanted to watch the wave. It was really something when a big wave broke on the shore, cutting long furrows into the sand. I turned my back on the boy. Our conversation was over.The giant wave made me catch my breath. Suddenly it was close and huge. I hadn't realised how big it must be. Higher than the trees surely. And fast too. It seemed as though the entire ocean was coming this way, not just the surface.'What?' I said, in surprise, but my own words were smothered by the gigantic rumbling. I felt dwarfed. I felt a hand in my pocket, and it was not my own hand. A brown arm had snaked in around my waist. The Shompen boy was picking my pocket. 'Hey!' I objected, grabbing at the stick-thin arm. But it was gone, and so was my money pouch, packed with my birthday rupees.

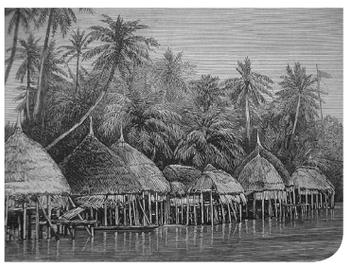
"The giant wave made me catch my breath." Why did he say so?

5. The small Shompen boy darted between the palms on the edge of the beach. He would disappear now, I knew it, and I would never catch him. The Shompen were like ghosts in the jungle. But for some reason, the boy stopped. He turned and waved my pouch at me. A taunt that no thirteen-year-old boy could resist. That little thief may have been Shompen, but my legs were fast. I forgot the wave and ran. It was quite a chase. I could run, but the Shompen boy could read the jungle

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like an open book. Every dip in the sandy clay, and every root that snaked from the earth to trip us, seemed to be a part of his plan. A quiver of arrows clattered on his belt as he ran, and I noticed a short bow across his belt. He wouldn't shoot me. Surely not. I almost called off the chase, but the boy seemed to sense my reluctance and waved my pouch over his head like a trophy. My brow burned, and I sucked a deep breath, sending the oxygen to my muscles. Faster, I told myself. You are the taller boy. You will snap his arrows across his own legs.

Why did the Shompen boy wave the pouch at the narrator?



6. So, for five seconds I ran faster, then the world changed forever. My ears were filled with the sound of my blood boiling, or so I thought. But the sound grew loud, filling the air, drowning out the insects. It was the wave, howling towards the shore. I ran on, because I was already running. And maybe because something deep inside me knew already that this wave was not just slightly out of the ordinary. The fist slammed into the dancing teenagers, burying them instantly. There was no struggle or cry. Just alive, and then dead. I cried out, still running. Tears flooded my eyes, but I kept running. The Shompen boy sprinted ahead, barefoot, treading the ground. I followed. Spray from the wave spattered my neck. Stones too. It was sending out messages. I am coming for you, little boy. Your little legs are not strong enough to outrun me.

'I am coming for you, little boy.' Who said this?

7. There was a hill ahead. Small and rough, dotted with neem trees like arrows in a pig's back. The money thief ran towards the summit. So, did I. There was foam at my ankles. Noise buffeting me like a giant wind. Water now. Up to my knees. Fresh and salty. Not clear though. The Shompen scaled a giant tree, right at the summit. He went up like an animal, fast and sure-footed. I tried to follow, tried to copy, but I am no Shompen. Our tribe have forgotten how to live in the trees. My feet slipped on the rough bark, my fingernails tore and bled. Crying, I turned to face the water and was amazed at the ruin behind me. The wave had all but eaten the coastline and was flowing on towards the village. It was trying to scale the hill too, rolling its way towards me...

8. The wave would make it, I thought. It would flick up a finger and dislodge me from my perch. Then on to my village. Maybe the entire island. What was happening to the Earth? Then, to my relief I saw that the wave was dipping. My feet were clear of the water. For several seconds, I sobbed in selfish relief, before I realised that my family were probably not so lucky. This brought on a second round of sobs. I ran to the water's edge and peered towards our village. But there was nothing but water, its surface almost solid with smashed dwellings. Oh my God.

DO YOU KNOW? Pandanus whose fruits resemble the woody pineapple is the staple food of the Shompens.

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There was a second wave behind the first. Crouched on its back. Six feet higher, high enough to snatch me off my little hill. I scrabbled at the tree trunk again, but it was slick and gave me no purchase. I turned to face my doom. I saw people in the water. And houses. The Shompen boy had me by the shoulders, hauling me into the neem tree. Then I was in the branches. Cowering behind a sheet of leaves, as if they could shield me from anything. What did it matter? The wave would surely uproot the tree. We would both be dead in a few seconds.

Why did the narrator sob in selfish relief?

9. The Shompen boy squatted beside me, apparently calm. His eyes were wide, but his body was relaxed and casual. He knew that there was nothing more to do. Whatever happened was beyond our control. What happened was that we survived. The wave flowed inland for what seemed like an eternity, but it never managed to uproot our ancient tree. The hill became a little island on the back of our sunken island, and the Shompen boy and I were the only two inhabitants. Things flowed beneath us that nobody should ever see. The sea had claimed its bounty, and now it was revealing it to me. Shacks, bicycles, livestock, and of course people. My heart was torn from my chest as I saw a girl I knew float past, her beautiful dark hair trailing behind her. I think she was a distant cousin. She was encased in driftwood and rubbish, like something lost and worthless. I will never forget that image. I have thought about her so much since that day that I feel she is known to me now, much more than in life.

10. A sharp pain in my arm cut through the dull pain of despair. I looked down. The Shompen boy was twisting a corkscrew thorn from my forearm. I jerked away, then pulled at the thorn myself, but the boy gripped my hand firmly. 'Not pull,' he said, in his thick accent. 'Turn. Pull makes a big hole.' He gripped the thorn again, twisting it gently so that it followed its own path out. The tip was covered with half an inch of my blood. I almost felt sorry for myself, but then I remembered that I was alive to feel pain. My distant cousin was not. And what of my family? Mama and Papa. My God, what of them? I wanted to jump down from our tree and run to the village. But all I could see were treetops and water. The wave still covered the ground and it was moving in fast muscular currents. If my parents were alive, they would not want me to kill myself. So, I was stuck here for the time being, at the mercy of a pickpocket Shompen savage. A savage who had saved my life, and fixed my arm.

Why did he decide to stay on the tree and not go in search of his parents?

(Abridged from Fire Stones -EOIN COLFER)

This is an excerpt from: http://www.thehindu.com/mag/2005/12/25/stories



Glossary

bluefin (n): a type of tuna fish

retreat (v): move back from a position, withdraw

horizon (n): the point at which the earth and the sky seem to meet

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snow-drift (n) : bank of deep snow

rumble (v) : make a low continuous noise

ebony (n) : deep black

furrow (n) : trench, ditch

smother (v) : suffocate, cover thickly

dart (v) : sudden quick movement

taunt (v) : tease

buffet (v) : knock against

spattered (v) : splashed

cowering (v) : cringing in fear

Car (n):
Car is the most widely spoken tribal language in the Nicobar Islands of India.

snaked (v):
moving in a winding course like a snake

rubbish tips (n):
a landfill site also known as a dumping ground

c. The boy happened to go to the relief camp where all Tsunami victims were accommodated. He was surprised to see his parents and relatives there. Form groups and dramatize the scene as a skit. You may play the roles of the characters given in the narration.

A skit is a short informal performance intended to educate or inform. In other words, it is a play or performance or quick, short scenes.

Plan and rehearse the skit with the help of your teacher and perform it.

Language Study

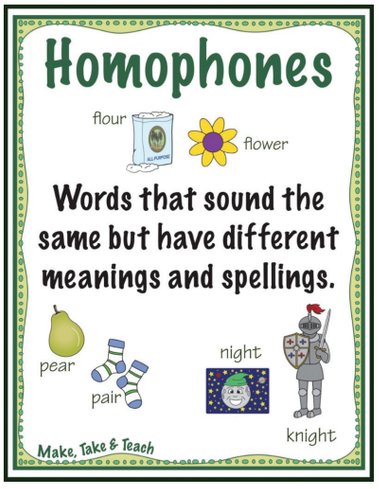
a. The word "bright" has different meanings in the sentences given below. Bring out the meaning of the word 'Bright' in each of the following sentences. (Refer to a Dictionary.)

i) Children like bright colours.
ii) Adhira gave me a bright smile.
iii) Adhul is a bright student.
iv) Sumaya has bright ideas.
v) This young player has a bright future.

DO YOU KNOW?

Some words can mean different things in different contexts. The verb "get" is a good example of a word with multiple meanings - it can mean "procure," "become," or "understand." The association of one word with multiple meanings is known as polysemy.

b. Homophones



Read the following examples:

i) bare, bear

bare: uncovered or not decorated. You should not touch the electric circuits with bare hands.

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bear: A large wild animal (mammal)

- A bear was killed in the wildfire.

ii) dew, due

dew: water that has condensed on a cool surface overnight from water vapour in the air

- The dewdrops shine like pearls in the morning.

due: as a result

- The building was damaged due to an earthquake.

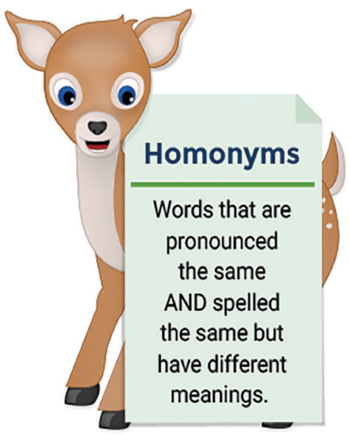
iii) whale, wail

whale : a large sea creature; mammal

wail : A cry of sorrow and grief

The whale let out a sorrowful wail across the sea.

c. Homonyms:



Homonyms are words which have similar sound (pronunciation), same spelling but different meaning.

Example:

i) park: a public area close to nature

park: action of moving a vehicle to a place (usually a car park)

- The park which was destroyed during the floods has been restored.
- Don't park your vehicles in the no parking area.

ii) crane: a bird

crane: a machine used at construction sites

- The crane flew against the wind and escaped from the hunter.
- The fire fighter brought a crane to rescue the people stranded in the tenth floor.

iii) block.

block: A large solid piece of hard material with flat surface on each side

block: A large single building subdivided into separate flats or offices

block: An obstacle to the smooth or normal progress or functioning of something

- The children are building a house with wooden blocks.
- The Dentist lives in the next block.
- Don't block the view!

Choose any FIVE words from the box and write two sentences each to bring out the different meanings of the word. One has been done for you.

Homonyms
Word Mat

bow sole band
bat fair digest
fit match bank pen row
club may safe change
watch bore bank ball content
ground tip toast fire

different meaning ⅄ same pronunciation ⅄ same spelling

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Example

i. He bought a pen from the nearby shop.
ii. Raj loves to pen poems for the school magazine.

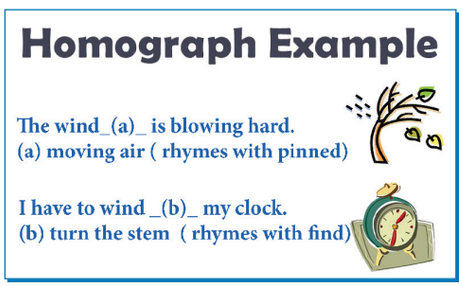
d. Homographs.

Homographs are words which have similar spelling, but different pronunciation and meaning.

Read the following examples.

i) object (noun): article, physical object
ii) object (verb): to express an objection or protest

- A strange object was washed ashore in the Marina beach by the Tsunami waves.
- The soldiers do not object to working in harsh conditions.



e. Antigrams

Antigrams are a pair of anagrams with opposite meanings. (An anagram is a word or phrase spelled by rearranging the letters of another word or phrase).

Read the following example.

united (adj): joined into a single entity
untied (adj): not tied, unfastened

- Hurricane Katrina devastated the United States of America.
- He untied the bundle of books.

Task: Read the passage and fill the blanks with correct homophones.

The _____ (weather/whether) was horrible outside. The wind was blowing stronger and faster. The wind _____ (howled/hauled) with a terrible noise. Vicky _____ (new/knew) that he had to find his dog Sam. He could _____ (barley/barely) walk in the wind but he did not give up. Suddenly, he _____ (heard/herd) the dog_____ (wine / whine). He whirled around and found it inside a drain. He quickly snatched him and went into the house.

Contranyms An auto-antonym or autantonym, also called a contronym or contranym, is a word with multiple meanings (senses) of which one is the reverse of another.

Eg. Dust: When you dust are you applying dust or removing it? It depends on whether you're dusting the crops or furniture.

Seed: If you seed the lawn you add seeds, but if you seed a tomato you remove them.

Task: Underline and understand the appropriate homographs in the sentences below.

1. The bandage was wound around the wound.
2. Johnny was content with the content.
3. The students project their project using a smart board.

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Career Corner

Some careers in disaster management are

- Emergency Management Director
- Emergency Management Specialist
- Floodplain Management Specialist
- Technological Hazards Program Specialist
- Fire Inspector and Investigator

Grammar

Active and Passive Forms

Let us understand

In a sentence the action of a subject in relation to the object can be expressed in two ways.

The fireman saved Senthil.

Senthil was saved by the fireman.

In the first sentence, the subject (the fireman) is the doer of the action.

In the second sentence, the subject (Senthil) is acted upon.

The meaning in both sentences is the same but the focus on the subject changes and the doer of the action takes a secondary role in the passive sentence.

- In the active form, the subject completes the action of the sentence.
- It starts with a subject, followed by a verb and objects.

E.g. **Alexander** cut **the Gordian knot**.
(Subject) (verb) (object)

In the Passive Form, the object in the active form becomes the subject.

The Gordian knot was cut **by Alexander**.
(Subject) (Verb) (Doer)

DO YOU KNOW?

The Gordian Knot is a legend of Phrygian Gordium associated with Alexander the Great. It is often used as a metaphor for an intractable problem (disentangling an "impossible" knot) solved easily by "thinking outside the box" ("cutting the Gordian knot").

Note that the form of the verb changes when we express a sentence in the passive voice.

In other words, the passive form is used when the action is the focus, not the subject.(e.g.) The bridge is broken. (It is not known who broke the bridge, or it is not important to know who broke the bridge.)

The verb is changed to a 'be' verb+past participle. The subject of the active sentence follows 'by' or is omitted.

Active	Passive
The Chief Minister wrote a letter to The Prime Minister for immediate release of funds.	A letter was written to the Prime Minister by the Chief Minister for immediate release of funds.
The Corporation built a new bridge.	A new bridge was built by the Corporation.

In the following report, note the use of active and passive forms.

Daylight Robbery

Another incident of daylight robbery came to light when six robbers ransacked a house in broad daylight. The robbers acted as credit card dealers and gained entry into the house easily. The family of five was overpowered and the inmates couldn't raise an alarm. The robbers fled

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away with jewellery worth 2 lakhs and sixteen thousand rupees in cash. The Police was contacted and finger prints were collected.

A passive construction is used.

- When the doer is obvious. e.g. The family of five was overpowered.
- When the action is more important than the doer. (e.g.) Fingerprints were collected.

The use of the passive

Headlines
- Artist Awarded Padmashri
- 11 Fishermen rescued

Notices
- Mobile phones prohibited.
- Recharge done here.

Process-writing
- The pipette was taken.
- The parts were labelled.

a. Rewrite the following sentences in the passive form.

i) The Shompen sacrificed animals.
ii) They shot arrows at helicopters.
iii) The Shompen boy was picking my pocket.
iv) He reads the jungle like an open book.

DO YOU KNOW?

April 23rd is observed as UN English Language Day every year, to celebrate multilingualism and cultural diversity. Incidentally, it's William Shakespeare's Birthday.

Your friends visited you and you made coffee for them. Below is the description of how you prepared coffee.

Firstly, enough milk was poured in a pan. Then an equal amount of water was added. The pan was placed on a stove and the milk was boiled. Next four spoons of sugar and four spoons of instant coffee powder were added to it and mixed thoroughly. Finally, it was poured into cups and served hot..

Task: Here are the instructions for cleaning a bicycle. Describe the process using the passive form.

1. Set the centre stand of the cycle.
2. Take a piece of wet cloth.
3. Start from the handlebars.
4. Wipe the seat and carrier.
5. Clean the spokes of the wheel and the cycle chain.

Begin with,

First of all, the centre stand of the bicycle is set. Then...

NG421



Listening and Speaking

a. Read the following questions. Then listen to the news bulletin read by the teacher or played on an audio device and answer the following questions.

1. What was the havoc caused by the cyclone?
2. When did the cyclone become severe?
3. Who rescued the fishermen?
4. What was the weather forecast regarding the cyclonic storm?

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5. Which island is expected to be hit on Saturday?

DO YOU KNOW?

HudHud cyclone is named after a bird Hoopoe. It is an exotic creature widespread in Asia and North Africa.

b. Read the following report on the precautionary steps taken during Cyclone Hudhud.



1. Disasters are inevitable but happen unexpectedly. While all disasters may not be the necessary results of unfortunate natural events, more often they occur when these events intersect with a vulnerable human environment, Particularly, inappropriate location of settlements, inadequate infrastructural development and lack of capacity building of communities to deal with natural events or dangers lead to disasters. Since the ability of the human environment to withstand the impacts of danger plays a direct role in the number of casualties and monetary costs of disasters, it is important to reduce the vulnerabilities within the environment and enhance its capacity for disaster mitigation and reconstruction if we are to be resilient in the face of disasters.

Why do disasters end up hazardous at times?

2. India with a coastline of 7516 km is vulnerable to cyclones of varying intensities. HUDHUD a Very Severe Cyclonic Storm (VSCS), hit the east coast at Vishakhapatnam on 12th Oct, 2014. Although it was not the most severe cyclone to hit the Indian coast, it has been the most devastating one in recent times to make landfall in an urban area. Its 'eye', lay exactly over the city, causing tremendous loss to life, property and natural resources. Although human causalities were relatively low, there was a tremendous loss of livelihood in the affected areas. About 1,12,850 houses were partially or fully damaged in the coastal areas of Vishakhapatnam district alone. The fact that loss of human life was low can be attributed to the sustained preparedness and mitigation measures undertaken in the past, and effective and timely response initiated by the Central and State Government(s), right from the early warning stage.

- When and where did Hudhud hit severely?
- "Human casualties were restricted to the minimum." How?

3. The steps for effective preparedness measures which need to be taken by the State Governments and District Administrations in order to mitigate the effects of cyclone are:

a) Appropriate advisory should be issued for removal of signboards, hoardings etc. which are prone to fall when strong winds strike and cause damage to life and property.

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b) Proper record of dead and missing persons must be maintained. Immediate assistance should be rendered to affected families after confirmation of Aadhar Records.

c) Emergency Operation Centre (EOC) at State and district level with satellite, radio, internet and mobile technologies, each supporting the other, needs to be operationalised at the earliest. These need to be linked with control rooms set up by departments.

d) A list of equipments available in government / private establishments including excavators, cranes, fire tenders, satellite phones etc. should be available within an hour of receipt of the first warning and should be circulated as well.

e) Sufficient Power saws may be kept ready for removing fallen trees and pruning the branches of the fallen trees for clearance of roads for movement of traffic.

f) Storage of electric transformers and poles at strategic locations for their quick replacement after cyclone will help in early restoration of power.

DO YOU KNOW?

In the Atlantic Ocean, I am a Hurricane; in the Indian Ocean, I am a Cyclone and in Southeast Asia, I am a Typhoon.

g) Wireless sets, power saws and power restoration materials with transport facilities may be provided to each team prepositioned for restoration of power at various locations.

h) Pruning of tree branches which may damage electrical lines, may be initiated within an hour of receiving early warning.

i) Cranes for speedy assembly of poles should be placed at various strategic locations.

j) Items like bleaching powder, lime, phenol, oil etc. should be procured and prepositioned in strategic locations and used subsequently to prevent communicable diseases.

4. Damaged street lights should be repaired and replaced.

a) Fallen Trees from roads and building and electrical wires should be removed by engaging machinery like tippers and power saws.

How can the spread of communicable diseases be prevented?

b) Earth moving machines to clear the roads, pumps to take out water from low-lying areas should be kept ready and used at various strategic locations.

c) Exclusive bore wells/open wells may be kept ready for supply of water through tankers.

d) On and off control system may be developed in pump houses at Head Water Works in case of staggered infiltration wells.

e) Sand bags may be kept ready for formation of cross bunds and for arresting of breaches on roads.

f) Standby pump sets and generators may be kept ready to attend repairs to old

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pump sets and generators. Small precast readymade drains may be kept ready for drainage of water.

g) Maintenance of all equipment of pump houses needs to be attended just after receiving the early warning.

h) Battery operated / solar lamps may be kept ready for use later on at various strategic locations of affected areas.

i) Additional equipment may be kept ready for removal of fallen trees and garbage at various strategic locations.

j) Bleaching powder / all other sanitary materials should be kept ready in advance for disinfection.

k) Emergency medicines may be kept ready at all the dispensaries in the affected areas.

l) Global Position System (GPS) based inventory mapping of vehicles should be done. All public transport vehicles should be linked with GPS system at the time of registration so that they could be tracked, located and called at the earliest for deployment during disasters.

m) Advisory may be issued to fish and prawn farmers for early harvesting on receipt of first early warning.

5. In addition, people must have emergency disaster kits ready at their homes.

6. The emergency plan must have details including the emergency disaster kit, map of evacuation routes, a place where all the family members would meet after the cyclone, etc.

How can vehicles be tracked during disasters?



Glossary

inevitable (adj) : unavoidable

hazards (n) : dangers, risks

vulnerable (adj) : exposed to the possibility of being harmed.

devastating (adj) : destructive

tremendous (adj) : great in intensity

causalities (n) : victims, dead or injured

mitigate (v) : reduce

hoarding (n) : a large board used for advertising

excavator (n) : construction equipment

restoration (n) : return something to a former condition

pruning (v) : trimming

strategic (adj) : designed to achieve an aim

breach (n) : gap or break

evacuation (n) : send away from a place

c) You are Karnan, one of the survivors of Cyclone Hudhud. Your house was partially damaged by the cyclone. You happen to meet your friend Ramesh in a function. *Describe the scene when Hudhud hit your place and how you could overcome it.*

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d) You are Ayesha. You have visited Vishakhapatnam with a team to help the victims of Cyclone Hudhud with a team. *Share your experience with your friends about the difficulties faced by the people after the cyclone.*

e. You have heard about the weather forecast which warns people of the cyclone in a day or two. You are Mrs. Arasi, the Secretary of the Residents' Welfare Association. Write ten instructions to the residents to prepare their emergency kits to equip themselves for the approaching calamity.

f) You are Dr. Kamala. You visited vishakhapatnam after the cyclone with a team of volunteers. In an interview to the local news channel, relate the activites carried out by your team.

DO YOU KNOW?

The Madras Observatory, as it was known then, was established by Sir Charles Oakley, the then Governor of Madras under the East India Company, in 1792 "for promoting the knowledge of Astronomy, Geography and Navigation in India", marking the beginning of the history of Regional Meteorological Centre, Chennai.

g) You are the director of a talk show for a TV programme. Host a talk show with some of the survivors of disasters (given below) and bring out the management measures set out by the authorities and the public.

i) farmer : famine management, flood, pesticide, inflation

ii) fisherman: sealevel, tsunami, cyclone, crossborder issues

iii) survivors of cholera: disease break-out, medical aid and recovery

What is a Talkshow?

It is a chat show especially one in which listeners, viewers, or the studio audience are invited to participate in a healthy discussion.

How to host a talkshow.

a) Know the theme of the talk show/ discussion.
b) Know your audience.
c) Understand the basic rules of the talkshow.
d) Focus on your guests' views and listen.
e) Invite experts suited to the field of discussion.
f) Be cautious of what you speak in the show.
g) You will not be given a prepared script.

Writing

Article Writing

VLE4F

An article, a piece of writing for publication in a newspaper or a magazine, is complete in itself. It can be on any subject. The article must be written in such a manner that it sustains the reader's interest and it should also be informative.

The article should have a suitable title, followed by the name of the writer.

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Tips to write an article

- Should be brief.
- About a subject of interest.
- Interesting and enlightening.
- Language must be simple and correct.
- Choice of words should be appropriate.
- Should be coherent i.e. the ideas put together must be interlinked logically.

Different types of articles

- Narrative
- Reflective
- Descriptive
- Argumentative

a. Given below is an example.

Pollution And Its Effect

In recent years, environmental pollution has increased so much that it has become a global problem. Almost all cities in Asian countries face this problem. The causes of environmental pollution are quite obvious. Vehicles burn petrol and emit toxic smoke. Various chemical factories pollute the air as well as water. Water is so contaminated because of effluents that both marine and organic life is destroyed. The Ozone layer has developed a big hole due to this pollution and lets in harmful rays. Forests have disappeared.

This environment pollution has begun to affect human health. School children are easy victims to this pollution because they come in direct contact with fumes from the exhaust pipes of the vehicles. Crops have failed in many places. Flora and fauna have been deeply affected. The sea water level has begun to rise and the coastal cities may sink due to this.

We need to pay attention to this as human survival is in grave danger. More and more trees should be planted in every available inch of land. A public awareness programme must be launched to fight this manmade menace.

Task: Study the following diagram and write an article in about 200 words for a magazine on 'Conservation of water'.



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Project: Use the pictures given below and decide where these structures should be placed and what safety measures should be built into the city infrastructure.



Water supply



Factory



Govt. Office



Hospital



Park



Power House

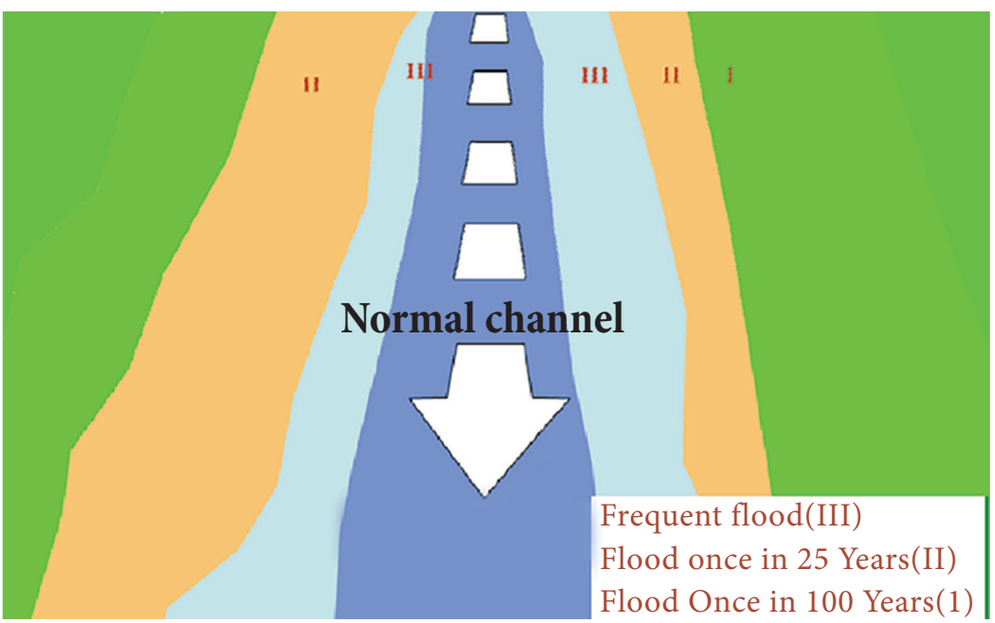


University



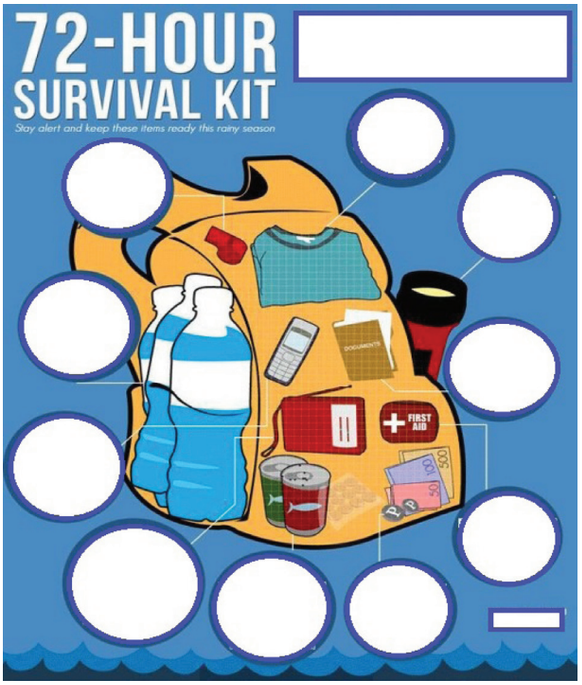
Residential area

Flood Plain zone



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b. Here's a 72 Hour Kit. Look at the items in the picture given below and identify the objects.



Extensive reading

The HAM Radio



Amateur Radio (ham radio) is a popular hobby and service that brings people, electronics and communication together. People use ham radio to talk across towns, around the world, or even into space, all without the Internet or cell phones. It's fun, social, educational, and can be a lifeline during times of need.

You can set up a ham radio station anywhere! Although Amateur Radio operators get involved for many reasons, they all have in common a basic knowledge of radio technology and operating principles.

Following India's independence in 1947, the first amateur radio organization, the Amateur Radio Club of India was inaugurated on 15 May 1948 at the School of Signals at Mhow, in Madhya Pradesh. The club headquarters was later moved to New Delhi, where it was renamed the Amateur Radio Society of India(ARSI). As India's oldest amateur radio organization, ARSI became its representative at the International Amateur Radio Union. By 1980, the number of amateur radio operators had risen to 1,500. The number of operators rose steadily, and by 2000 there were 10,000 licensed ham operators. As of 2007, there are more than 17,000 licensed users in India.

Amateur radio operators have played a significant part in disaster management and emergencies. In 1991, during the Gulf War, a lone Indian ham operator in Kuwait, provided the only means of communication between stranded Indian nationals in that country and their relatives in India. Amateur radio operators have also played a major part in disaster management. Shortly after the 2001 Gujarat earthquakes, the central government rushed teams of ham radio operators to the epicentre to provide vital communication links. In December 2004, a group of amateur radio operators on an Expedition in the Andaman Islands witnessed the 2004 Indian Ocean Tsunami. With communication lines between the islands severed, the group provided the

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only way of relaying live updates and messages to stations across the world.

In 2005, India became one of few countries to launch an amateur radio satellite, the HAMSAT. The Indian Space Research Organisation (ISRO) launched the microsatellite as an auxiliary payload on the PSLV-6.

Reference:

- http://www.thehindu.com/mag/2005/12/25/stories
- ndma.gov.in/images/pdf/Hudhud-lessons.pdf

Further Reading

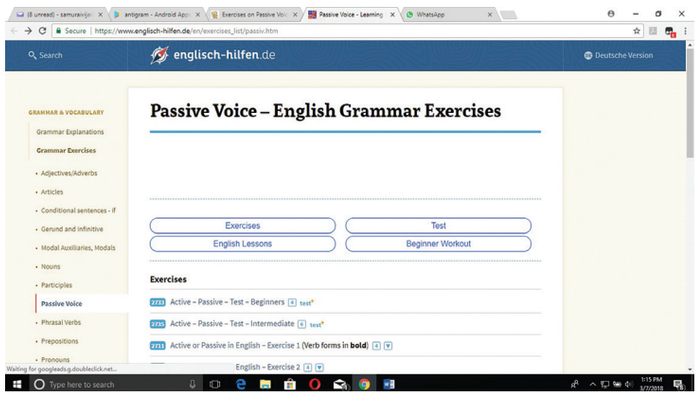
Vulnerable India	-	Anu Kapur
The Next Catastrophe	-	Charles Perrow
World At Risk	-	Ulrich Beck
Rising Tide	-	John M. Barry
Sudden Sea	-	R.A. Scotti
Natural Disaster	-	Patrick L. Abbott
In The Heart Of The Sea	-	Nathaniel Philbrick

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ICT CORNER

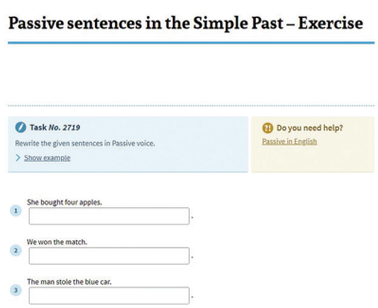
GRAMMAR – ACTIVE & PASSIVE VOICE

This activity will enable the students to evaluate their knowledge in active & passive voices.

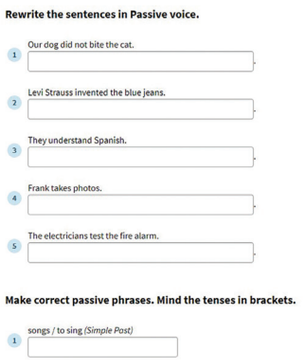


STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see various exercises related to Active – Passive voices.
3. Click the exercise link to view the questions. Customize the test with number of questions and parts.
4. Click **"Start Test"** and start answering the questions.
5. Try to attempt all the exercises to strengthen the knowledge in Voices.







WEBSITE LINK:

Click the following link or scan the QR code to access the website.
https://www.englisch-hilfen.de/en/exercises_list/passiv.htm

ADDITIONAL WEBSITE LINK:

https://www.ego4u.com/en/cram-up/grammar/passive

** Images are Indicatives only

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Chapter 4

Brave the Challenge

You Can Make A Difference

5DK8E

Warm Up

Everyone loves gifts. You may now individually select any six gifts, which you think is essential to be a good human being, from the picture below.



1		4	
2		5	
3		6	

a. Work in pairs. Find the common gifts chosen by you and your partner and write them down.

Arrange the selected gifts in the order of your preference (top-five) and share your selection and your reasons with the class.

1	
2	
3	
4	
5	

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Reading

It is not always the actual pain or inconvenience caused by physical impairment that troubles the disabled but the attitude of the peoplearound and the sense of alienation which make them suffer.

U9LRC

Read this play by Susan Hill which beautifully, yet, grimly depicts the sad world of the physically challenged.

b. ON THE FACE OF IT (abridged) An old man and a small boy meet in the former's garden. The old man strikes up a friendship with the boy who is very withdrawn and defiant. What is the bond that unites the two?

SCENE ONE



Mr. Lamb's garden [*There is the occasional sound of birdsong and of tree leaves rustling. Derry's footsteps are heard as he walks slowly and tentatively through the long grass. He pauses, then walks on again. He comes around a screen of bushes and Mr. Lamb speaks to him. He is close at hand and Derry is startled.*)

Mr. Lamb: Mind the apples!

Derry: What? Who's that? Who's there?

Mr. Lamb:
Lamb 's my name. Mind the apples. Crab apples those are. Windfalls in the long grass, you could trip.

Derry:
I thought it was empty....an empty house.

Mr. Lamb:
So, it is. Since I'm out here in the garden. It is empty, until I go back inside. In the meantime, I'm out here and likely to stop. A day like this. Beautiful day. Not a day to be indoors.

Derry: [Panic] I've got to go.

Mr. Lamb:
Not on my account. I don't mind who comes into the garden. The gate's always open. Only you climbed the garden wall.

Derry:[*Angry]* You were watching me.

Mr. Lamb:
I saw you. But the gate's open. All welcome. You're welcome. I sit here. I like sitting.

- ✓ Who is Derry?
- ✓ Why does Derry enter Mr. Lamb's garden?
- ✓ What startles Derry as he enters the garden?

Derry:
I'd not come to steal anything. I just.... wanted to come in. Into the garden.

Mr. Lamb: So, you did. Here we are, then.

Derry: You don't know who I am.

Mr. Lamb: A boy. Thirteen or so.

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Derry:
Fourteen. [*Pause*] But I've got to go now. Good-bye.

Mr. Lamb:
Nothing to be afraid of. Just a garden. Just me.

Derry:
But I'm not....I'm not afraid. [Pause] People are afraid of me.

Mr. Lamb: Why should that be?

Derry:
You look at me...and then you see my face and you think. 'That's bad. That's a terrible thing. That's the ugliest thing I ever saw.' You think, 'Poor boy.' But I'm not. Not poor. Underneath, you are afraid. Anybody would be. I am. When I look in the mirror, and see it, I'm afraid of me.

Mr. Lamb:
No, Not the whole of you. Not of you.

Derry: Yes![Pause]

Mr. Lamb:
Later on, when it's a bit cooler, I'll get the ladder and a stick, and pull down those **crab apples**. They're ripe for it. I make jelly. It's a good time of year, September. Look at them.... orange and golden. That's magic fruit. I often say. But it's best picked and made into jelly. You could give me a hand.

Derry:
What have you changed the subject for? People always do that. Why don't you ask me? Why do you do what they all do and pretend it isn't true and isn't there? In case I see you looking and mind and get upset? I'll tell.... you don't ask me because you're afraid to.

Mr. Lamb:
You want me to ask.... say so, then.

Derry:
I don't like being with people. Any people.

Mr. Lamb:
I should say....to look at it.... I should say, you got burned in a fire.

Derry:
Not in a fire. I got acid all down that side of my face and it burned it all away. It ate my face up. It ate me up. And now it's like this and it won't ever be any different.

Mr. Lamb: No.

Derry: Aren't you interested?

Mr. Lamb:
You're a boy who came into the garden. Plenty do. I'm interested in anybody. Anything. There's nothing God made that doesn't interest me. Look over there.... over beside the far wall. What can you see?

Derry: Rubbish.

Mr. Lamb: Rubbish? Look, boy, look.... what do you see?
Derry:
Just....grass and stuff. Weeds.

Mr. Lamb:
Some call them weeds. If you like, then....a weed garden, that. There's fruit and there are flowers, and trees and herbs. All sorts. But over there.... weeds. I grow weeds there. Why is one green,growing plant called a weed and another 'flower'? Where's the difference? It's all life.... growing. Same as you and me.

Derry: We're not the same.

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Mr. Lamb:
I'm old. You're young. You've got a burned face, I've got a tin leg. Not important. You're standing there.... I'm sitting here. Where's the difference?

Derry: Why have you got a tin leg?

Mr. Lamb:
Real one got blown off, years back. Lamey-Lamb, some kids say. Haven't you heard them? You will. Lamey-Lamb. It fits. Doesn't trouble me.

Derry:
But you can put on trousers and cover it up and no one sees, they don't have to notice and stare.

Mr. Lamb:
Some do. Some don't. They get tired of it, in the end. There's plenty of other things to stare at.

Derry: Like my face.

Mr. Lamb:
Like crab apples or the weeds or a spider climbing up a silken ladder, or my tall sun-flowers.

Derry: Things.

Mr. Lamb:
It's all relative. *Beauty and the Beast*.



Derry:
What's that supposed to mean?

Mr. Lamb: You tell me.

Derry:
You needn't think they haven't all told me that fairy story before. '*It's not what you look like, it's what you are inside. Handsome is as handsome does. Beauty loved the monstrous beast for himself and when she kissed him he changed into a handsome prince*.' Only he wouldn't, he'd have stayed a monstrous beast. I won't change.

Mr. Lamb: In that way? No, you won't.

Derry:
And no, one'll kiss me, ever. Only my mother, and she kisses me on the other side of my face, and I don't like my mother to kiss me, she does it because she has to. I don't care if nobody ever kisses me.It won't make my face change. Do you know, one day, a woman went by me in the street — I was at a bus-stop — and she was with another woman, and she looked at me, and she said.... whispered.... only I heard her.... she said, "Look at that, that's a terrible thing. That's a face only a mother could love."

Mr. Lamb:
So now you keep your ears shut.

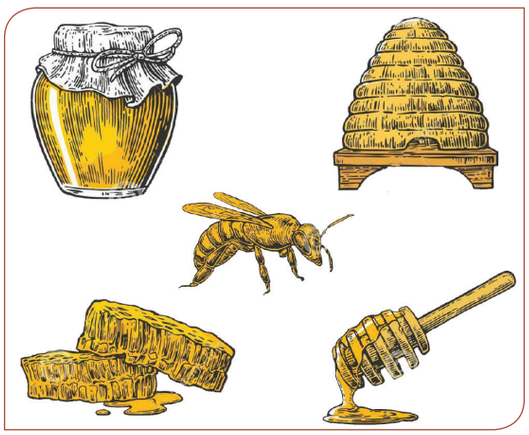
Derry:
You're....peculiar. You say peculiar things. You ask questions I don't understand.

Mr. Lamb:
I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.

Derry: Yes, but...

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Mr. Lamb:
I've a hive of bees behind those trees over there. Some hear bees and they say, bees buzz. But when you listen to bees for a long while, they hum....and hum means 'sing'. I hear them singing, my bees.



Derry:
But....I like it here. I came in because I liked it.... when I looked over the wall. I don't like being near people. When they stare.... when I see them being afraid of me.

Mr. Lamb:
You could lock yourself up in a room and never leave it. There was a man who did that. He was afraid, you see. Of everything. Everything in this world. A bus might run him over, or a man might breathe deadly germs onto him, or a donkey might kick him to death, or lightning might strike him down, or he might love a girl and the girl would leave him, and he might slip on a banana skin and fall and people who saw him would laugh their heads off. So, he went into this room, and locked the door, and got into his bed, and stayed there.

Derry: Forever?

Mr. Lamb: For a while.

Derry: Then what?

Mr. Lamb:
A picture fell off the wall on to his head and killed him.

[Derry laughs a lot.]

- ✓ What terrible complex does Derry suffer from?
- ✓ Was the man successful in safeguarding himself from death?

Mr. Lamb:
You see, boy, you've got two arms, two legs and eyes and ears, you've got a tongue and a brain. You'll get on the way you want, like all the rest. And if you chose, and set your mind to it, you could get on better than all the rest.

Derry: How?

Mr. Lamb: Same way as I do.

Derry: Do you have any friends?

Mr. Lamb: Hundreds.

Derry:
But you live by yourself in that house. It's a big house, too.

Mr. Lamb:
Friends everywhere. People come in.... everybody knows me. The gate's always open.

Derry: But I'm not a friend.

Mr. Lamb:
Certainly, you are. What have you done to make me think you're not?

Derry:
You don't know me. You don't know where I come from or even what my name is.

Mr. Lamb:

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You could tell me your name. If you chose. And not, if you didn't.

Derry:
Derry. Only it's Derek....but I hate that. Derry. If I'm your friend, you don't have to be mine. I choose that.
Mr. Lamb: Certainly.

Derry:
I might never come here again, you might never see me again and then I couldn't still be a friend.

Mr. Lamb: Why not?

Derry:
How could I? You pass people in the street and you might even speak to them, but you never see them again. It doesn't mean they're friends.

Mr. Lamb:
Doesn't mean they're enemies, either, does it?

Derry:
No, they're just.... nothing. People. That's all.

Mr. Lamb:
People are never just nothing. Never.

Derry: There are some people I hate.

Mr. Lamb:
That'd do you more harm than any bottle of acid. Acid only burns your face.

Derry: Only....

Mr. Lamb:
Like a bomb only blew up my leg. There's worse things can happen. You can burn yourself away inside.

Derry: How do you make all that out?

Mr. Lamb: Watching. Listening. Thinking.

Derry:
I'd like a place like this. A garden. I'd like a house with no curtains.

Mr. Lamb: The gate's always open.

✓ How did Mr. Lamb lose his leg?

Derry: But this isn't mine.

Mr. Lamb:
Everything's yours if you want it. What's mine is anybody's.

Derry: So, I could come here again? Even if you were out.... I could come here.

Mr. Lamb: Certainly. You might find others here, of course.

Derry: Oh....

Mr. Lamb:
Well, that needn't stop you, you needn't mind.

Derry:
It'd stop them. They'd mind me. When they saw me here? They look at my face and run.

Mr. Lamb:
When I go down the street, the kids shout 'Lamey-Lamb.' But they still come into the garden, into my house; it's a game. They're not afraid of me. Why should they be? Because I'm not afraid of them, that's why not.

Derry:
Did you get your leg blown off in the war?

Mr. Lamb: Certainly.

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Derry:
How will you climb on a ladder and get the crab apples down, then?

Mr. Lamb:
Oh, there's a lot of things I've learned to do, and plenty of time for it. Years. I take it steady.

Derry:
Those other people who come here....do they talk to you? Ask you things?

Mr. Lamb:
Some do, some don't. I ask them. I like to learn.

Derry:
I don't believe in them. I don't think anybody ever comes. You're here all by yourself and miserable and no one would know if you were alive or dead and nobody cares.

Mr. Lamb: You think what you please.

Derry:
All right then, tell me some of their names.

Mr. Lamb:
What are names? Tom, Dick or Harry. [Getting up] I'm off down to the bees.

Derry: I think you're daft.... crazy....

Mr. Lamb: That's a good excuse.

Derry: What for? You don't talk sense.

Mr. Lamb:
Good excuse not to come back. And you've got a burned-up face, and that's other people's excuse.

Derry:
You're like the others, you like to say things like that. If you don't feel sorry for my face, you're frightened of it, and if you're not frightened, you think I'm ugly as a devil. I am a devil. Don't you? [*Shouts]*

[*Mr. Lamb does not reply. He has gone to his bees.]*

Derry:
[Quietly] No. You don't. I like it here. *[Pause. Derry gets up and shouts.]*

I'm going. But I'll come back. You see. You wait. I can run. I haven't got a tin leg. I'll be back.*[Derry runs off. Silence. The sounds of the garden again.]*

Mr. Lamb:
(to *himself*) There my dears. Ah .... you know. We all know. I'll come back. They never do, though... Not them. never do come back. (The garden noises fade)

SCENE TWO

Derry's house

Mother:
You think I don't know about him, you think. I haven't heard things?

Derry: You shouldn't believe all you hear.

Mother:
Been told. Warned. We've not lived here three months, but I know what there is to know and you're not to go back there.

Derry:
What are you afraid of? What do you think he is? An old man with a tin leg and he lives in a huge house without curtains and has a garden. And I want to be there, and sit and....listen to things. Listen and look.

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Mother: Listen to what?

Derry: Bees singing. Him talking.

Mother: And what's he got to say to you?

Derry:
Things that matter. Things nobody else has ever said. Things I want to think about.

Mother:
Then you stay here and do your thinking. You're best off here.

Derry: I hate it here.

Mother:
You can't help the things you say. I forgive you. It's bound to make you feel bad things....and say them. I don't blame you.

Derry:
It's got nothing to do with my face and what I look like. I don't care about that and it isn't important. It's what I think and feel and what I want to see and find out and hear. And I'm going back there. Only to help him with the crab apples ……Only to look at things and listen. But I'm going.

Mother: You'll stop here.

Derry:
Oh no, oh no. Because, if I don't go back there, I'll never go anywhere in this world again.

[*The door slams. Derry runs, panting.*]

And I want the world... I want it... I want it....

[*The sound of his panting fades.*]

Glossary

defiant(adj) : refusing to obey authority

rustling(v) : continuous, soft sounds of leaves rubbing gently on one another

crab apples(n) : apples that are sour and used for preparing jam and jelly

windfall(n) : apples that have been blown off the trees by wind

weed(n) : wild plant

daft(adj) : foolish

Answer briefly in about two or three sentences each:

1. What did Derry's mother think of Mr. Lamb?

2. Derry says," *If I don't go back there, I'll never go anywhere in this world again.*" What does Derry mean?

3. How did meeting Mr. Lamb become a turning point in Derry's life?

4. What are the values that you can learn after reading the play?

DO YOU KNOW?

Saint Teresa of Calcutta (born Anjeze Gonxhe Bojaxhiu) better known as Mother Teresa was born in Albania. She moved to India at a very early age and spent the rest of her life serving the dying and the destitute. She founded the Missionaries of Charity which carries on her work in more than 133 countries.

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Here is a list of words describing Mr. Lamb and Derry. Working with a partner, choose the appropriate words to match the character and list them.

sympathetic	compassionate
defiant	shy
optimistic	generous
mysterious	courageous
friendly	lacking self confidence
frustrated	pessimistic

Mr. Lamb	Derry

Read the following poem carefully and find how a visually challenged person is both courageous and compassionate.

The Fog



1. I saw the fog grow thick,
   Which soon made blind my ken;
   It made tall men of boys,
   And giants of tall men.

2. It clutched my throat, I coughed;
   Nothing was in my head
   Except two heavy eyes
   Like balls of burning lead.

3. And when it grew so black
   That I could know no place,
   I lost all judgment then,
   Of distance and of space.

4. The street lamps, and the lights
   Upon the halted cars,
   Could either be on earth
   Or be the heavenly stars.

5. A man passed by me close,
   I asked my way, he said,
   "Come, follow me, my friend"—
   I followed where he led.

6. He rapped the stones in front,
   "Trust me," he said, "and come";
   I followed like a child—
   A blind man led me home.

- W.H. Davies

Glossary

ken - senses
clutch - grasp
rap the stones - tap the stones

Task: Based on your understanding of the poem, complete the summary by writing suitable word in the spaces.

The poet W.H. Davies describes in this poem, the (i)_____ of the fog on him. It blurred his (ii)_____ and he was (iii)_____ to see things clearly. He couldn't breathe due to the dense (iv)_____and he (v)_____. He felt that there was (vi)_____in his head except for two (vii)_____

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eyes. He lost the sense of (viii)_____ and space, not knowing where to go. The street lamps falling on the halted cars looked like distant (ix)_____.

A man passed by the poet. The poet asked him to show the (x)_____. The man simply asked the poet to (xi)_____him. The man led the poet home. As they walked, the poet (xii)_____ that the man who led him was actually (xiii)_____, as he was rapping the stones in front of him continuously.

1. Language Study

An idiom is a group of words which means something different from its literal meaning.

a. Idiom

Have you heard this idiomatic expression?

"Don't judge a book by its cover"

What does it mean?
It means one cannot judge something primarily on appearance.

Task: Write the following idioms in meaningful sentences of your own.

i) a heart of stone: said of someone without sympathy

ii) bare (one's) heart: share one's feelings or thoughts

iii) break (one's) heart: cause someone emotional distress

iv) cross my heart: said as an oath to assert one's honesty

v) faint of heart: lacking courage

vi) heart skips a beat: said of someone excited, frightened, or surprised

vii) heavy heart: sadness

viii) from the bottom/depths of (one's) heart: profoundly

xi) lose heart: become discouraged

x) wear (one's) heart on (one's) sleeve: openly show one's emotions

b. Euphemism

BEDOM

What is a Euphemism?

A **Euphemism** is the use of an inoffensive word/phrase in the place of a harsh or offensive one.

The euphemism for 'physically disabled' is 'physically challenged' or 'differently-abled'.

Task: Match the following with their suitable euphemistic expressions.

a. false teeth	peace officer
b. disaster	domestic help
c. police officer	pre-owned
d. used	incident
e. maid	dentures

c. Phrasal verbs

Look at the highlighted words in the following.

1. I'll get the ladder and a stick and pull down those crab apples.

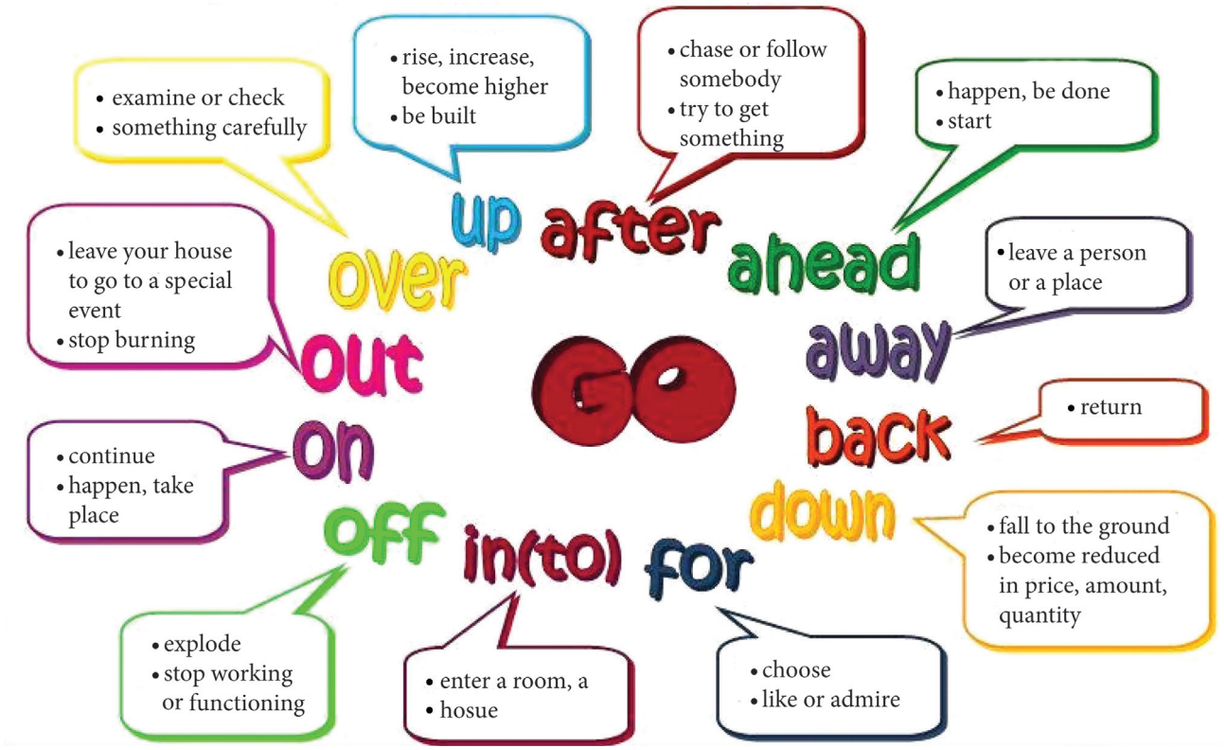
2. A picture fell off the wall on to his head.

The words in colour are called phrasal verbs.

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It is a combination of words (a verb+a preposition or a verb+adverb) that when used together, usually take on a different meaning from that of the original verb.

The following illustration will help you to understand them better.



Task: Study the above illustration carefully and make phrasal verbs. Frame five sentences of your own using them.

Task: Complete the following sentences using appropriate phrasal verbs. Choose your answers from the options given below. You may have to change the form of the verbs wherever necessary.

stay away	break in
hold up	set aside
pick up	let off
make off	pull through
put up with	give in

1. The sports team is late because it is _____ in traffic.
2. As you don't know how to swim, I want you to _____ from the swimming pool.
3. You must _____ some money for emergencies.
4. The students who misbehaved in the class were _____ with a strong warning.
5. Sashi _____ some German during her tour of Germany.
6. Although the grandfather was very critical, his family hoped that he would _____
7. The burglars _____ with the stolen jewellery.

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8. The thieves _____ through the back door.

9. She does not _____ easily.

10. The Headmaster cannot _____ late comers.

d. Affixes

Affixes are the building blocks of English.

- A **prefix** is a small unit placed at the beginning of a word to modify or qualify its meaning.

  Eg. **de** - degrade **re** - rewrite

- A **suffix** is a small unit placed at the end of a word to form a derivative.

  Eg. : examin**ation** work**ing**

- An **infix** is placed within a word; (these are rare in English)

  Eg. **cupful** can be made plural as **cupsful** by inserting the plural as an infix.

- A **combining form** can be either a prefix or a suffix; the difference is that the combining form adds a layer of extra meaning to the word.

  Eg, **bio** - as in **bio**chemistry,
  graph - as in info**graph**s

Task: Now make a word by adding a suitable prefix or suffix to the words given below.

i.	human	
ii.	account	
iii.	legal	
iv.	force	
v.	taste	
vi.	regular	
vii.	measure	
viii.	move	
ix.	kind	
x.	marine	

Grammar

a. The following passage has not been edited. Identify the errors and correct them.

EYQGL

One day two friends were playing by a well. One of them was seven and the next was 8 years old. Suddenly, the older boy fell into the well. The other boy started to panic, wondering what he can do to save his drowned friend. However, he gathered himself up and looked for different ways to take him. He then threw the bucket that was tied to a thick rope, in the well and pulled out his friend all by him. Although the boy who fell into the well was in shock and would barely breathe, he thanked his friend for saving the life.

b. Direct and Indirect Speech

Read the conversation between Derry and Mr. Lamb.

Derry : I just…wanted to come in. into the garden.

Mr. Lamb : So, you did. Here we are, then.

Derry : You don't know who I am.

Mr. Lamb : A boy. Thirteen or so.

Derry : Fourteen. But I've got to go now. Good bye.

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Mr. Lamb : Nothing to be afraid of. Just a garden. Just me.

In Direct Speech, we quote the actual words of a speaker. Indirect Speech, also called Reported Speech, is used to report in writing or speech what someone else said without actually quoting the speaker's words.

In Direct Speech, quotation marks are used to quote the exact speech. In Indirect Speech quotation marks are not used.

The above conversation is in Direct Speech. The actual words have been reproduced.

While reporting or when changing from direct speech, a few changes take place with the reporting verb. But, when the reporting verb is in the present tense, the tense in the reported statement need not be changed.

e.g. Rita says, "I've got admission in a school in Mumbai and I'm moving there next week".

Rita says that she has got admission in a school in Mumbai and is moving there next week.

While reporting statements, we make the following changes.

- Change the pronouns
- Change the tense in the reported statement.

When reporting questions, we use the same word order as in reporting statements.

- The pattern is as follows:
- asked / wanted to know and when, where, how, what, etc.,

E.g. 1. Do you like to dance?
She wanted to know if I liked to dance.

2. Where do you reside?
She asked me where I resided.

Look at the change of time and place when changing from Direct to Indirect Speech.

Direct	Indirect
now	then
today	that day
ago	before
yesterday	the day before
tomorrow	the next day/the following day
next week	the following week

Similarly 'this' becomes 'that'

Change in auxiliary verbs

Here is a list of auxiliary verbs that always change when converting Direct to Indirect Speech.

Direct speech	Indirect speech
can/cannot	could/couldn't
may	might
will/shall	would/should

Here is a list of auxiliary verbs that do not change when converting Direct into Indirect.

Direct speech	Indirect speech
might	might
could	could
need not	need not

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e.g. He said, "Minu might come tomorrow." He said (that) Minu might come the day after.

Task: Rewrite the conversation given below in Indirect Speech.

Derry : Do you have any friends?
Mr. Lamb : Hundreds.

_____

_____.

Derry : But I'm not a friend.
Mr. Lamb : What have you done to make me think you're not?

_____

_____.

Quotable Quote

The purpose of human life is to serve, and to show compassion and the will to help others.

Listening and Speaking

a. Now, your teacher will read an extract from the story titled 'IDGAH' or play it on an audio device more than once if necessary. Listen to it carefully and complete the exercises given below.

Task:

i) Based on your listening, complete the following details

- Name the characters
  a)_____b)_____
- Festivals mentioned
  a)_____b)_____

ii) Read the sentences and state whether true or false.

a. Hamid did not buy anything for himself.

b. They returned from the Idgah in the evening.

iii. Tick the correct option.

- Hamid was four or five years old and_____
  a) scrawny b) short c) strong
- His father had died of cholera _____
  a) the previous year
  b) a couple of years ago
  c) the year before last year

b. Bravery is a state of mind. A healthy body helps, but the prime moving force is the mind. Therefore, you need to make the mind strong. The following is a conversation between Rohan and Suma on the courageous deed of an eight-year-old boy.

Rohan : Did you watch the news yesterday?
Suma : No, why? What happened?
Rohan : An eight year old boy, Sonu saved his classmate from a cobra.
Suma : Oh my God! That's amazing. How did he manage it?
Rohan : A snake had crawled close to his classmate ready to attack him.
Suma : Did the snake bite him?
Rohan : No, Sonu caught it playfully with his hands and threw it in the nearby field.
Suma : Was he not afraid?
Rohan : Not at all. He has always been a courageous boy!
Suma : Did anybody help him?
Rohan : No….he had great presence of mind and he saved the boy's life.

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Suma : But, it was a great risk.

Rohan : True.

Suma : The boy whom he saved must have appreciated and thanked him for his courage.

Rohan : Yes, an epitome of courage! Sonu's parents are proud of his feat.

Suma : I hope he gets a bravery award this year.

DO YOU KNOW?



The National Bravery Award Scheme, initiated by the Indian Council for Child Welfare (ICCW), was started with the aim of awarding children in the age group of 6-18 years, who display outstanding bravery and inspire other children with their actions.

Task:

i) Gather information on any instance of courage or bravery that may have taken place in your neighbourhood and write it in the form of a conversation. Then play the roles in pairs.

ii) Do you think it is worth risking your life to rescue others? Discuss in groups.

Writing

✦ We make notes when we wish to compress a lecture or text into important points for future reference.

✦ A note is a brief record of ideas written down as an aid to memory.

How to make notes

✦ Read the content / listen to the lecture carefully and identify the main ideas and sub ideas.

✦ Start with a title.

✦ Write briefly in a logical sequence.

✦ Use abbreviations and symbols.

e.g. % - percent
SCERT - State Council of Educational Research and Training

✦ Proper indenting (numbering) is a must

Format Title

1. Main idea
    1.1. Sub idea
    1.2. Sub idea
        1.2.1. Sub – Sub idea
2. Main idea
    2.1. Sub idea
    2.2. Sub idea
        2.2.1. Sub – Sub idea
        2.2.2. Sub – Sub idea

Read this passage and the notes on it.

Passage on Kalpana Chawla

Born in a traditional family in Karnal, Haryana, Kalpana Chawla was the youngest of four children. She fought odds and overcame obstacles to pursue

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aeronautical engineering from Punjab Engineering College and then went abroad to earn a doctorate in aerospace engineering from the University of Colorado, USA.



Kalpana had a few select friends and would restrict herself to them and her studies. She learnt karate and became a black belt. She was mentally prepared to fight if any man tried to act smart with her. She was fond of eating simple food and collecting precious stones. She loved a quiet environment and reading books. During those days, her favourite writers were Ayn Rand, Alexander Solzhenitsyn, Salman Rushdie, Richard Bach and Oriana Fallaci. Besides helping her friends in studies, she regularly paid the fees for a poor batchmate out of her pocket money without the girl's knowledge.

Although she believed herself to be no less than any boy and could do any task that they could, she disliked the more aggressive women's liberation movement of the West.

Kalpana always kept herself informed of developments in the world of aviation. She collected books and magazines on the subject and read them from cover to cover. Throughout her aeronautical studies at the sprawling campus of the college, she took active part in various extra-curricular activities, which eventually helped in her selection to an American University. In the first year she wrote for the college magazine 'PECMAC' on precious stones and in the subsequent years she was the student editor. In the same year at the Annual Colloquium, she surprised her seniors by presenting a paper on 'Time-lapse in Space' dealing with Albert Einstein's Theories of Relativity.

Kalpana also became the Joint Secretary of the Aero and Astro Club of the college. Under its auspices, she arranged several lectures and seminars on issues, such as the role of woman in society, the political scenario in the subcontinent, etc. She also conducted several quiz competitions.

Once she arranged for the showing of the film 'Those Magnificient Men in Their Flying Machines' to her classmates when she came to know that they had not seen it. She was one of the few students who was interested in aero-modeling and regularly visited parks near the college to fly aero-models with her classmate R.K. Jolly. She also took part in college sports meets, participating in running, cycling and rope-skipping.

Always forthright in her manners and ready to take a stand on important issues, Kalpana won the respect of her classmates. If ever the question of a future career was discussed she would always point to the sky and say, "I'm going to fly!"

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She joined NASA, where she was described as a 'terrific engineer'. Soon, she was selected as an astronaut candidate. She made the journey into space not once but twice. Her promising life ended tragically during her second tour to space, when the space shuttle Columbia disintegrated on February 1, 2003.

Even through her short life, she inspired many around the world to follow their dreams and passion.

Source: Kalpana Chawla, India's First Woman Astronaut, Dilip M. Salvi, Rupa publications.

Notes:

Kalpana Chawla
Or
The First Indian Woman Astronaut

1. Family Background
   - 1.1. traditional f.mly
   - 1.2. born in Haryana
   - 1.3. youngest of 4 children

2. Education
   - 2.1. Aeronautical Eng.
   - 2.2. Dr. in Aero Space Engineering
     - 2.2.1. from Univ. of Colorado, USA

3. Career
   - 3.1. joined NASA
   - 3.2. journeyed into space twice

4. Tragic Death
   - 4.1. during 2nd tour to space
   - 4.2. space shuttle disintegrated

Key

f.mly – Family
Eng. – Engineering
Dr. – Doctor
Univ. – University
USA – United States of America
NASA – The National Aeronautics and Space Administration

Note making is a skill which enables you to remember the main ideas in sequence. Note making is an advanced writing skill.

Keep in mind. Your notes must be:

- concise
- specific
- contain facts
- phrases
- key words
- abbreviations / symbols

Task: Read this passage and make notes on it, using recognizable abbreviations (minimum 4), wherever necessary. Use a format you consider suitable. Give a suitable title.

The Paralympic Games is a major international multi-sport event involving athletes with a range of disabilities, including impaired muscle power, muscular dystrophy, post-polio syndrome, impaired passive range of movement, limb deficiency, leg length difference, short stature, vision impairment and intellectual impairment. There are Winter and Summer Paralympic Games, which since the 1988 Summer Games in Seoul, South Korea, are held almost immediately following the respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).

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The Paralympics has grown from 400 athletes with a disability from 23 countries in 1960 to thousands of competitors from over 100 countries in the London 2012 Games. Paralympians strive for equal treatment with non-disabled Olympic athletes, but there is a large funding gap between Olympic and Paralympic athletes.

The Paralympic Games are organized in parallel with the Olympic Games, while the IOC-recognized Special Olympics World Games include athletes with intellectual disabilities, and the Deaflympics include deaf athletes.

The Paralympic games are designed to emphasize the participants' athletic achievement and not their disability. Recent games have proved that brilliantly. This is quite clear when we look at the number of participants-- around 3900 athletes from over 164 countries.

The first gold medalist for India in summer 2016 Paralympics is from Tamil Nadu. It is Mariappan Thangavelu who was born on 28 June 1995. In 2016 Rio De Jenerio Paralympics, Mariappan Thangavelu won the gold medal in the finals of men's high jump T42 category.

The following headings can be used.

- **Definition**
- **Origin**
- **Governed by**
- **Importance**
- **The Golden Man**
- **His achievement**

a) "Disability is a state of mind."

Here are a few Indians who have proved this statement right by excelling in various fields despite their disability and inspire us in so many ways every day.

Task: Identify them and write a short paragraph about each of the following achievers.

(These adjectives could help you: differently-abled, multi-talented, patient & persevering, determined, unswerving,)







Factual Description

Factual description is a description of a place, person, process or an object.

The following points are necessary for a factual description.

- The ideas should be systematically presented with important points first, followed by additional information.
- It should be simple, attractive and appealing; pay attention to detail and observation skills.
- The title should be short and catchy.

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- The tenses used in the description should be the same throughout.

Describing a place

- Name and type
- Location
- Dimensions
- Features
- Importance

Describing a person

- Name
- Age
- Sex
- Physical appearance
- Profession
- Special qualities

Describing a thing

- Name
- Structure
- Shape
- Colour
- Model
- Brand
- Utility
- Price

Describing a process

- Ingredients / materials used
- Steps involved in the process in correct sequence
- Appropriate tense and voice
- Use of connectors indicating sequence e.g. First, then etc.,.

Describing an event

- Date
- Details of the event
- Purpose / objective
- Venue
- Arrangements
- Interaction with others
- Conclusion

Format

Title

Introduction : Introduction to the topic

Body : Description organized in time sequence, spatial or other order according to content and purpose

Conclusion : Summary and additional information

Factual description of Lamb's garden

You have come across these details about Mr. Lamb's garden in the play 'On the face of it'.

"occasional sound of birdsong and the tree leaves rustling"

"footsteps are heard as he walks shouting through the long grass"

Now write a factual description of Mr. Lamb's garden.

You may begin like this...

Mr. Lamb's Garden

Lamb's garden is situated on the outskirts of the town. It is an enormous garden full of crab apple trees. The ground is covered with long grass, fallen leaves and apples. The gates of the garden are always open for children to enter and play.

There is a bee hive and you can constantly hear the bees buzzing. Mr. Lamb enjoys …

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Task: Give a factual description of your school library. You can begin like this...

Description of a school library

A school library is a place in school, where students and staff have access to a large number of books and a variety of other resources.

Continue and complete the description using the clues given.

Location size – type of books – number of cupboards and racks – borrowing procedures – role of the librarian - importance

Task: Observe the picture carefully and describe the scene during a flood.



Project Work

Designing a Poster

A poster is used to spread awareness regarding a social issue, an event or a product.

A poster should include the following:

- A catchy heading / title
- A slogan
- A sketch / visual / logo/ cartoon / symbol persuasive language
- Brief text/ message
- Issuing authority

Format

- Title
- Visuals
- Slogan
- Content
- Issuing authority

GKQZP

Sample Poster

On Safe Driving



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Task:

You are a member of Citizen's Awareness Forum, Chennai. Your organization has decided to launch a campaign against cruelty to animals.

Design an attractive and effective poster to prevent abuse of animals.

Extensive reading



Helen Keller was an author, lecturer, and crusader for the physically challenged. Born physically normal in Tuscumbia, Alabama, Keller lost her sight and hearing at the age of nineteen months to an illness now believed to have been scarlet fever. Five years later, on the advice of Alexander Graham Bell, her parents applied to the Perkins Institute for the Blind in Boston for a teacher, and from that school hired Anne Mansfield Sullivan. Through Sullivan's extraordinary instruction, the little girl learned to understand and communicate with the world around her. She went on to acquire an excellent education and to become an important influence on the treatment of the visually challenged and hearing impaired.

To know more about her log on to http://www.afb.org/my life/book.asp?

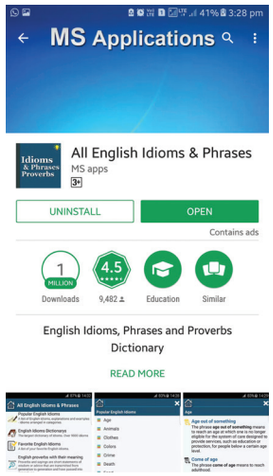
Further Reading

- **The Power Positive Thinking** - Vincent Peale
- **Malgudi Days** - R.K. Narayan
- **Ignited Minds** - A.P.J. Abdul Kalam
- **My Experimentswith truth** - M.K. Gandhi
- **White Tiger** - Aravind Adiga

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ICT CORNER

GRAMMAR – IDIOMS & PHRASAL VERBS

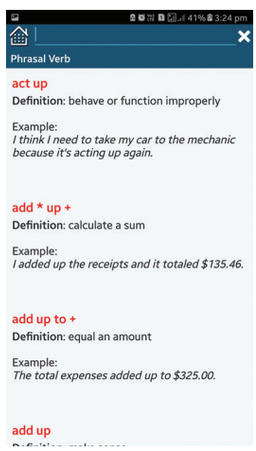


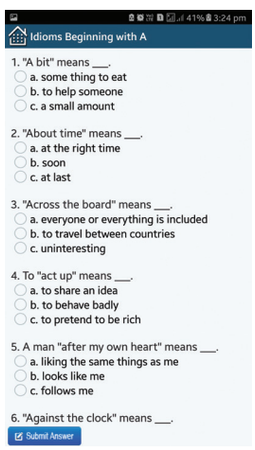
A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both.
This activity will enable the students to learn and practice Tenses.

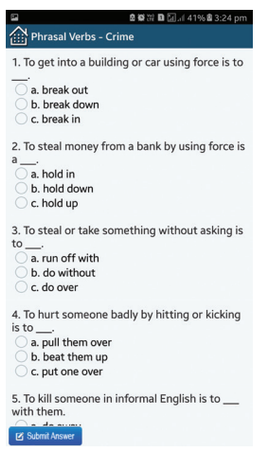
STEPS:

1. Access the application with the help of the link given below or the given QR code and install it.
2. You can see popular English Idioms, Phrasal verbs and Quizzes in the home page.
3. Click popular English Idioms and Most Common Phrasal verbs to explore many Idioms and phrases along with its meaning and example.
4. Click Idioms Quizzes and Phrasal Verb Quizzes. Select the beginning letter of the Idioms or Phrases to take a multiple choice questions quiz. Click Submit Answer at the end
5. Try to explore and learn many Idioms and Phrasal verbs.









TO DOWNLOAD THE APPLICATION:

APPLICATION NAME : All English Idioms & Phrases

Click the following link or scan the QR code to access the application, download and install it.

ADDITIONAL WEBSITE LINK:

https://play.google.com/store/apps/details?id=com.app.englishidioms&hl=en

** Images are indicatives only.

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Chapter 5

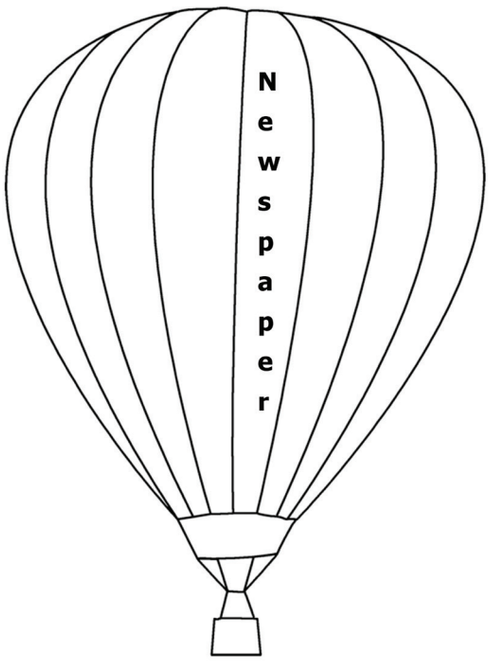
(Mass Media)

Reaching Beyond The Horizon

19KX4

Warm up

a) Work in pairs. Fill in the balloon stripes with types of Mass Media. One has been done for you.



Types of Mass Media

b) Discuss with your friend.

i) Do you read a newspaper? Name some regional and national dailies.

ii) Which sport do you like to watch? Do you like watching sports on TV or live ?

iii) Name a few personalities from the media and their fields. Why do you appreciate them?

c) Work in a group of 4 – 5 students. Given below are two pictures of television news rooms. Find the differences between them and discuss the recent changes and technological developments in media.



DO YOU KNOW?

On-air personalities like anchors, reporters, and meteorologists are the most visible members of television news teams, but TV newsrooms are filled with many more people. Life in the newsroom is fast-paced, competitive, and exciting.



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Reading

A. Read the following essay by Mr. Colson, an American writer.

My Television and I

1. Up until I was about 7, my family did not have basic cable. We only had broadcast television. My television viewing centered around PBS shows. My ultimate favorites were Arthur and Mr. Roger's Neighborhood. When my grandma would baby sit me and I had to take a nap, I would imagine Mr. Rogers would come over for some tea and have a chat with my grandma in the kitchen like they were old friends. When my family finally got basic cable, my life changed.

3FR1K

DO YOU KNOW?

Mr. Roger's Neighbourhood

It is a popular television programme meant for children, which helps them learn about the world around them and hone their social and problem solving skills. These skills along with literary skills modelled by the characters help prepare young children for school and life.

2. There was no need to go outside and play in my backyard. I had too much television that needed to be watched. Who could afford to play outside when there was such attractive programming on Nickelodeon Disney, and Cartoon Network in its golden era? Throughout my childhood, when I need to tune the world out, I watched television, mainly cartoons. They hold a special place in my heart. My childhood love and appreciation for animation will never die.

3. My favorite shows were Spongebob Squarepants, Loony Toons, Ed Edd N' Eddy, Fairly Odd Parents, Full House, Boy Meets World, Shin-shan, Seinfeld, Kim Possible, Lilo and Stitch, Phil of The Future, Lizzie McGuire, Pokemon, Dragon Ball Z, Digimon, and many many more.



Television for children is a means to help validate alien emotions and guide you through the perils of growing up. It's a very powerful thing. As a child and an adult, I've noticed that nothing brings people together more than shared love for a television program. It's enjoyed by my friends and I have loads to talk about. All throughout sixth grade, my friends and I every day would watch a reality show and talk about it the next day in class. THE ENTIRE YEAR WE DID THIS AND WE LOVED EVERY MOMENT OF IT.

What makes television powerful ?

4. My favorite genre of television is the sit-com because it's easy to digest and binge watch. It's the most accessible genre because it stems so much from American Vaudeville, an art form I have a lot of respect for. And besides, who doesn't love to laugh? While hour-long dramas feature better storytelling, they often are slow burns and take a much longer time to "devour". Then as a college student, my time is limited. My TV watching time is

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also limited. I cannot watch most shows until they are completed. TV watching becomes a chore when you have 4 or more shows from the previous week to catch up on. I generally like to watch television alone.

DO YOU KNOW?

Vaudeville is a theatrical genre of variety entertainment popular in America.

5. The exception to this is if my friends and I are hanging out and we love the same show. If we already like the same show and have nothing else to do, we watch TV together. You only discuss a television program with people who also watch that television program. Otherwise, people really don't care what you have to say about the show.

Glossary

PBS(n) : Public Broadcasting Service
validate(v) : soundly reasoned
genre(n) : style pertaining to fine arts
binge(v) : feasting spree
sit-com(n) : situational comedy
accessible(adj): easy to reach
devour(v) : take in
chore(n) : routine task

a. Is Mr Colson saying a lot of TV watching is good for children? Do you agree with him? Share your ideas in class.

b. You came across Mr. Colson's favourite television shows listed in the passage. What are your favourite television shows? Choose any one of them and write a short paragraph of about 50–80 words about it, using the given clues: (*Name of the programme, Personalities / Artists, Genre of the programme,Theme / Plot)*

c. The word 'genre' means style pertaining to fine arts. Poetry, drama, novel are some of the genres in literature. Name some genres in music and dance.

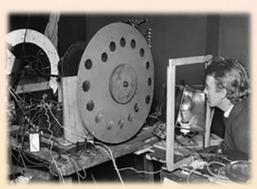
Music	
Dance	

d. You have read the essay on Television by Colson and learnt how television has occupied our lives. List out the various forms of media that occupy your time. Suggest possible solutions to overcome them.

DO YOU KNOW?

John Logie Baird from Scotland invented television in 1962.





The inventor of the television would not let his own children watch TV. He once said to his son "There's nothing on it worthwhile, and we're not going to watch it in this household, and I don't want it in your intellectual diet."

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B. Read the following text and answer the questions below.

Television Addiction - What is it?

The average person spends about three hours a day sitting in front of the TV set, which is half of their leisure time. And, it is known that heavy viewers report watching eight hours a day. The question is, "Are these people addicted to the television?"

First, let's define an addiction. It is said that addiction is characterized by spending an unusually large amount of time using a substance that is addictive; finding oneself using it more often than intended; thinking about reducing the use and are making repeated unsuccessful attempts to reduce it; giving up social activities to use the substance, and reporting withdrawal symptoms when one does achieve stopping the use.

Most of us like watching TV in the evening. We find it relaxing and fun. It also gives us something to talk about with friends. But, unfortunately, it is possible to watch too much TV. We may even find that we are addicted to the box! Little things, like cancelling an outing with friends in order to stay at home and watch a favourite serial can indicate that TV affects and perhaps controls other areas of your life.

There is probably some kind of correlation between watching a lot of TV and having a deeper problem. Many people are perhaps often just gazing at rather than watching TV. Studies show that people switch on the TV when they are depressed as it helps then tune out bad feelings and push them away for the time being. That is why it is important to really look at the reasons *why* we watching so much TV.

Television Addiction - What are the Effects?

Some studies suggest that TV viewing has a numbing effect, and reaction to the body is likened to that of a tranquilizer. Drowsiness occurs, and one may even experience depression as the viewing continues. A person actually disengages from real life becoming immersed in what is being shown on the screen which, in turn, causes excessive viewing; more so than anticipated in the beginning.



Someone said addiction blurs reality. Watching too much television or for that matter spending too much time on social media can lead to the life lived by TV characters or virtual life becoming more important than the real world we live in and can make us lose touch with reality.

To get TV watching under control you should keep track of the hours that you watch TV, finding alternatives, and developing a mission for your life. This doesn't mean we ban TV from our lives only be conscious of the role it plays in our life and keep it in check.

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Television Addiction - How to Avoid It

Keep a record of how much TV you watch and when you watch. Do this for one week.

◆ List all the other fun activities you can do at home instead of watching TV. Place your list on your refrigerator so you can check this list BEFORE you turn on the TV.

◆ Set a limit for how much TV you will watch in one week. Record your time and stick to your commitment.

◆ Consider removing your TV for a set period of time. You might find yourself talking to your family again instead of watching the TV so much.

Below are some signs that you're probably addicted to TV or a screen-based gadget like video games or mobile phones.

1. You live for the next episode of your favourite TV serial. If you find yourself wondering or feeling anxious through the week about what is going to happen next make sure you fill up your time with active, non-TV related things. Enjoy your characters and your plots, but don't let it eat you up throughout the week. Or if you want to check your Whatsapp or Facebook constantly, it is time to talk face to face with friends and family.

3. You would rather cancel an outing with family or friends than miss your serial. Staying at home can sometimes be very relaxing. We do not want to rush about all the time. But if your favourite serial starts becoming more important than being with friends, doing homework or talking to your family, then you may want to think again when you hit the power button on the remote.

4. If you switch on the TV or phone as soon as you get up because you cannot bear the silence or cannot wait to know if someone has texted you. Or you fall asleep with the TV chatter on, it is a sign of addiction. It is better to start your day with some calming silence instead of TV or texting chatter.

5. Many of us use TV or a virtual life on Facebook as a way to cover up depression, loneliness or just procrastination. After all it is much easier to sit on a sofa and watch someone else's trials and tribulations rather than face your own. Or it is a good distraction to keep up with Facebook friends rather than face your own problems, however, it would be better to work out what is bothering you and get help instead of drowning it all out with constant noise or TV chatter. It is good to balance TV watching with activities like reading, playing and enjoying indoor and outdoor hobbies. Remember that TV or the Internet is not life.

6. You may stay up late viewing a small screen and lose out on sleep. Watching TV or playing games just before you sleep is not good for you. Instead of calming you down, the stimulation and the glow of the screen can actually keep you awake. So, if you want to get some proper rest, turn everything off an hour before bed, and get some real sleep in the dark.

There's nothing wrong with watching TV or using social media but it should not control our life.

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Here are a few questions regarding your daily television watching habits. By sincerely answering these questions you will get an idea of your television addiction level. Whether you feel you are addicted or not, it is better to remember that watching too much TV is not healthy behaviour. How many hours do you spend watching television or computer screen or using the mobile phone daily?

a) Do you leave your television on even if you are not watching or following what is happening on the screen?

b) Do you have the television on or do you use your mobile phone during meals?

c) Do you switch off the television when you are talking to visitors?

d) Do you look at your mobile while you are talking to others?

e) Do you spend a lot of time alone on your mobile phone or watching TV?

f) Do you watch television or pay attention to you text messages even when you are doing something mentally demanding like reading, writing, homework?

g) Is television your primary source of information?

h) Do you believe everything you see on TV?

i) Do you think TV may be dangerous, for example by influencing your mind or by creating complexes or discomforts?

Language Study

Words are spelt differently in British and American English. Some examples are given below.

e.g: cheque- check, colour – color

a. Write the British Spelling for the following set of words from the text

American Spelling	British
favorite	
program	
traveler	
theater	
pediatric	

DO YOU KNOW?

A kangaroo word is a playful term for a word that contains letters of another word, in order, with the same meaning. For example: the word masculine contains the word male, which is a synonym of the same. Likewise, Television has its contracted form TV.



b. British and American English often use different terms to describe the same thing.

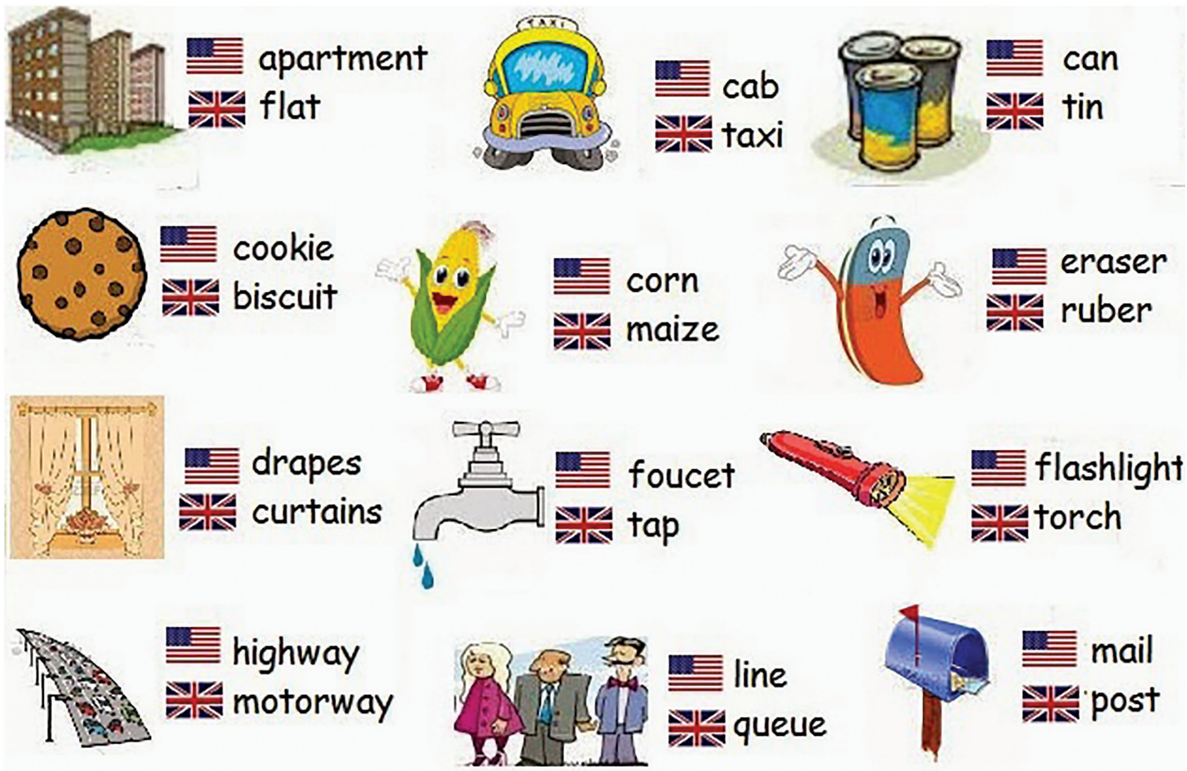
Find the American word for the following British words.

British word	American
fish finger	
diversion	
cooker	
antenna	
garden	
football	

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c. Look at the following picture and note the differences.

British and American English



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d. Connect the following media-professionals with their work.

Editor	writes a regular column
Foreign Correspondent	decides how the pages should be
Camera operator	responsible for production
Columnist	reviews books, films, music ,etc.
Publisher	responsible for continuity
Continuity Person	responsible for publishing/telecasting
Critic	operates a camera filming TV programmes
Sub editor	journalist based abroad

e. Can you find all the hidden words in this grid? Words can go in any direction.Refer to a dictionary and learn their usage wherever necessary.

G	U	G	B	U	S	A	T	E	L	L	I	T	E	Y
E	N	O	H	P	W	E	I	V	R	E	H	P	I	C
G	S	I	T	U	D	L	R	A	E	T	B	C	G	E
R	S	D	I	A	M	W	A	D	Y	T	U	I	D	N
B	E	A	C	O	N	A	O	N	T	E	S	R	S	O
R	L	R	T	A	O	C	S	E	G	R	N	C	A	H
R	E	S	A	O	E	S	L	S	G	I	A	U	A	P
B	R	D	C	S	E	E	N	D	M	N	S	L	N	E
E	I	T	R	M	P	M	R	I	N	E	R	A	S	L
C	W	O	A	A	U	A	I	E	T	V	D	R	O	E
I	M	I	T	N	C	P	R	O	V	E	I	I	A	T
T	L	H	L	T	N	H	N	N	R	E	L	D	A	I
O	Y	S	S	O	A	O	P	A	M	P	H	L	E	T
N	P	O	S	T	E	R	Y	Y	E	C	D	L	U	O
R	P	G	N	M	I	E	N	I	L	T	O	H	S	B

Tips for Getting Hired

While pursuing a course in a Mass Communication Institute, a candidate is required to possess certain skills such as keen interest and sound knowledge of news and current affairs. Global perspective on various issues helps candidates in obtaining the position of a reporter or journalist.

Similarly, those who are interested in electronic media are required to have practical knowledge of video editing. Most of the mass media training institutes offer internship programs with news channels or entertainment channels which help candidates get a job after completion of the course.

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Grammar

J98VQE

Modals

a. Read the following dialogue between a teacher and students.

Teacher:
A newspaper is meant to be read. What else can you use it for?

Student 1:
I can use it to wrap my textbook.

Student 2: I will make a kite with it.

Teacher:
I shall give you a sheet of newspaper each. You may fold it to make different objects.

Student 3:
May I use a pair of scissors and glue?

Teacher:
No. You ought to know that the art of folding paper to make different objects is called origami.

Student 4:
I used to make a rocket when I was a child. Now I would like to make a paper boat.

Student 5:
I don't know what to do with this. Shall I just watch?

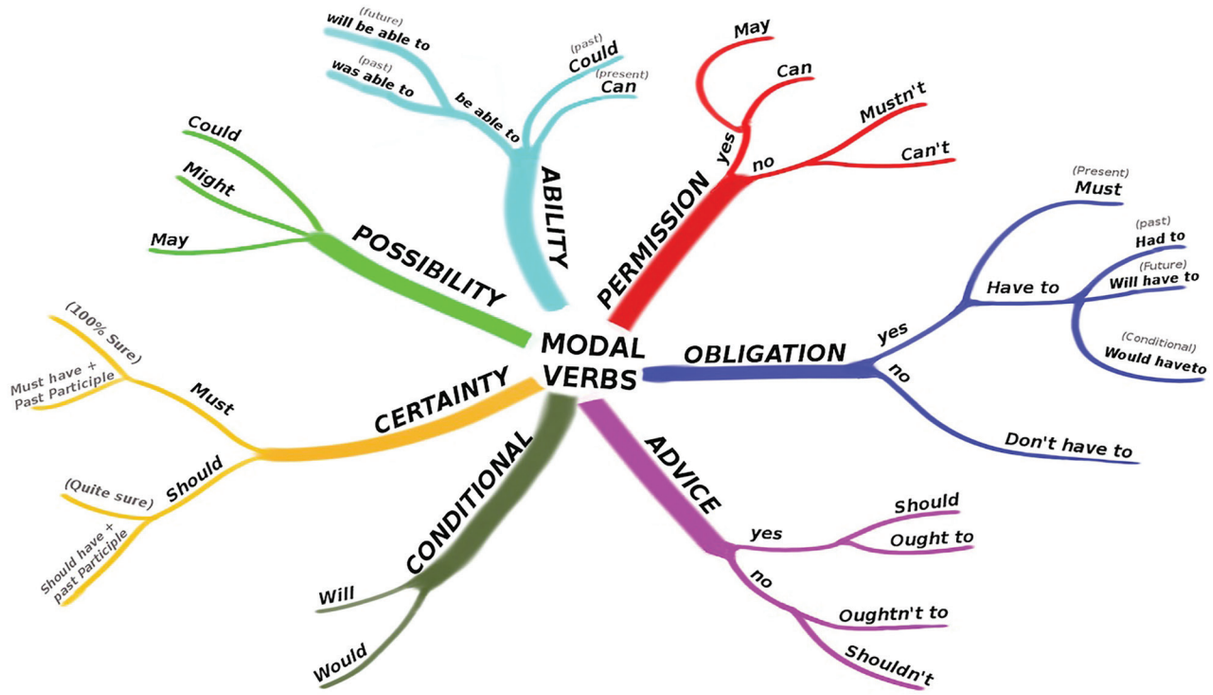
Teacher:
You dare not sit quiet. You must try something with that…

Student 5:
May I bring my model tomorrow? I need some assistance to complete at home.

Teacher:
Yeah ! You may. But I think I might not come tomorrow. You could submit it the day after.

The highlighted words in the above conversation are called Modals.

b. Observe the following Neuron diagram and learn the correct usage.



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c. Complete the following with suitable Modal verbs.

Parents 1._____ learn that they 2._____ not allow their children to watch television for long hours. It 3. _____certainly affect their health. Continuous and regular watching 4._____make children unimaginative.

Parents 5._____have a wonderful and good alternative for replacing the idiot box. The children of the past 6._____read a lot. They preferred books then. Parents 7._____do away with TV sets and they 8._____ replace it with bookshelves on the wall.

Our children 9. _____, protest at first, but later, after they get addicted to reading books, 10._____begin to feel that they 11._____ to read more and more books. Parents 12._____ take this daring step. Then ultimately our children 13._____ love us for what we have done for them.

d. The following passage has a word missing in each line. Guess the missing word and write it along with the word that comes before and after. The first one has been done as an example.

Himachal Pradesh a good place for Eco Camp.

b) Pine Hill Eco Camp one of the ecotourism resorts
c) near Barog Himachal Pradesh. Ecotourism is
d) gaining popularity each passing day as more
e) and more people want get away from the busy
f) schedules. This become a favourite tourist spot.

	Before	missing word	after
Eg.	Pradesh	is	a
a)			
b)			
c)			
d)			
e)			

Listening and Speaking

Note-taking

It is very essential that everyone should learn how to take notes while listening. This is a skill involving listening and writing. While taking notes, keep these points in mind .

- Write the topic.
- Listen carefully to what is talked about.
- One need not write everything that is said.
- Articles, prepositions, connectives could be left out.
- It is better to write new words and proper nouns, in full.
- Words in the active vocabulary could be abbreviated.
- Examples and anecdotes could be remembered after making a reference in the appropriate place.
- Extract the main points and sub points.

V9LIT

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a. Listen to the following news item and take notes in points.

b. Suppose you were one of the participants of Jallikattu movement. You were interviewed by a reporter from a news channel. Develop a dialogue between you two in about 8–10 sets of exchange and play the roles in the class.

c. Debates are conducted in lecture halls, parliament, legislative assemblies and public places. A debate is a discussion in which speakers form two groups, and argue in favour of or against a topic.

The speakers from each group not only give reasons to support their argument, but also counter the arguments made by the members from the opposite group. The topic is called a motion.

The process / procedure

- There are two teams, each consisting of two or three speakers.
- One team supports the motion, and the other opposes the motion.
- A moderator controls the proceedings.
- Each speaker makes a prepared speech to argue his or her case.
- The teams prepare collaboratively, building up their case.
- The sides speak in turns, starting with the proposer of the motion followed by his or her opponent and then the others in similar order.
- Each speaker has a specified amount of time to speak, maybe a minute or two.
- Then the debate can be opened to the floor, with the speakers from the audience standing up to offer points supporting or opposing the motion.

Important Rules

- The team supporting or opposing the motion must not change their point of view.
- If a speaker makes a statement, he or she must be able to provide evidence or reasons to support it.
- The facts presented in a debate must be accurate.
- Speakers may not bring up new points in a rebuttal speech.
- The speakers must greet the chairperson, judges and the audience.
- Points must be conveyed clearly and effectively without getting diverted from the main stream.
- Reinforce your points and conclude confidently.

Class Debate – Motion: Social Networking is Good. (SAMPLE)

For the motion

Good Morning. Respected Judges and my dear friends, I am V. Anand of Class XI - A, here to present my views for the motion – "Social Networking is good." I am sure that most of the people will tell you that having the right connections can make a huge difference in the success or failure of a person. Knowing lots of people who can give you good advice will add to your ability to get things done and grow up. That's why social networking is so important.

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Social networking on the Internet is important today because the Internet is the place to be for everything. People head to the Internet to shop, to sell things, to learn things, to meet others and to find what they're looking for. Social networking is so important because if you don't do it, you and your achievements will remain unseen and anonymous. There have been many who have been involved in running social media campaigns for the society and have done good to the society.

In 2017, youngsters of Chennai were able to network themselves and gather at various places of Tamil Nadu to ensure our cultural games get recognised at the global level. This is what social networking can do to you.

For me, social networking and social media has been a world of excitement. With an ever changing web, the social media is getting all the more exciting. Thank you.

Against the motion: (SAMPLE)

Good Morning. Respected Jury and my dear friends, I am Amutha of XI-B here to speak against the motion – "Social Networking is good". For the past three–four years, social networking has been the buzzword that won't go away. Social networks like 'facebook' and 'twitter' have millions of users worldwide. In India, it all probably began with 'hi5', then came 'orkut', and now we have 'facebook', 'twitter', 'Instagram', etc. No doubt that social networking is an important tool when it comes having the right 'connections' in this web-driven world. But then, it's yet something new, and one must not get over-enthusiastic. Henry David Thoreau once remarked, "Men have become tool of their tools". It couldn't be more apt than it is now, when we talk of social networking. From new teens to young adults to office-going-nearing-40, everyone who has access to the Net seems to be on one social networking platform or the other.

It is especially the younger ones who are addicted to social networking. Teenage and early adulthood is the time when we're growing out of the secure cocoons of our homes, and begin to come into contact with the outside world. At this stage when our young minds should be engaged in dealing with the realities of life and relationships, they are dipping their body and souls into a virtual reality.

We want to have more and more friends on our lists. People have claimed to be under stress until they come out each morning with some quirky one-liner/'current status' to go along with their ids, just to keep up their image of being 'funny' or 'different'. Like all new technologies, Social Network has also redefined some concepts. It has totally changed the meaning of 'friendship'. Now people have more 'friends' with weaker bonds, than the other way round.

Social networking is more bad than good. Although it gives us a chance (not a genuine one) to know people from all over the world and make friends, we are losing our individuality or our identity, whatever it may be: good or bad. Thank you

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Task: Debate on the following topics.

i) The Newspaper is just for a day.

ii) Celebrities are reel heroes.



iii) Small screen occupies our living room.

iv) Media needs regulation.

Think for two minutes about what you are going to say. Give a quick oral summary of the topic. Try to speak for 2–3 minutes. Say why it is controversial. Then give your own opinion about it. The following expressions may help you.

- I think... / I don't think...
- It seems to me that...
- I would say that...
- It's clear that...
- It could be argued that...
- Some people argue that...
- Backing them up...
- The main reason for this is...
- A good example of this is... / For example...
- The evidence shows...
- The advantage of this is...

Writing

Advertisement

An advertisement is anything that draws attention towards certain things. It is usually designed by an advertising agency for an identified sponsor, and performed through a variety of media.Ads appear on television, as well as radio, newspapers, magazines and as billboards in streets and cities. They try to get people to buy their products.

Types of Advertisement

Classified	Commercial
Categorised into columns	Designed for commercial purposes
Category is stated at the top	More space is occupied
Written in short, catchy phrases and words	It is more expensive
Simple, factual, formal language is used	Varied font size and shapes are used
Short and concise	The advertisement is boxed
Contact name and address is notified	It is more creative and effective
The advertisement is boxed	

FOR RENT

AVAILABLE for rent a fully furnished 2BHK flat in Anna Nagar with spacious hall and modular kitchen, 24 hour water, electricity& security available. Nearest to metro station and schools. If interested, contact

Mr.S.Kumar +91 97XXXXXXXX



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Task:

1. The Chennai Hotels Group in Chennai is looking for an experienced Front Office Assistant with knowledge of computers. Draft an advertisement in not more than 50 words to be published in 'The Hindu'.

2. You have started a dance school in your area to teach children aged between 5 and 15. Draft a suitable advertisement giving necessary details.

Report Writing

A report is a methodical documentation of an event.
Reports can be academic, technical or business related.They can be about an incident, accident or a natural calamity, a coverage of an official function or the visit of a dignitary etc.

While collecting facts for writing a report, remember these points.

- Correctness of facts (authentic) or accuracy to avoid legal complications is important.
- Be concise, factual and clear.
- Use a lively, exciting and catchy style.
- Must be eye-catching caption.
- Thought provoking and ensational.
- Mention place and date of event.
- Style should be engrossing to sustain the interest of the reader.
- Use reported speech for narrations.
- Title and name of the reporter.
- Content text should include three components – introduction, discussion and conclusion.

Sample: You are M.Veeran. This year your school has arranged a career guidance programme. Write a report about this event for your school magazine in about 100–120 words.

CAREER GUIDANCE – **A Report by M.Veeran**

A Career Guidance session was organised for the students of classes IX, X, XI and XII (on 25th Jan.) in the school auditorium. The programme aimed at the students' concern of 'what, they should do after their schooling.' The students were introduced to the eminent Resource people, Mr. Karthick, Education Consultant, Dr. Manohar, Director of Scientific Studies and Mr. Kailash, Chairman of SM Group Pvt. Ltd., who highlighted the need to consider career that suited one's aptitudes and interests.

The resource people gave a variety of options and avenues available in the field of science, commerce and humanities. They advised the students to follow their passion to succeed in their lives.

At the end, the students put forward their queries regarding pursuing courses and enrolment procedures with the resource people.

The programme concluded with a vote of thanks rendered by the School Pupil Leader.

Task: Your school arts' club organized an interschool art competition. As the cultural secretary of your school, write a report about the event in about 100 words.

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Project Work

1. Prepare a scrap book with newspaper cuttings of different classified advertisements and a few display/ commercial advertisements as well.

2.Animation is a dynamic medium in which images or objects are manipulated to appear as moving images. Initially the images were drawn by hand, photographed and exhibited as film. Nowadays most animations are made with computer-generated images.

Television and video are popular electronic animation media that originally were analog and now operate digitally. For display on the computer, techniques like animated GIF and Flash animation were developed.

The word 'animation' stems from the Latin "animationeur", the primary meaning of the English word is 'liveliness'.

Task: Collect information on different kinds of animation and present it to the class.

8. Extensive Reading:

A short film is any motion picture not long enough to be considered a feature film. The Academy of Motion Picture Arts and Sciences defines a short film as "an original motion picture that has a running time of 40 minutes or less, including all credits."

Short films are often screened at local, national, or international film festivals and made by independent film makers for non profit, either with a low budget or no budget at all. They are usually funded by film grants, non profit organizations, sponsor, or personal funds. They are generally used by film makers to gain experience or prove their talent in order to gain funding for future films from private investors, entertainment companies, or film studios.

They are usually budgeted and produced by a small team, often by the director himself. Most of the directors create these little films out of passion and fun, so having the freedom to decide when, where and how to shoot is a luxury that larger films don't have. With today's Social Media and mobile accessibility we are constantly bombarded with content from the moment you wake up till the moment you fall asleep (most likely with the phone still in your hands). The Short Film seems tailor-made for our quick and fast-paced digital era. People can watch short films whenever they have five minutes to spare, on lunch break at work, even in the bus on the way to work! Since we are competing with so many other distractions coming in every second, the shorter the film is, the better it is.

Short films are a gateway to our dreams, a realm of imagination transformed into moving images. They can go as far as your imagination takes you, they don't always have to make logical sense, they just need to capture the viewer's attention with either a catchy story or aesthetic photography.

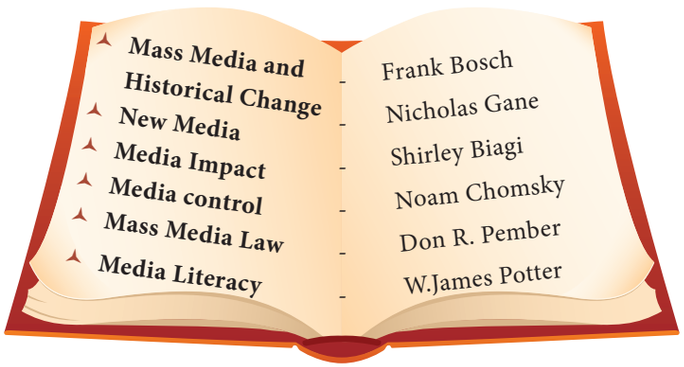


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Career Corner



Further Reading



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ICT CORNER

GRAMMAR – BRITISH & AMERICAN ENGLISH

This activity will enable the students to evaluate their knowledge in British & American English words

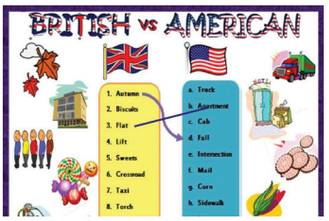


STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see B**ritish Vs American English** Interactive exercise.
3. Fill the blanks and click the **Finish** button. Check your scores.
4. Click the second link to the Interactive drag and link the British English words with the American English words. Complete the exercise and click **Finish** button and check your scores.







WEBSITE LINK:

Click the following link or scan the QR code to access the website.

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/British_and_American_English/British_and_American_English_lz5434ao

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/British_vs_American_English/British_vs_American_English_lj320vd

ADDITIONAL WEBSITE LINK:

http://www.english-in-chester.co.uk/e-learning/lesson/differences-between-british-english-and-american-english/

** Images are Indicatives only

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Chapter 6

(Responding to the World Around You)

Spare A Thought

M6318

Warm Up

a. Have you been to a science exhibition or a science fair?

b. What are the common themes of these exhibitions?

c. People are exploiting Nature and its resources in many ways. Think of a few and discuss with your partner. Look what lies under…



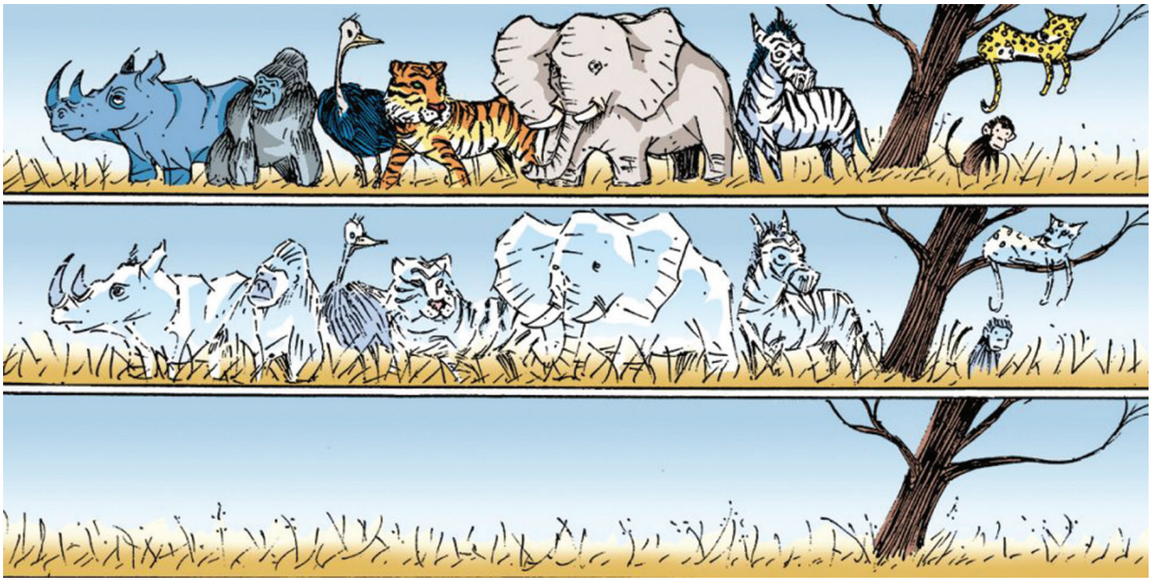
d. Do you recognise the environmental threat given below?



This kind of pollution is called ocean dumping. Discuss in groups and suggest what students and young peole can do to raise awareness and get society to take action to overcome this issue.

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e. Observe the three stages. What do you notice? Discuss with your partner and share your thoughts with the class.



Human beings are social animals but do not consider the other species on the earth! Let's spare a thought for the endangered species and keep them alive for the next generation.

Reading

a. Have you heard a story about the humming bird!

1. The story of the hummingbird is about this huge forest being consumed by a fire. All the animals in the forest come out and they are transfixed as they watch the forest burning and they feel very overwhelmed, very powerless, except this little hummingbird. It says, 'I'm going to do something about the fire!' So it flies to the **nearest** stream and takes a drop of water. It puts it on the fire, and goes up and down, up and down, up and down, as **fast** as it can.

36HXY

2. In the meantime all the other animals, much **bigger** animals like the elephant with a big trunk that could bring **much** more water, they are standing there helpless. And they are saying to the hummingbird, 'What do you think you can do? You are too little. This fire is too big. Your wings are too **little** and your beak is so **small** that you can only bring a small drop of water at a time.'

3. But as they continue to discourage it, it turns to them without wasting any time and it tells them, 'I am doing the **best** I can.'

a. Look at the highlighted words and fill in the other forms in the two columns. (Refer to a Dictionary.)

		nearest
fast		
	bigger	
much		
little		
small		
		best

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b. Do you see sparrows around your house now-a-days. Have you ever thought where they are or where they have gone? Read the following text and learn more about sparrows.

Homeless House Sparrows

1. In recent times the house sparrow (Passer domesticus indicus) has become one of the endangered birds. The reasons for its decline in number are many such as lack of nesting places, lack of food etc. We are hard pressed to spot the humble house sparrow, known as, "angadikuruvi" and we need something like World Sparrow Day observed on March 20th every year since 2010, to remind us of our close connection and this bird, that has over centuries successfully adapted itself to human life.



2. Once upon a time, nests of house sparrows were to be found in almost every household as well as in public places such as markets (hence the name "angadikuruvi"), bus bays and railway stations where they lived in colonies and survived on food grains, insects and worms. Nowadays they are facing a crisis of survival in what was once their natural range/habitat.They can only be seen in television and pictures.

a. Why is a sparrow called "angadikuruvi"?

b. What sort of crisis are sparrows facing today?

3. Sparrows are small, plump, brown-grey birds with short tails and stubby powerful beaks. They are small birds with a distinct difference between male and female birds; the male has a black throat, white cheeks and black bib while the female is brown with an eye stripe. Their average size is 14–16cms and weigh nearly 26–32 gms.One peculiar behaviour of house sparrows is dust bathing. The sparrows will first scratch a hole in the ground with their feet, then lie in it and fling dirt or sand over their bodies with flicks of their wings. They will also bathe in water. Water bathing is similar to dust bathing, with the sparrow standing in shallow water and splashing water over its back with its wings, and also ducking its head under water.



c. How do sparrows take a dust bath?

4. House sparrow is listed in Red Data Book of International Union for Conservation of Nature (IUCN). The reasons for the decline of the house sparrows are many. Studies show that it may be because of the destruction of its habitat, due to urbanization and super market culture taking over local markets, lack of insects that are vital for the young chicks and even electromagnetic pollution from mobile phone towers that harm its reproductive cycle. In addition, use of broad spectrum insecticides has destroyed insects and thus the availability of insects to feed on. It also leads to inaccessibility of pesticide free fruits. Recent surveys reveal sparrows near organic farms looking for food on the ground.

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d. Give two reasons for the decline in the number of sparrows.

Importance of sparrows

5. Every organism in this planet has its own role to play in the web of interconnected life. These enchanting tiny birds help in maintaining the ecological balance. A sparrow is an important member of various urban and natural food chains and food webs. It feeds on grains like rice, wheat etc. and also on larva of mosquitoes. This mechanism is a natural pest control process which helps human beings. Sparrows assist in the process of pollen transfer thus leading to pollination of the flower. Sparrows are loved by young and old. These lovable and charming birds bring prosperity to us. Our children have always enjoyed watching them and entertain themselves by singing songs related to sparrows.

e. Why is the sparrow important in food chains and food webs?

Sparrow Conservation

6. World Sparrow Day is celebrated to raise awareness and create a platform to highlight the need to conserve sparrows and the bio-diversity of this earth.



- Creating awareness about these birds seems to be the key to their survival. World Sparrow Day is a step in the right direction.
- As always individual efforts count the most and all it takes is a pot with a small hole that is hung anywhere outside to attract sparrows.
- There are many online sparrow monitoriing projects, where bird enthusiasts record sightings of sparrows. The Nature Forever Society, based in Pune, is running a similar programme, viz Common Bird Monitoring of India.

f. Why should we save this small, common bird?

For instance, in October, 2012 the Delhi government has declared the house sparrow as the State Bird. It is a milestone in the conservation of the bird and has been done to lay emphasis on the magnitude of action required to conserve the small birds. It is time to take effective action to conserve the tiny social bird. It is our responsibility to save this small, lovable, beautiful and harmless bird for environment conservation. It requires a part of your heart and a little effort that may create an impact in the life system of house sparrows.

Glossary

decline(adj) : decreasing/ weakening

adapted(v) : to adjust according to the surroundings

habitat(n) : a place in which one lives

distinct(adj) : prominent, clear

peculiar(adj) : odd, unusual

flicker (v) : make small quick movements

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urbanization(n) : process of the formation and growth of cities

vital(adj) : very important

insecticide(n) : a substance used to kill insects

prosperity(n) : having good fortune

enthusiast(n) : a person who is very interested in and involved

DO YOU KNOW?

The Ministry of Environment and Forest recently announced that there are 14 species of birds that might not fly anymore in the future and might be extinct in India. The announcement came after International Union for Conservation of Nature (IUCN) informed the ministry.The three main reasons for the threatened status of these birds, according to IUCN is poaching, excessive use of insecticides and loss of habitat. White-rumped Vulture,Indian Vulture, Red-headed Vulture, Siberian Crane, Bengal Florican, Himalayan Quail, Forest Owlet, White-belled Heron,Sociable Lapwing, Christmas Frigatebird,Jerdon's Courser, Pink-headed Duck,Spoon billed Sandpiper,Great Indian Bustard. If you would like to see these birds, go to the link :http://indiasendangered.com/14-species-of-birds-on-the-verge-of-extinction/

There are 15 wildlife and 15 bird sanctuaries that together cover over 2997.60 km^2, 2.30% of the total state area of Tamilnadu.

Language Study.

Look at the words 'agriculture' and 'horticulture'

The suffix "- culture" is added to mean growth or cultivation

Based on this model, a few terms for the cultivation or growing of specific plants or animals are mentioned below.

A) Words	B) **Meaning**
a) agriculture	- farming
b) apiculture	- bee-keeping
c) aquaculture	- aquatic animals or plants
d) aviculture	- birds
e) floriculture	- flowers
f) horticulture	- gardening

Now match the Column A with Column B.

A) Words	B) **Meaning**
a) mariculture	- development of sustainable agriculture
b) monoculture	- raising of fish in tanks
c) permaculture	- silk and silkworms
d) sericulture	- earthworms
e) pisciculture	- sea fish or other marine life
f) vermiculture	- grapevines
g) viticulture	- cultivation of only one sort of crop

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A phobia is extreme fear or dislike of something.

Words		Meaning
1. agrizoophobia	-	fear of wild animals
2. agyrophobia	-	fear of streets or crossing them
3. aichmophobia	-	fear of needles or pointed objects
4. ailurophobia	-	fear of cats
5. acerophobia	-	fear of sourness

Now, find out what the following phobias mean.

achluophobia	acousticophobia
acrophobia	bibliophobia
botanophobia	brontophobia
equinophobia	onomatophobia
ophidiophobia	pediophobia
pedophobia	thermophobia

A mania is an excessive enthusiasm, desire or obession for something.

Words		Meaning
1. ablutomania	-	mania for washing oneself
2. arithmomania	-	obsessive preoccupation with numbers
3. clinomania	-	excessive desire to stay in bed
4. dinomania	-	mania for dancing

Now, find out what the following mania mean.

ergomania	graphomania
kleptomania	megalomania
monomania	plutomania

Grammar

a. Word formation and spelling

Words in English are not always spelled as they are pronounced. Spelling in English follows some basic rules and the majority of English words (around 75%) follow these rules. You can learn the rules but there are always exceptions to the rules that need to be learned too.

The main basic spelling rules of English relate to: spelling and plural; doubling letters; dropping and adding letters; verb forms, prefixes and suffixes;

When there is a prefix, we do not normally add or take away more letters:

dis + obey → disobey	*mis + spell → misspell*
in + humane → inhumane	*over + hear → overhear*

Prefixes il-, im-, ir-

We commonly use the prefixes il-, im- or ir- when the first letter of a word is l, m, p, or r.

il- before l	*im- before m or p*	*ir- before r*
illegible	*immoral*	*irrelevant*

Spelling and plural forms

There are rules for the plurals of regular nouns and the - s forms of regular verbs. The general rule is add - s:

bring → brings	*day→days*	*ear → ears*
smile → smiles	*speak → speaks*	*town → towns*

If the ending is pronounced as 'ch' /tʃ/ or 's' /s/, we add -es /ɪz/:

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noun plurals	*verb -s forms*
bus → buses	*cross → crosses*
church → churches	*fetch → fetches*

If a word ends in an -e, we add a n -s:

base → bases	*face → faces*
judge → judges	*lose → loses*

If the word ends in a consonant plus -y, we change -y to i and add -es:

noun plurals	*verb -s forms*
baby → babies	*marry → marries*
opportunity → opportunities	*reply → replies*

We add -esto some wor ds ending in -o:

noun plurals	*noun plurals/ verb -s forms*
tomato → tomatoes	*echo → echoes*

However, some words ending in -o only require -s: videos, discos, pianos, memos, photos.

For some nouns ending in -f or -fe, we form the plural by changing the -f or -fe to -ves:

loaf → loaves	shelf → shelves
thief → thieves	wife → wives

Spelling: doubling consonants(tense)

We often double the final consonant of a word (b, d, g, l, m, n, p, r, t) when a suffix beginning with a vowel is added (-ed, -er, -est, -ing):

hop + -ed → hopped	*slim + -ing → slimming*
red + -ish → reddish	*thin + -er → thinner*
rub + -ed → rubbed	*travel+ -er → traveller*
sit + -ing → sitting	*wet + -er → wetter*

When we add a suffix to a word with more than one syllable, we double the consonant only when the word ends in a stressed syllable:

admit + -ing → admitting	prefer + -ed → preferred
forget + -ing → forgetting	transmit + -ed → transmitted
occur + -ence → occurrence	upset + -ing → upsetting

Compare, visit or enter where the spoken stress is on the first syllable:

visit → visiting	*enter → entered*

Spelling: dropping and adding letters

The final -e (Noun formation)

We often drop the final -e when a suffix beginning with a vowel is added to a word:

approve + -al → approval	*hope + -ing → hoping*
fame + -ous →famous	*invite + -ation → invitation*
hate + -ed → hated	*note + -able → notable*
argue → argument	*true → truly*
due → duly	*whole → wholly*

Changing -y to -i

When we add a suffix to a word ending in a consonant + -y, we normally change -y to i:

amplify + -er → amplifier	*fury + -ous → furious*
busy + -ness → business	*purify + -cation → purification*
day + -ly → daily	*reply + -ed → replied*

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Spelling: ie or ei?

If in doubt about ie or ei, when the sound of the vowel is as in brief /i:/, we spell it ie; but after the letter c, we spell it ei:

ie	*ei after c*
achieve	*ceiling*
belief	*conceit*
diesel	*deceive*
niece	*receipt*
relieve	*perceive*

Frequently misspelled words

1. committee 2. eminence
3. opportunity 4. patronize 5. souvenir

b. Punctuation

How well do you know your punctuation? Why is it important?

Eats, Shoots and Leaves



A panda walks into a cafe. He orders a sandwich, eats it, then draws a gun and fires two shots in the air.

"Why?" asks the confused waiter, as the panda makes towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder.

"I'm a panda." he says. "Look it up."

The waiter turns to the relevant page and finds an explanation.

"PANDA. Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves."

Punctuation

.	**Full Stop** To end a sentence
,	**Comma** To divide items in a list or to give a sentence clearer meaning
?	**Question Mark** At the end of a sentence when a question is asked
!	**Exclamation Mark** At the end of an exiting sentence to emphasise a strong feeling
;	**Semi-Colon** To link major elements of a sentence
:	**Colon** Before a list
" "	**Quotation Marks** To show the begining and end of what someone is saying
-	**Hyphen** To join words together
'	**Apostrophe** When showing ownership or to show missing letters

Task: Now that you have learnt to spell and punctuate, help this student to correct the spelling and punctuation errors he/she has made while taking down a dictated passage. Write the answers in the blanks provided. (One has been done for you.)

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kichen garten

my Dream for the fuchure happened to be fun and rewaarding i had always Wanted to grow organic vejitables in a kichen garten of my own to use it in my own daytoday diet all i had to do was to utilise the space Outside the kichen i used natural vermiculture manure made from earthworm farms to grow my own Faourite vejitables like tomtoes cucumber aubergine ladies finger bottle gaurd corriander what a rich harvest my little garten became An envious one to my neihbours

Kitchen Garden

_____ _____ _____

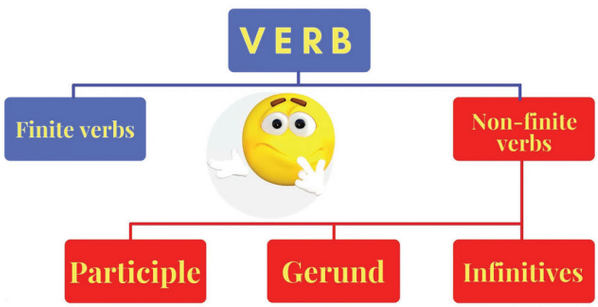
_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

c. Some more verb forms.



Verbs which have the past or the present form are called **FINITE verbs.**

- I saw a sparrow chirping on the roof.
- I see a sparrow chirping on the roof.
- I have seen a sparrow chirping on the roof.
- They had seen a sparrow chirping on the roof.

Note: Of the two verb forms see and chirping only see changes with tense. That is the finite verb.

Verbs which do not change to indicate tense number or person are called **NON-FINITE** verbs.

Let us look at the use of Non-finite forms in detail.

Non-finite verbs do not indicate the action of subject or noun, number or tense, mood or gender in the sentence. They are commonly used in the sentence as nouns, adverbs and adjectives as well as to form non-finite clauses.

Non-finite verbs are classified into three types.

They are **1. Infinitives 2. Participles 3. Gerunds**

i. Infinitives: It is considered the base form and uses the word 'to' before the verb. It functions as noun phrases or modifiers of nouns.

Eg.

1. It is our responsibility ***to save*** sparrows.
2. Water bathing is similar ***to dust*** bathing.

ii. Participle: It is formed by adding 'ing' or 'ed' to the basic verb. It is used as an adjective that modifies a noun.

Eg.

1. ***Creating*** awareness is the key to survival.
2. ***Fluttering*** their wings, the sparrows splashed in the water.

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iii.Gerund: It is verb that ends in 'ing' and is used as a noun. It can be the subject of a verb, the object of a verb or the object of a preposition.

Eg.



1. ***Perching*** on the ground the sparrows search for grains.
2. ***Nesting*** of sparrows was very low last year.

Task: Underline the non-finites (infinitive, participles and gerunds) in the given sentences and identify its type.

Eg. Cycling is a good exercise. (Gerund)

1. Latha loves to cook exotic dishes.
2. The sleeping gatekeeper caused a delay.
3. Sathish enjoys reading.
4. The teachers encouraged the students to ask questions.
5. Hearing a loud noise, we ran to the window.
6. Smoking is prohibited.
7. Raj who was seriously injured in the accident is now fighting for his life.
8. Anandi likes to go trekking during holidays .
9. Mary suggested taking notes.
10. It was difficult to complete the rough draft.

Listening and Speaking

a. Children love to listen to fables and tales. Here's a grandma telling her grandson an interesting short tale. Let's listen to it carefully.

Let's learn something about the Art of Story Telling

ZQ03H

Points to Remember

- Know your audience.
- Set the Scene.
- Be creative with chronology.
- Know your punchline.
- Be expressive and get excited.
- Tell the story like you talk.
- Make it easy to relate.
- Enjoy the process.

Task: Complete the following stories:

i) I was alone at home. It was half past nine in the night. My parents had gone out shopping. It was raining heavily. Suddenly the door bell rang, just then the power was cut. I stumbled in the darkness and …….

ii) One night as I was returning home after my music class, I looked up and saw a bright light up in the sky. It grew bigger as it moved down slowly. I became curious and followed it closely. Suddenly…….

Writing

a. Every school has an Earth Club that organises an Inter-School Science Exhibition. You are the Secretary of your school's Earth club. Draft a notice for your school noticeboard. Let's learn how to proceed with drafting notices.

NOTICE- WRITING

A Notice is a short piece of formal writing. It is usually to announce an event, give details of a meeting, arrange a tour or camp etc.

Things to remember while writing a notice.

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In case of an event...

- Mention the target group (for whom is the notice)
- Purpose
- Date, time, venue
- Last date to register
- Contact details

In case of a meeting...

- Mention target group
- Purpose
- Date, time, venue
- Agenda
- Contact details

In case of arranging a tour or camp…

- Mention target group
- Places of visit
- Date and duration
- Cost of the trip
- Last date for registration
- Contact details

FORMAT OF A NOTICE

Name of the organisation/
Institution/office issuing Notice

NOTICE

HEADING

Date of issue of Notice

CONTENT

Signature
Name
Designation

UI410

The following is a notice by the Secretary of Earth Club for the students of Classes 9 to 12, informing them about an Inter-Class Debate competition with all necessary details.

GOVERNMENT HIGHER SECONDARY SCHOOL, TRICHY.

NOTICE

INTER-CLASS DEBATE COMPETITION

12th January, 2018

This is to inform the students of Classes 9 to 12 that an Inter - Class Debate is being organised from 10a.m to 12 noon on 23rd January, 2018, in the school Auditorium. The topic is ' Organic Farming is the need of the hour.' Those who are interested should give their names to their respective class teachers on or before 20th January ,2018.

Santhoshi
Student Secretary,
GHSS Earth Club

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Quotable Quote

Faith is the bird that feels light when the dawn is still dark.

Task: Your school is holding a summer camp for training students on vermi-culture. Write a notice for the school Notice board. You are Vijay / Vijaya, the Secretary of the Earth Club of your school.

Task: You are Adirai /Aravind, the School Pupil Leader of your school. Your school is organising a Science Exhibition for students of Class XI during the December vacation. Write a notice in about 50 – 70 words giving the information about the exhibition.

b. Writing a speech



Have you heard the speeches of Rabindranath Tagore or Swami Vivekananda. Their speeches have been published for their good content, values and effective style. Writing a speech before you speak on a stage is as essential as presenting it.

- How can speeches make an impact on the listener?
- Why do we write speeches before we orate?

You may find that you are expected to speak in your school assembly, in a competition, school function or at a public gathering or social event, and being prepared to speak at these occasions requires planning and preparing the text beforehand. Here is a guideline.

Secrets of writing a speech that wins a crowd:

Guidelines



- Open with a statement that will grasp the attention of the audience. Choose your topic well.
- Focus on a message, which needs to match the occasion.
- Find the purpose; why are you giving a speech on this topic? Pick your main ideas.
- Do not try to put too many ideas into your speech. Just give one or two main ideas.
- Persuade people by quoting someone else that the audience likes and respects.
- Write as you talk. Remember that you are writing a speech not an essay.
- Use short sentences. Don't use pretentious words. Use simple or concrete words.
- Concrete details keep people interested. Get your facts together.
- You want people to believe that you know what you are talking about. Use the library or Internet to collect information.
- All good speeches require shape - an Introduction, the body and a conclusion.
- Simplify after you have written a first draft of your speech, go back and look for words you can edit or replace. Editing words can make your points clearer.

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Have you heard about "The Girl Who Silenced the World for Five Minutes."



She was an environmentalist and an excellent orator. Severn Suzuki who took the microphone at the United Nations Earth Summit in Rio de Janeiro in 1992 was just 12 years old. The following is an excerpt from her speech.

I'm only a child and I don't have all the solutions, but I want you to realise, neither do you! You don't know how to fix the holes in our ozone layer. You don't know how to bring salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back forests that once grew where there is now desert. If you don't know how to fix it, please stop breaking it!

Do not forget why you're attending these conferences, who you're doing this for — we are your own children. You are deciding what kind of world we will grow up in. Parents should be able to comfort their children by saying "everything's going to be alright", "we're doing the best we can" and "it's not the end of the world."

Task: Now it's your turn! Write a speech for the morning assembly, on endangered animals and ways to protect them.

c. Thiruthamizh, an active volunteer of NSS of your school, participates in a science exhibition. He writes his diary at the end of the day where he shares his experiences. Go through his diary entry and understand the format and the language of diary-writing.

Diary is a kind of personal document of an individual to pen down his/her emotions, thoughts or feelings on a daily basis. It can be created or designed for various needs - to write down a list, weekly plan, calendar events etc., apart from writing day wise journals.



14th Nov, (Wednesday)

10 p.m.

It was a great day, with my entire school preparing for the Earth Club activities. My friends and representatives of each class, along with NSS volunteers were all dressed prim and proper in their crisp uniforms. Tying festoons, twirling and twisting colour ribbons did turn out beyond control as it was a breezy day. Tangling and detangling the ribbons did irritate us then… but thinking of it now is hilarious! Legs were trod! Exhibits displayed serial lights and necessary connections for the animated exhibits all had to be unpacked!! Fixed - unfixed several times until the Chief Guest arrived to see the exhibits. On the whole, it was worth I all the trouble. Watching the mayhem around me, I really learnt the art of managing!

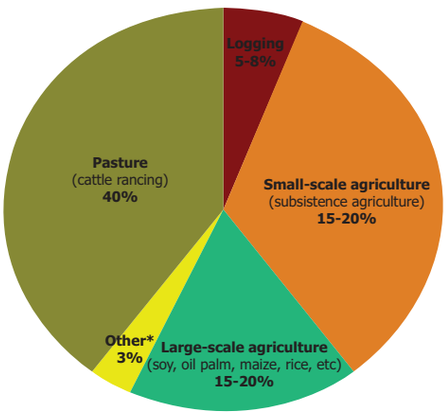
I have to thank my friends for making the day memorable

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After you go home from school, think of the day and enter it in the diary format .

d. Just as a passage gives us a lot of information, a pie-chart or bar graph will contain a lot of information. A picture paints a thousand words!

The process of presenting facts in a diagram is called encoding. Look at the pie-chart given below on the utility of tropical forests. Observe how it is decoded and understood.



*** Other Includes urbanization, dams, infrastrure, mining, non-agricultural fires**

Read the questions and answers given below.

1. What do the different sections in the pie-chart say?

The different sections referred in the pie-chart are pasture, logging, small-scale agriculture, large-scale agriculture and others.

2. What is the highest percentage of land used for?

The highest percentage of land is used for pasture.

3. What is meaning of logging?

Logging is the activity or business of felling trees and cutting and preparing the timber.

Task: Study the following posters and write your observations about the threats to animal and human life we face these days.



Project

i. Collect some pictures, slogans and stor ies about birds, its nesting habits, bird-baths and make a bird feeder.



ii. Complete the visually appealing poster in about 50 words.



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Extensive Reading

Here are a few environmentalists who have fought with determination for a Green Globe and Save nature for the future!


Wangaari Maathai
(Africa)


Rachel Carson
(U.S.A)


G. Nammalwar
(Tamil Nadu)


Saalumarada
Thimmakka
(Karnataka)


Jadev Payeng
(Assam)


Jyotsna Sitling
(West Bengal)

Gather information about these environmentalists and find out what they have done.

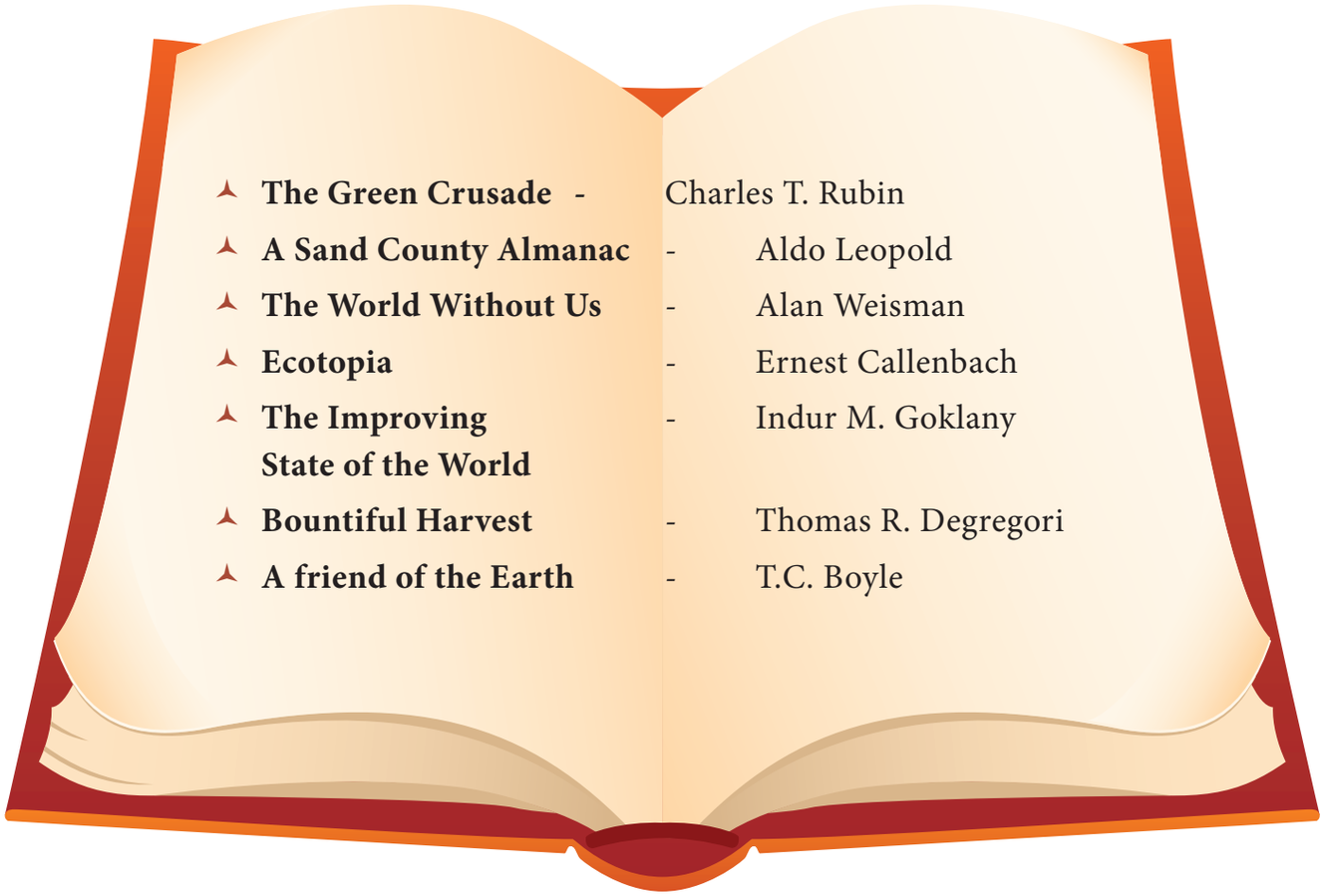
Career Corner

An environmental science degree equips you with essential skills and practical experience that could lead to a career in the environment sector or a range of other occupations such as…

- Environmental consultant
- Marine biologist
- Nature conservation officer
- Recycling officer
- Sustainability consultant
- Waste management officer
- Water quality scientist
- Environmental health practitioner
- Landscape architect
- Town planner
- Toxicologist

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Further Reading



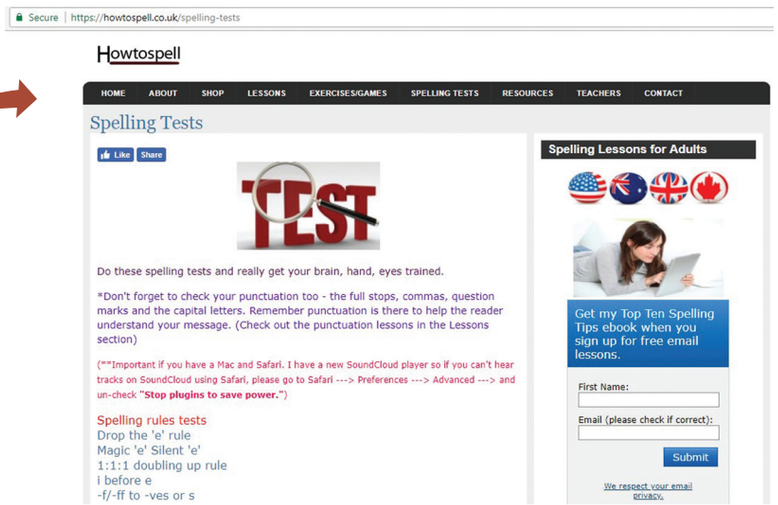
- **The Green Crusade** - Charles T. Rubin
- **A Sand County Almanac** - Aldo Leopold
- **The World Without Us** - Alan Weisman
- **Ecotopia** - Ernest Callenbach
- **The Improving State of the World** - Indur M. Goklany
- **Bountiful Harvest** - Thomas R. Degregori
- **A friend of the Earth** - T.C. Boyle

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ICT CORNER

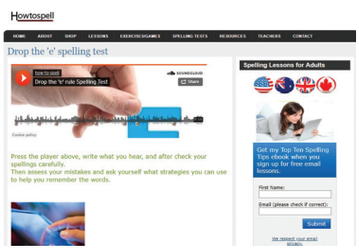
SPELLING RULES

This activity will enable the students to know the spelling rules and evaluate their proficiency in vocabulary.

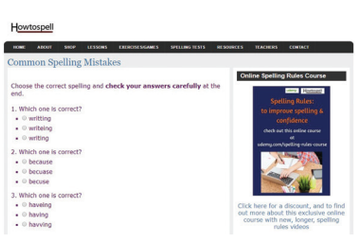


STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see **Spelling Tests** with many spelling rules tests. Click any spelling rule. Hear the audio by pressing the player and write down what you hear. Check your answers with the answers given there. Explore all the spelling rules tests.
3. Then click the **Exercises /Games** from the tab to evaluate your proficiency in spelling rules.Click any spelling rules such as 'Difficult words', 'Common spelling mistakes' etc. to view the questions.
4. Start answering the questions and check your answers.
5. Try to attempt all the exercises to strengthen the knowledge in spelling rules.







WEBSITE LINK:

Click the following link or scan the QR code to access the website.

https://howtospell.co.uk/spelling-tests

** Images are Indicatives only

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Listening Activity

Unit - 1

Vijay:
Hi Yusuf, how are you?

Yusuf:
I am fine and how about you?

Vijay:
I am fine too.

Yusuf:
Where were you? I haven't see you for some time.

Vijay:
Oh Sorry! I forgot to tell you. I was on a school excursion.

Yusuf:
Nice to hear! How was the trip?

Vijay:
Excellent! It was really awesome.

Yusuf:
Oh, I see! Where did you go?

Vijay:
We went to Vellore fort, Sathanoor dam, Tiruvannamalai and Gingee.

Yusuf:
How many days was the study tour?

Vijay:
It was a 2-day trip.

Yusuf:
Tell me something about Gingee fort.

Vijay:
It is a place of historical interest.

Yusuf:
What was the most interesting there?

Vijay:
The two mountains - Raja and Rani mountains. Enjoyed hiking on them. It was very interesting.

Yusuf:
Tell me something interesting about Sathanur dam.

Vijay:
Sathanur Dam, is one of the major dams in Tamil Nadu. It is build across the Thenpennai River, also called the Pennaiyar River that flows through the Chennakesava Hills. The dam can be reached by road. It is about 30 km from Thiruvannamalai City. It was constructed in 1958. There is also a large crocodile farm and a fish grotto. There are parks inside the dam that you can visit.

Yusuf:
Did you visit the crocodile park?

Vijay:
Yes, it was very good and surprisingly this was my first visit to the Thiruvannamalai temple.

Yusuf:
What was very interesting there?

Vijay:
The shopping, the temple and the landscape were quite interesting.

Yusuf:
Who accompanied you?

Vijay:
All my teachers and friends.

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Yusuf:
What did you think of the study tour?

Vijay:
I will never forget the trip. I learnt to adapt with others, share with others.

Yusuf:
That's great to hear.

Unit-3

Fourteen people were killed – 10 in Tamil Nadu and four in Kerala, and life was hit as torrential rain pounded the southern districts of both the states after a deep depression in the Bay of Bengal transformed into Cyclone Ockhion Thursday and became a severe cyclonic storm on Friday, moving to the Arabian Sea. The Navy rescued eight fishermen caught in choppy waters and intensified search for 30 others who ware missing. Both state governments have put the disaster management team on high alert as the severe cyclonic storm, lying 60 km south of Kanyakumari, was expected to dump more rain in south Tamil Nadu and Kerala in the next 24 hours. It was expected to move toward the Lakshadweep archipelago in the Arabian sea and hit the islands on Saturday.

Unit-4

A full thirty days after Ramzan comes Id. It is a glorious morning. Look at this morning's sun. How lovely! As if it were congratulating the world on this day of Id. The villagers are getting ready to go to the Idgah. It will be late getting back from the Idgah. A walk of three miles, meeting and greeting hundreds of people; it would be impossible to return before noon!

The boys are the happiest. Some had kept only a single fast, some not even that. Fasting is for grown-ups and old people. But the joy of the boys going to the Idgah cannot be diminished. They were counting the days, and at last the day has arrived. Now they are impatient.

Their own pockets bulge with coins, like the stomach of the pot-bellied Kubera, the Hindu God of wealth. They are forever taking the treasure out of their pockets and counting and re-counting it before putting it back. Out of this countless hoard, they will buy countless things – toys, sweets, trumpets, balls, and much more.

The happiest of all was Hamid. This boy was four or five years old, and thin and scrawny. His father had died of cholera the previous year and his mother bade farewell to the world. Hamid now lived with his grandmother Amina, slept in her protective arms and was just as happy as ever. Hamid had no shoes on his feet and the cap on his head was soiled and tattered. Nevertheless, he was happy. Poor Amina sits in her hovel and cries. Today is Id and she does not have a grain of food in the house. But what about Hamid? He is not concerned with the harsh realities of life. In his heart, there is brightness; in his mind, there is hope.

Hamid enters the hut and tells his grandmother, "You must not worry, Amma. I'll come back before anyone else. Don't be afraid of me."

Amina feels a tightening around her heart. Other children in the village are all going with their fathers. The only father Hamid has is Amina. How can she send him alone to the crowded fair? If he gets lost, who will help him? No, Amina would not let him go alone.

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Poor little soul! Three miles of walking! He has no shoes on his feet. He will get blisters. If she were to go with him, she would pick him up every now and then, but then, three paise in Hamid's pocket, five in Amina's pouch. This was all there was, it is the festival of Id.

The villagers start for the fair. Hamid is walking along with the children. Sometimes they run ahead of the others, then sit under a tree and wait impatiently for the others.

Suddenly they could see the Idgah. These villagers wash their hands and feet and line up behind the others. A hundred thousand heads bow together in prayer!

The prayers are over. Men embrace each other. Then they descend on the sweet shops and toy vendors like an army moving for an assault. Hamid stands at some distance. He has only three paise. He cannot waste one-third of his treasure on any of these.

After the toys, it is the sweets. One buys rewri, another gulabjamun, a third sohan halwa. They eat with great relish. Hamid remains aloof. The poor fellow has only three paise.

After the sweet shops, there are some hardware shops and metal shops. There is no attraction for the boys here. They all walk on ahead except Hamid who stops outside a metal shop. He sees a pile of tongs. He remembers that his grandmother does not have a pair of tongs. Each time she bakes chapathi, she burns her fingers. If he bought her a chimta, she would be very happy. And then she wouldn't burn her fingers so. Where does poor Amma have the time to visit a market? Nor does she have the money. So, she burns her fingers every day.

At once Hamid bought it. Then he put it on his shoulder like a gun, and filled with pride, joined his friends. He wondered what sarcastic remarks the boys would pass, but it didn't matter.

By eleven o'clock, there was excitement in the village; the revelers were coming home.

On hearing his voice, Amina rushed forward and picked him up and kissed him. When she spotted the tongs, she was taken aback.

"Where did you get this from?"

"I bought it."

"For how much?"

"For three paise."

Amina grew angry. What a stupid boy! It is almost noon and you have not eaten or drunk anything. "A chimta! In the entire fair could you find nothing other than a stupid chimta?"

Hamid said meekly, "You burn your fingers when you make chapatti. That is why I bought it."

The old woman's temper changed to love. She did not say anything for her love was silent and seeped in tenderness. What concern for others! What a big heart! The poor boy! How he must have suffered seeing the others buying toys and eating sweets! Even at the fair, he only thought of his old grandmother! Amina's head was too full of words.

And then a very strange thing happened, stranger than the part played by the chimta. Hamid the child was now playing the role of Hamid the old man. And the old grandmother Amina became Amina the little girl. She broke down. She spread her dupatta and beseeched Allah's blessings for her grandchild. Large tears fell from her eyes

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while Hamid comforted her. How was Hamid to understand what was going on inside her!

Unit-5

The protests carried out by the people in favour of Jallikattu are another example of how social media has forever changed the social and political discourse in India.If there is one thing to take away from the Jallikattu protests at the Marina beach, it is the power of social media and the ripples it can create in our daily lives. How did Jallikattu suddenly define Tamil identity for numerous city bred youngsters? The answer to that question is surprisingly simple – social media.

This is not the first time the city's youth have actively taken to social media for a cause. The floods in December 2015 were a clear example and so was cyclone Vardah. The trend resurfaced with the Jallikattu protests– only bigger and fiercer. We do jallikattu was one of the first hashtags to pop up. Several versions of the hashtag like support jallikattu, AmendPCA, justice for jallikattu started trending ferociously. The initially small protest gathered huge momentum on social media, drawing huge numbers to the beach.

Every development from there was widely shared using all forms of social media such as twitter, facebook, instagram, whatsapp, FM radio etc.. Images of people sleeping at the Marina beach on the first night of the protest and the image of youngsters flashing their phone lights were shared and re-shared. Celebrities tweeted their support. More posts on media made the entire city swell with a sense of community. As the clamour increased, the event drew more and more footfall, as people wanted to be a part of it to support the cause.

Unit-6

Grandma:
Dear, it's time to go to bed. Come here, it's story time.

Grandson:
Yeah Granny, I'm waiting for you. Tell me something new about our civilisations. Yesterday, you told me about the creation of earth and evolution of Man.

Grandma:
Honey, at last, all ancient civilisations ended barren.

Grandson:
Is it? Why did all ancient civilizations end barren? What happened to the trees and animals that lived here?

Grandma:
It's a long story. Long long ago, there was lots of water in rivers, ponds and lakes and lots of trees were there. The spotted deer roamed and the cheetah hunted it down as nature made it. There were snakes in the grass and insects among the plants. Man came in and the scene started to change... they killed animals, cut trees and their greed never stopped. Roads and Tracks appeared... the rains became rare...droughts increased. There were no leaves to welcome them, what little rain came the sand soaked it up... and that is why it is barren.

Grandson:
Yeah Ma!! I now understand the reality behind barren civilisations. I shall think of saving water for the future.

Grandma:
Good, dear! Good night.

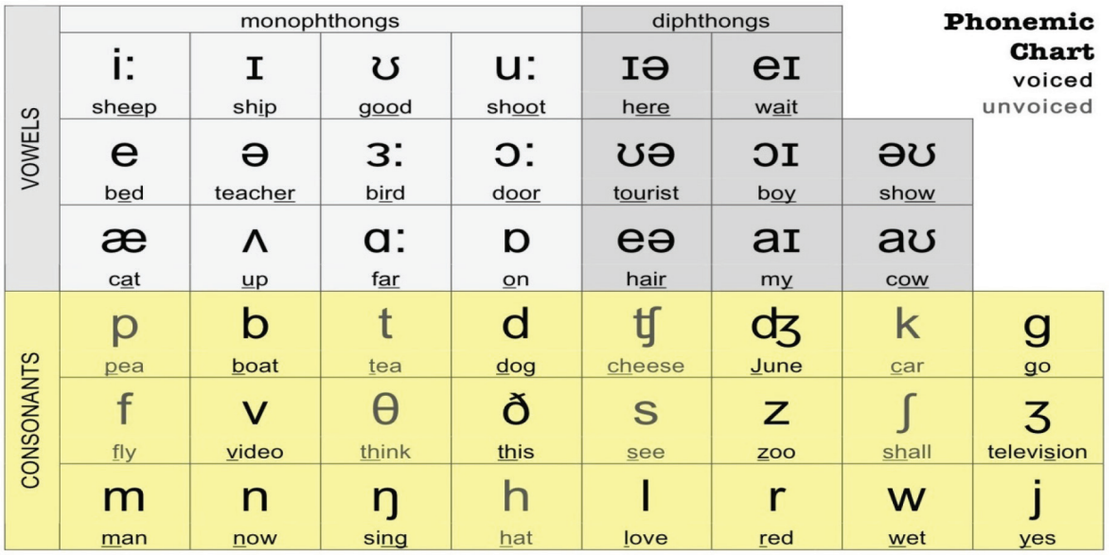
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Appendix

Table of vowels and phonetic symbols

S.No.	Vowel	Occurrence in words		
		Initial	Medial	Final
1.	/ i : /	ease	beast	tea
2.	/ i /	if	fist	carry
3.	/ e /	egg	many	does NOT occur
4.	/ æ /	act	happy	does NOT occur
5.	/ ɑ : /	arm*	farmer*	far*
6.	/ ɒ /	opt	cot	does NOT occur
7.	/ ɔ: /	order*	caught	law
8.	/ u /	does NOT occur	shook	ONLY in the weak form of "to"
9.	/ u : /	ooze	boost	blue
10.	/ ʌ /	under*	just	does NOT occur
11.	/ 3 : /	earn*	burst*	fur*
12.	/ ə /	above (first syllable)	forget (first syllable)*	driver (second syllable)*
13.	/ ei /	aid	maid	ray
14.	/ ai /	ice	aside	fry
15.	/ ɔi /	oyster*	boil	toy
16.	/ au /	owl	loud	how
17.	/ əu /	open	note	slow
18.	/ iə /	ear*	fierce*	fear*
19.	/ uə /	does NOT occur	tourist	tour*
20.	/ eə /	aerial	careful*	fair*

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Function	Expression
Greeting	Good morning/evening everybody. Ladies and gentlemen, My dear colleagues/students
Introducing the topic	My topic for today is… I am going to speak… I'd like to tell you about… I have chosen to speak on… My theme is…
Expressing happiness	I'm really delighted… I can't say how pleased I am… It gives me immense pleasure to be in your midst… I am happy to be with you.
Outlining the stages or steps	First I am going to deal with… I'd like to divide my talk… Firstly I shall, then…and lastly…
Repeating	Let me repeat… I'd like to say/stress that once again…
Clarifying	Let me make my point clear… To put it in a simpler form…

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Asking for opinion	How do you react to this…? Any comments? Could I have your suggestion? What do you think / feel about…? What's your opinion on…?
Checking that they understand	Have I made myself clear? Do you understand what I mean? Get it?
Persuading	How can I persuade you? It will be a misfortune if you cannot… I leave it to your sense…
Rephrasing	In other words… To put it in other words… What I mean is… That's to say…
Giving yourself time to think	Er. Let me see… Well, you see/you know… Well, how shall I put it… Just a minute…
Changing the subject	Oh, by the way… Incidentally… Oh, before I forget…
Avoiding giving an opinion	Well, it's difficult to say… Well, I don't know really… I'd rather not say anything… It all depends…
Introducing a story/anecdote	Here is an interesting story…
Enumeration	My first point is… In the first place… Secondly… Further… In addition…

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Summarising	Let me sum up… Let me recapitulate… We discussed the following point… To sum up the whole thing… In summary… In short…
Concluding	Let me conclude… Let me wind up… Let me end my speech…
Complimenting/Congratulating	What a nice/wonderful… I must congratulate you on… Allow me to offer my heartiest congratulations…
Thanking the audience/ organisers	I am thankful to the… for giving me the opportunity. Let me convey my thanks…
Calling attention	Excuse me May I…? I would like to share something with you.
Adding a point	Let me add to/share… While you are on the topic, let me bring your attention to… I would like to add something to what you just said. Just to add to what you said now…
Agreement, illustrating with an example	That's true. I had a similar experience once. I agree with what you say. For instance,… Absolutely! The other day…
Contradicting/Bringing up a different point	Well, I think it works differently for different people. I'm afraid that doesn't work.
Seeking a clarification	One second, help me understand…before you proceed further. Sorry to interrupt you, but I need a clarification.
Cutting the conversation short	I would love to listen to you, but unfortunately I need to go. I will catch up with you later. It was wonderful listening to you, but I need to rush now.

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Preparing and delivering a public speech can be challenging. You can find it difficult to decide what you want to say, or how to say it. To some, perhaps the very thought of speaking before an audience is frightening. With guidance and practice, anyone can write and deliver a speech successfully.

Making a short formal speech involves three stages:

- ☐ Planning
- ☐ Writing
- ☐ Delivery

Planning Stage

The content of your speech and how you deliver it will depend on three important factors:

- ☐ Occasion / Situation
- ☐ Audience
- ☐ The purpose of your speech

Writing stage

- ☐ This stage involves the following:
- ☐ Creating an outline
- ☐ Collecting the material required
- ☐ Preparing the first draft
- ☐ Editing for correctness, cohesiveness etc.

Remember the following points while delivering a speech:

Your appearance – you must be well–groomed.

Be clear and audible.

Adjust your pace of delivery – pause when necessary.

Make eye contact with members of the audience and sustain it to win the trust and confidence of your listeners.

Be natural in your gestures and posture– avoid distracting mannerisms (for e.g., keeping one's hands in one's pockets).

Some other situations when a short formal speech is made are mentioned below:

To welcome a guest at a function

To bid farewell to someone leaving an institution/organization or

To propose a vote of thanks at the close of a formal event

Phrases used when delivering a welcome address are given below.

Opening courtesies	Giving the background	Introducing the theme/ purpose
Good morning/afternoon /evening	The idea took birth a year ago…	This gathering offers us a diverse platform to…
Let me first welcome…	In the last meeting, we discussed the possibility of…	Let us take the first step towards…
I feel privileged to welcome	We were exploring the possibility of…	The initiative to… will go a long way in creating…
I would like to welcome…	There was a need felt to work together on…	Today's function marks…

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I have great pleasure in welcoming…/ It is my pleasure to welcome…	It was felt that…	This meeting/conference stands for
I take this opportunity to welcome…	Given the research and developmental trends in the area/field, it was found to be important to…	This gathering presents…
I welcome you all to…	We need to give attention to…	The occasion offers a unique platform for…
I extend a warm welcome to	The situation implores us to focus on…	This event showcases a window of opportunity to…

A few useful phrases for proposing the vote of thanks are given below.

I have the task of delivering the vote of thanks to this august gathering here.

My thanks to distinguished….

I am also grateful to…

I must also thank the other members of…

My thanks to all…

It's a great honour to have this opportunity to thank all of you.

We are deeply indebted to…

We would like to thank…

We are very grateful to you for…

In this connection, we would like to make particular mention of…

We thank you for your patience…

Thank you so much.

Presentation of a speech:

A speech must have a clear and realistic purpose. The purpose can be: to instruct, to persuade or to entertain. The content is often rather general and factual. When the speech is over, the audience should have added something more to their knowledge.

Instruct

In an instructional speech, the aim is to teach the audience knowledge and skills. After the presentation, the listener should have learnt a skill.

Persuade

A persuasive speech should aim to stimulate people to do something. After the presentation, the listener should have been inspired or motivated to do something innovative and creative.

Entertain

The aim of this type of speech is mostly to make the audience feel happy, but there may be hidden goals. For example, to reveal important truths or move ideas forward. A crucial element in this type is to add some humour. For most people it is very difficult to give a humorous presentation because the humour is not spontaneous.

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Model Letters:

Formal letters

A formal/official letter is brief and formal in style but courteous in language. There is no room for affectation of any kind. We must avoid colloquialisms and slang. However, nowadays, the use of stiff impersonal style is discarded and a less formal and involved style is preferred. An 'open punctuation' has become common nowadays, saving a lot of typing time.

The following steps are to be borne in mind in writing:

Formal letters:

1. Think before you write.
2. Plan your letter.
3. Make the first draft (focus on the matter, brief, crisp style, suitable subscription, etc.)
4. Edit the draft.
5. Present carefully–Use proper layout.

Parts of a formal letter:

Address of the sender preferably without name. Write the date below your address. Address of the person you are writing to.

Mention subject of letter:

Salutation or greeting – The following convention of addressing is followed:

When you address a person: Sir / Madam

When you address more than one person: Sirs

Body of the letter:

Subscription or Complimentary close: If you have addressed a company by its name or a person by his designation, end with "Yours faithfully".

If you have addressed a person by name end with 'Yours sincerely'.

Signature

7. Address on the envelope

Note: The modern trend is (American) to keep the alignment to the left.

Letter of Complaint

1. Read the following letter of complaint written to an electronics goods shop complaining about a faulty new television

From

M. Tamizhselvan,
174, Vinoba Nagar,
Chengalpet,
Kanchipuram District.
10 February 2018

To

The Manager,
Viman & Co.,
Anna Salai,
Chennai-02

Sir,

Sub: Faulty TV set - Reg.

I bought a 21" colour TV from you on 17.1.2018 and the bill number is 13798. I wish to point out that the remote control device is not functioning properly. The TV set is no better. There is no visual clarity. I wish you had checked these things meticulously before delivery.

I request you to send your staff member to check these items and replace them.

Thanking you,

Yours faithfully,
M. Tamizhselvan.
(9900010000)

Address on the envelope

The Manager,
Viman& Co.,
Anna Salai, Chennai-02.

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Letter of Permission

2. Write a letter to the Director of Port Trust on behalf of your school seeking permission for the students to visit the place.

From

R.Karthika (SPL),
Govt. GHSS,
Kancheepuram.
10 March 2018

To

The Director,
Port Trust,
Chennai-600 001.

Respected Sir,

Sub: Seeking permission to visit
Port Trust - reg

On behalf of Std. XII, I request you to grant us permission to visit the Port Trust. About 75 of our students will be visiting the Port Trust, on 16th Apr 2018 along with four staff members, on an educational tour.

We would appreciate, if you could arrange a guided tour. Kindly brief us about the rules and regulations to be followed during the visit and the visiting hours.

Thanking you,

Yours faithfully,
R.Karthika (SPL).

Read the following letter to the Manager - HR, TI Cycles of India Ltd., Ambattur, Chennai 600 053, seeking permission to visit the factory.

S. Nadhiya,

Student Secretary,
M.V.V. Hr. Sec. School,
R. A Puram,
Poonamalle.
June 30, 2018

The Manager – HR

TI Cycles of India Ltd.
Ambattur, Chennai 600 053

Sir,

Sub: Seeking permission to visit your
factory - reg

This year, visiting some factories to see the actual working of their plants is a part of our Science curriculum. In this connection, the members of the Science Club of our school wish to visit your factory during August 2018. Being the Secretary of this Club, I have been deputed to make all necessary arrangements.

We are a group of thirty students and two teachers. I hope you will grant us permission and encourage us.

We look forward to hearing from you soon.

Thanking you,

Yours faithfully,
S. Nadhiya,

Secretary,
Science Club.

Letter of Enquiry

3.Write a letter to the ABC Institute of Computers, enquiring about short term courses available that you can undertake during the summer vacation.

From

V. Yusuf,
49, 5th Street,
Sanjay Gandhi Nagar,
Chennai 600 081.
20 April 2018

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To

The Manager,
ABC Institute,
Nungambakkam,
Chennai-34.

Respected Sir,

Sub: Enquiring about short term courses - reg

I have just finished my class X board exams. I am looking for a short term computer course in your institute. It would be helpful, if you could send me the details of the courses, duration, timing and the fee structure.

Thanking you,

Yours faithfully,
V. Yusuf.

Letter of Apology

4. Read the letter below and notice how an apology is made.

From

B. Gokul,
Membership no.221205,
26, II Avenue,
Ashok Nagar,
Chennai-83.
5 June, 2018

To

The Head Librarian,
British Council Division,
Chennai-02.

Sir,

Sub: Seeking apology for not returning the book on time - reg

Thank you very much for your reminder regarding the book borrowed by me from your library.

I am extremely sorry for not having returned the book " Reflections," within the due date. The fact is that I lost the book along with my bag during a bus journey. Please let me know the price of the book so that I can send the amount to you. As I am in my hostel in Coimbatore, I am not able to come in person. I sincerely regret the inconvenience caused to you.

I assure you that such lapses will not occur in the future.

Regretfully yours,

B. Gokul.

Letter - Placing an order

5. Read the following letter written by C Sathish, the Cultural Secretary of a school, placing an order for prize books.

From

C. Sathish,
XI Std. 'B' section,
Govt. Higher Secondary School,
1, Rajarathinam Salai, 4th lane,
Chennai-2.1
5 August,2018

To

M/s Paari Publishers,
121, Armenien Street,
George Town,
Chennai-1.

Dear Sirs,

Sub: Ordering books - reg

Thank you for your letter of 1st August enclosing your latest catalogue.

I shall be thankful if you could send me the following books for our school, with the discount.

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1. Oxford Advanced Learners Dictionary – 2 copies
2. Thesaurus by Roget – 5 copies
3. Basic English structure by Michael Swan – 5 copies
4. Complete works of Mahakavi Bharathiyar – 5 copies

Send these books before 20th August 2018. The bill in duplicate may be sent for payment.

Thanking you,

Yours faithfully,

C. Sathish.

Letter of invitation.

From

R . Sriram,
School Pupil Leader,
XYZ Vidyashram,
K.K. Nagar,
Ramanadhapuram.
13.07.2018

To

Dr. R. Natesh Kumar,
Associate Professor,
ABC College,
Tuticorin.

Sir,

Sub: Invitation to preside over a function - reg

I am happy to invite you to be the Chief Guest at the inauguration of 'Our Literary Club' to be held at our school auditorium at 10.00 a.m. on Saturday, 22 Sep 2018.

We request you to confirm your availability on that date, so that we can proceed further.

Thanking you,

Yours sincerely,
Sriram,
SPL.

Writing a Poem

This section offers step-by-step strategies for helping students to write poetry.

Getting Started

Before the process of writing can begin, it's important to brainstorm as to what a poem is.

Some possible responses could be:

- A poem tells a story.
- A poem can rhyme, but it doesn't have to.
- A poem is suggestive in meaning.
- A poem can be about anything.

A Poets' Word Box

In poetry, more than almost any other form of writing, every word counts! The glossary given below provides definitions of some key words used to discuss elements of poetry.

Alliteration: the repetition of beginning consonant sounds (jingle, jangle, jamboree)

Assonance: the repetition of vowel sounds (same, rain, makes, pavement)

Consonance: the repetition of consonant sounds anywhere in the words (Carlos wore a bla*ck* ja*ck*et)

End rhyme: the rhyming of words at the end of two or more lines of poetry

Free Verse: poetry that does not include patterned rhyme or rhythm

Haiku: a three-line Japanese poem about

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nature; the first line has five syllables; the second, seven; and the third, five

Limerick: a funny verse in five lines; lines one, three and five rhyme, as do two and four

Metaphor: a direct comparison

Narrative: a poem that tells a story

Onomatopoeia: words whose sounds make you think of their meanings

Personification: a comparison in which something that is not human is described with human characteristics

Repetition: the repeating of a word or phrase to add rhythm

Rhythm: the pattern of accented and unaccented syllables in a line of poetry

Simile: a comparison that uses the words 'like' or 'as'

A sample poem:

Give me a Poem

Give me a poem as soft as sleep;
as dangerous as money;
as bitter as a nasty pill;
as sweet as summer honey;
and wrap it in a web of words,
as strong and fine as silk;
as free as flocks of wheeling birds;
as nourishing as milk.
If you give me a poem like that,
I'll tell you what I'll do
If you give me a poem like that,
I'll give one back to you!

- Helen H. Moore

Writing a book review

What is a Book Review?

The review is basically a statement of opinion about a piece of writing (or any other work of art, such as dance, sculpture, or music) which is substantiated with specific facts and incidents from the work itself. Its primary purpose is to let the reader know whether it would be worth their while to read the work under discussion. Though you will have to include some information about the content of the work, never forget that the object of the review is the presentation of the reviewer's opinion.

Thus the primary concern is to make the reader aware of what you think or feel about the work of art. When the work being analysed is literature, the critical essay is called literary criticism. It is this type of essay that encompasses the book review, and, hence, the primary concern of this section.

In the book review, you as the critic can concern yourself with any one or several of the following:

1. Impressions – What are your reactions to the work? Did you like it? Did it appeal to your emotions, to your intellect, or to both?
2. Analysis – How does the author accomplish his/her avowed objective? Is the style effective? Is the genre appropriate for the subject matter? How effective is his/ her diction? The character delineation? The choice of setting? Is the work too long or too short? How extensive is the author's knowledge of the subject matter?
3. Interpretation – What does the work mean? What is the author trying to tell us? Can the work be understood

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without relying on such extrinsic factors as the author's background?

4. Orientation – Where does the work fit within the history of literary development? How does it relate to other works written by the same author? to works on the same subject by other authors? to comparable works of different time periods?
5. Valuation – Does the work have some general value - some unique value? Does it appeal to any special group or to most readers? Is the appeal limited in time or is it universal?
6. Generalisation – What broad, general statements can be made about the work?

Preparing to write the review

Now that you have some understanding and awareness of what constitutes a book review and what qualifications you will need as a reviewer, you are ready for the next step – preparation for the writing. This does not mean that you sit down and jot down whatever comes to mind, making your first draft your last draft. The emphasis here is on preparation, which is getting ready to write. Good writing requires preparation, organisation, writing, revision and rewriting.

Reading the work to be reviewed Here is a checklist you can use for your reading:

1. Avoid reading blurbs, summaries, and commentaries prior to the reading of the work.
2. Read only when you are fresh and alert.
3. Read with proper lighting and with a minimum of disturbances and interruptions.
4. Give careful thought to the title of the work and its significance and implication.
5. Read the preface to familiarise yourself with the author's intent.
6. Look over the table of contents (if there is one) so that you will be aware of the book's basic organisation.
7. Know the genre to which the book belongs so that you may judge the work accordingly.
8. Get your own copy of the work, if possible, so that you can read actively. If you use somebody else's book, then keep slips of paper available for jotting down your reactions. Insert these slips within the book.
9. Read the entire book. Get a general impression and think about the work. Let it lie fallow in your mind until you see it in proper perspective.
10. Read the work again, this time for details to substantiate your initial impression or to modify that impression.
11. Be thorough and perceptive in your reading so that you can be fair to the author.

A sample book review :

Frankenstein's Cat

Review by H Aslam, age 16, Washermanpet

I really loved Frankenstein's Cat for its fascinating explanation about the often baffling subject of bioengineering and other related sister sciences. Emily Anthes explains the many sides of today's modern technology, such as gene modification,

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cloning, pharmaceutical products (from the farm), prosthesis, animal tag and tracking and gene cryogenics.

This book provides a well-rounded summary of these complicated sciences without being boring or simply factual. Her real world examples take us on a journey from the farm, to the pet store and then from the pharmacy to the frozen arc.

Have you ever wondered if the neighbourhood cat is spying on you? Read about Operation Acoustic Kitty and find out if this is feline fantasy fiction or fact. Do you think bugs are creepy? What about a zombified beetle? Is Fido so special that you want two of him? Money can buy you an almost exact copy of your pooch BUT don't expect the same personality. Emily Anthes makes you crave more information. She makes you want to know the future of Earth's flora and fauna, as well as humanity itself.

I would highly recommend this book to anyone who desires a guide to the future of biological science and technology. Frankenstein's Cat is best read by the light of a glow-in-the-dark fish, while cuddling your favourite cloned dog and drinking a glass of genetically modified milk.

https://www.mensaforkids.org/teach/lesson-plans/book-review-guide/book-review-writing-examples/

Read the following interesting novel and try writing a review.

The Magic Pitcher

by Nancy Bell

The Magic Pitcher is from Tales from the Sanskrit (1919), translated by S.M. Mitra. These fairy tales are unusually insightful by asking questions at the end of each chapter, prompting the reader to self-realization, rather than prescribed rules.

CHAPTER I

Long, long ago there lived far away in India a woodcutter called Subha Datta and his family, who were all very happy together. The father went every day to the forest near his home to get supplies of wood, which he sold to his neighbours, earning by that means quite enough to give his wife and children all that they needed. Sometimes he took his three boys with him, and now and then, as a special treat, his two little girls were allowed to trot along beside him. The boys longed to be allowed to chop wood for themselves, and their father told them that as soon as they were old enough he would give each of them a little axe of his own. The girls, he said, must be content with breaking off small twigs from the branches he cut down, for he did not wish them to chop their own fingers off. This will show you what a kind father he was, and you will be very sorry for him when you hear about his troubles.

All went well with Subha Datta for a long time. Each of the boys had his own little axe at last, and each of the girls had a little pair of scissors to cut off twigs; and very proud they all were when they brought some wood home to their mother to use in the house. One day, however, their father told them none of them could come with him, for he meant to go a very long

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way into the forest, to see if he could find better wood there than nearer home. Vainly the boys entreated him to take them with him. "Not today," he said, "you would be too tired to go all the way, and would lose yourselves coming back alone. You must help your mother today and play with your sisters." They had to be content, for although Indian children are as fond of asking questions they are very obedient to their parents and do all they are told without making any fuss about it.

Of course, they expected their father would come back the day he started for the depths of the forest, although they knew he would be late. What then was their surprise when darkness came and there was no sign of him! Again and again their mother went to the door to look for him, expecting every moment to see him coming along the beaten path which led to their door. Again and again she mistook the cry of some night-bird for his voice calling to her. She was obliged at last to go to bed with a heavy heart, fearing some wild beast had killed him and that she would never see him again.

1. What do you think had become of Subha Datta?
2. What would you have done when he did not come back?

CHAPTER II

When Subha Datta started for the forest, he fully intended to come back the same evening; but as he was busy cutting down a tree, he suddenly had a feeling that he was no longer alone. He looked up, and there, quite close to him, in a little clearing where the trees had been cut down by some other woodcutter, he saw four beautiful young girls looking like fairies in their thin summer dresses and with their long hair flowing down their backs, dancing round and round, holding each other's hands. Subha Datta was so astonished at the sight that he let his axe fall, and the noise startled the dancers, who all four stood still and stared at him.

The woodcutter could not say a word, but just gazed and gazed at them, till one of them said to him: "Who are you, and what are you doing in the very depths of the forest where we have never before seen a man?"

"I am only a poor woodcutter," he replied, "come to get some wood to sell, so as to give my wife and children something to eat and some clothes to wear."

"That is a very stupid thing to do," said one of the girls. "You can't get much money that way. If you will only stop with us we will have your wife and children looked after for you much better than you can do it yourself."

3. What would you have said if you had been the woodcutter?
4. Do you think the fairies really meant that they could do as they offered?

CHAPTER III

Subha Datta, though he certainly did love his wife and children, was so tempted at the idea of stopping in the forest with the beautiful girls that, after hesitating a little while, he said, "Yes, I will stop with you, if you are quite sure all will be well with my

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dear ones."

"You need not be afraid about that," said another of the girls. "We are fairies, you see, and we can do all sorts of wonderful things. It isn't even necessary for us to go where your dear ones are. We shall just wish them everything they want, and they will get it. And the first thing to be done is to give you some food. You must work for us in return, of course."

Subha Datta at once replied, "I will do anything you wish."

"Well, begin by sweeping away all the dead leaves from the clearing, and then we will all sit down and eat together."

Subha Datta was very glad that what he was asked to do was so easy. He began by cutting a branch from a tree, and with it he swept the floor of what was to be the dining-room. Then he looked about for the food, but he could see nothing but a great big pitcher standing in the shade of a tree, the branches of which hung over the clearing. So he said to one of the fairies, "Will you show me where the food is, and exactly where you would like me to set it out?"

At these questions all the fairies began to laugh, and the sound of their laughter was like the tinkling of a number of bells.

5. What was there to laugh at in the questions of Subha Datta?
6. What is your idea of a fairy?

CHAPTER IV

When the fairies saw how astonished Subha Datta was at the way they laughed, it made them laugh still more, and they seized each other's hands again and whirled round and round, laughing all the time.

Poor Subha Datta, who was very tired and hungry, began to get unhappy and to wish he had gone straight home after all. He stooped down to pick up his axe, and was just about to turn away with it, when the fairies stopped their mad whirl and cried to him to stop. So he waited, and one of them said:

"We don't have to bother about fetching this and fetching that. You see that big pitcher. Well, we get all our food and everything else we want out of it. We just have to wish as we put our hands in, and there it is. It's a magic pitcher—the only one there is in the whole wide world. You get the food you would like to have first, and then we'll tell you what we want."

Subha Datta could hardly believe his ears when he heard that. Down he threw his axe, and hastened to put his hand in the pitcher, wishing for the food he was used to. He loved curried rice and milk, lentils, fruit and vegetables, and very soon he had a beautiful meal spread out for himself on the ground. Then the fairies called out, one after the other, what they wanted for food, things the woodcutter had never heard of or seen, which made him quite discontented with what he had chosen for himself.

7. What would you have wished for if you had had a magic pitcher?
8. Would it be a good thing, do you think, to be able to get food without working

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for it or paying for it?

CHAPTER V

The next few days passed away like a dream, and at first Subha Datta thought he had never been so happy in his life. The fairies often went off together leaving him alone, only coming back to the clearing when they wanted something out of the pitcher. The woodcutter got all kinds of things he fancied for himself, but presently he began to wish he had his wife and children with him to share his wonderful meals. He began to miss them terribly, and he missed his work too. It was no good cutting trees down and chopping up wood when all the food was ready cooked and sometimes he thought he would slip off home when the fairies were away, but when he looked at the pitcher he could not bear the thought of leaving it.

9. What sort of man do you think Subha Datta was from what this story tells you about him?

10. What do you think was the chief cause of his becoming discontented after he had been in the service of the fairies for a few days?

CHAPTER VI

Soon Subha Datta could not sleep well for he thought of the wife and children he had deserted. Suppose they were hungry when he had plenty to eat! It even came into his head that he might steal the pitcher and take it home with him when the fairies were away. But he had not after all the courage to do this; for even when the beautiful girls were not in sight, he had a feeling that they would know if he tried to go off with the pitcher, and that they would be able to punish him in some terrible way. One night he had a dream that troubled him very much.

He saw his wife crying bitterly in the little home he used to love, holding the youngest child on her knee whilst the other children stood beside her looking at her very, very sadly. He started up from the ground on which he lay, determined to go home at once; but at a little distance away he saw the fairies dancing in the moonlight, and somehow he felt again he could not leave them and the pitcher. The next day, however, he was so miserable that the fairies noticed it, and one of them said to him: "Whatever is the matter? We don't care to keep unhappy people here. If you can't enjoy life as we do, you had better go home."

Then Subha Datta was very much frightened lest they should really send him away; so he told them about his dream and that he was afraid his dear ones were starving for want of money he used to earn for them.

"Don't worry about them," was the reply. "We will let your wife know what keeps you away. We will whisper in her ear when she is asleep, and she will be so glad to think of your happiness that she will forget her own troubles."

11. Do you think what the fairies said to the woodcutter was likely to comfort him about his wife and children?

12. If you had been in Subha Datta's place

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what would you have said to the fairies when they made this promise?

CHAPTER VII

Subha Datta was very much cheered by the sympathy of the fairies, so much so that he decided to stop with them for a little longer at least. Now and then he felt restless, but on the whole time passed pleasantly, and the pitcher was a daily delight to him.

Meanwhile his poor wife was at her wits' end to feed her dear children. If it had not been that the boys were brave, plucky little chaps, she really would have been in despair. When their father did not come back and all their efforts to find him were in vain, these boys set to work to help their mother. They could not cut down trees, but they could climb them and chop off small branches with their axes; and this they did, making up bundles of faggots and selling them to their neighbours. These neighbours were touched by the courage they showed, and not only paid them well for the wood but often gave them milk and rice and other little things to help them. In time they actually got used to being without Subha Datta, and the little girls nearly forgot all about him. Little did they dream of the change that was soon to come into their lives.

13. Was it a good or a bad thing for the boys that their father did not come back?

14. If you think it was a good thing, will you explain why? And if it was a bad thing, why you think it was?

CHAPTER VIII

A month passed peacefully away in the depths of the forest, Subha Datta waiting on the fairies and becoming every day more selfish and bent on enjoying himself. Then he had another dream, in which he saw his wife and children in the old home with plenty of food, and evidently so happy without him that he felt quite determined to go and show them he was still alive. When he woke he said to the fairies, "I will not stop with you any longer. I have had a good time here, but I am tired of this life away from my own people."

The fairies saw he was really in earnest this time, so they consented to let him go; but they were kind-hearted people and felt they ought to pay him in some way for all he had done for them. They consulted together, and then one of them told him they wished to make him a present before he went away, and they would give him whatever he asked for.

15. What do you think it was that made Subha Datta determined to go home when he found his wife and children could do without him?

16. What would you have chosen if the fairies had told you you could have anything you liked?

CHAPTER IX

Directly the woodcutter heard he could have anything he asked for, than he cried, "I will have the magic pitcher."

You can just imagine what a shock this

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was to the fairies! You know, of course, that fairies always keep their word. If they could not persuade Subha Datta to choose something else, they would have to give him their beloved, their precious pitcher and would have to seek their food for themselves. They tried all they could to persuade the woodcutter to choose something else. They took him to their own secret treasure-house, in an old, old tree with a hollow trunk, even the entrance to which no mortal had ever been allowed to see. They blindfolded him before they started, so that he could never reveal the way, and one of them led him by the hand, telling him where the steps going down from the tree began.

When at last the bandage was taken from his eyes, he found himself in a lofty hall with an opening in the roof through which the light came. Piled up on the floor were sparkling stones worth a great deal of gold and silver money, and on the walls hung beautiful robes. Subha Datta was quite dazed with all he saw, but he was only an ignorant woodcutter and did not realize the value of the jewels and clothes. So when the fairies said to him, "Choose anything you like here and let us keep our pitcher," he shook his head and said: "No! no! no! The pitcher! I will have the pitcher!" One fairy after another picked up the rubies and diamonds and other precious stones and held them in the light, that the woodcutter might see how lovely they were; and when he still only shook his head, they got down the robes and tried to make him put one of them on. "No! the pitcher! the pitcher!" he said, and at last they had to give it up. They bound his eyes again and led him back to the clearing and the pitcher.

17. Would you have been tempted to give up the pitcher when you saw the jewels and the robes?

18. What made Subha Datta so determined to have the pitcher?

CHAPTER X

Even when they were all back again in the clearing the fairies did not quite give up hope of keeping their pitcher. This time they gave other reasons why Subha Datta should not have it. "It will break very easily," they told him, "and then it will be no good to you or any one else. But if you take some of the money, you can buy anything you like with it. If you take some of the jewels you can sell them for lots of money."

"No! no! no!" cried the woodcutter. "The pitcher! the pitcher! I will have the pitcher!"

"Very well then, take, the pitcher," they sadly answered, "and never let us see your face again!"

So Subha Datta took the pitcher, carrying it very, very carefully, lest he should drop it and break it before he got home. He did not think at all of what a cruel thing it was to take it away from the fairies, and leave them either to starve or to seek food for themselves. The poor fairies watched him till he was out of sight, and then they began to weep and wring their hands. "He might at least have waited whilst we got some food out for a few days," one of them said. "He was too selfish to think of that,"

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said another. "Come, let us forget all about him and go and look for some fruit."

So they all stopped crying and went away hand in hand. Fairies do not want very much to eat. They can live on fruit and dew, and they never let anything make them sad for long at a time. They go out of this story now, but you need not be unhappy about them, because you may be very sure that they got no real harm from their generosity to Subha Datta in letting him take the pitcher.

19. Do you think the woodcutter was wrong to ask for the pitcher?

20. What would have been the best thing for Subha Datta to ask for, if he had decided to let the fairies keep their pitcher?

CHAPTER XI

You can just imagine what a surprise it was to Subha Datta's wife and children when they saw him coming along the path leading to his home. He did not bring the pitcher with him, but had hidden it in a hollow tree in the wood near his cottage, for he did not mean any one to know that he had it. He told his wife that he had lost his way in the forest, and had been afraid he would never see her or his children again, but he said nothing about the fairies. When his wife asked him how he had got food, he told her a long story about the fruits he had found, and she believed all he said, and determined to make up to him now for all she thought he had suffered. When she called the little girls to come and help her get a nice meal for their father, Subha Datta said: "Oh, don't bother about that! I've brought something back with me. I'll go and fetch it, but no one is to come with me."

Subha Datta's wife was sorely disappointed at this, because she loved her husband so much that it was a joy to her to cook for him. The children too wanted, of course, to go with their father, but he ordered them to stop where they were. He seized a big basket which was full of fuel for the fire, tumbled all the wood in it on the floor, and went off alone to the pitcher. Very soon he was back again with his basket full of all sorts of good things, the very names of which his wife and children had no idea of. "There!" he cried; "what do you think of that? Am I not a clever father to have found all that in the forest? Those are the 'fruits' I meant when I told Mother about them."

21. What would you have thought about this wonderful supply of food, if you had been one of the woodcutter's children?

22. Was it a good thing for those children to have all this food without working for it? If not, why was it not a good thing?

CHAPTER XII

Life was now, of course, completely changed for the family in the forest. Subha Datta no longer went to cut wood to be sold, and the boys also left off doing so. Every day their father fetched food for them all, and the greatest desire of each one of the family was to find out where it came from. They never could do so, for

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Subha Datta managed to make them afraid to follow him when he went forth with his basket. The secret he kept from the wife to whom he used to tell everything, soon began to spoil the happiness of the home. The children who had no longer anything to do quarrelled with each other. Their mother got sadder and sadder, and at last decided to tell Subha Datta that, unless he would let her know where the food came from, she would go away from him and take her little girls with her.

She really did mean to do this, but something soon happened to change everything again. Of course, the neighbours in the wood, who had bought the fuel from the boys and helped them by giving them fruit and rice, heard of the return of their father and of the wonderful change in their lot. Now the whole family had plenty to eat every day, though none of them knew where it all came from. Subha Datta was very fond of showing off what he could do, and sometimes asked his old friends amongst the woodcutters to come and have a meal with him. When they arrived they would find all sorts of good things spread out on the ground and different kinds of wines in beautiful bottles.

This went on for some months, Subha Datta getting prouder and prouder of all that he could do, and it seemed likely that his secret would never be discovered. Everybody tried to find out, and many followed him secretly when he set forth into the woods; but he was very clever at dodging them, hiding his treasure constantly in a new place in the dead of the night. If he had only been content with getting food out of his pitcher and drinking pure water, all would most likely have been well with him. But that was just what he could not do. Till he had his pitcher he had never drunk anything but water, but now he often took too much wine. It was this which led to the misfortune of losing his beloved pitcher. He began to boast of his cleverness, telling his friends there was nothing they wanted that he could not get for them; and one day when he had given them a very grand feast, in which were several rare kinds of food they had asked for, he drank too much wine—so much that he no longer knew what he was saying.

This was the chance his guests wanted. They began teasing him, telling him they believed he was really a wicked robber, who had stolen the food or the money to buy it. He got angry, and at last was actually silly enough to tell them all to come with him, and he would show them he was no robber. When his wife heard this, she was half pleased to think that now at last the secret would come out of where the food came from, and half afraid that something terrible would happen. The children too were greatly excited, and went with the rest of the party, who followed their father to the last hiding-place of the precious pitcher.

When, they all got very near the place, however, some idea began to come into Subha Datta's head that he was doing a very foolish thing. He stopped suddenly, turned round facing the crowd that followed him, and said he would not go a step further till they all went back to the cottage. His wife begged him to let her at least go with him,

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and the children all clamoured not to be sent back, but it was no good. Back they all had to go, the woodcutter watching till they were out of sight.

23. Would Subha Datta have been wise if he had told his wife about the pitcher?

24. Do you think it would have been a good or a bad thing for the secret to be found out?

CHAPTER XIII

When the woodcutter was quite sure that every one was gone and nobody could see where he had hidden the pitcher, he took it from the hole in which it lay and carried it carefully to his home. You can imagine how everybody rushed out to meet him when he came in sight, and crowded round him, so that there was danger of the pitcher being thrown to the ground and broken. Subha Datta however managed to get into the cottage without any accident, and then he began to take things out of the pitcher and flung them on the ground, shouting, "Am I a robber? Am I a robber? Who dared to call me a robber?" Then, getting more and more excited, he picked up the pitcher, and holding it on his shoulder began to dance wildly about.

His wife called out to him, "Oh, take care, take care! You will drop it!" But he paid no attention to her. Suddenly, however, he began to feel giddy and fell to the ground, dropping the pitcher as he did so. It was broken to pieces, and a great cry of sorrow went up from all who saw the accident. The woodcutter himself was broken-hearted, for he knew that he had done the mischief himself, and that if only he had resisted the temptation to drink the wine he would still have his treasure.

He was going to pick up the pieces to see if they could be stuck together, but to his very great surprise he could not touch them. He heard a silvery laugh, and what sounded like children clapping their hands, and he thought he also heard the words, "Our pitcher is ours again!" Could it all have been a dream? No, for there on the ground were the fruits and cakes that had been in the pitcher, and there were his wife, his children and his friends, all looking sadly and angrily at him. One by one the friends went away, leaving Subha Datta alone with his family.

25. If you had been Subha Datta's wife, what would you have done when this misfortune came to your husband?

26. What would you have done if you had been the woodcutter?

CHAPTER XIV

This is the end of the story of the Magic Pitcher, but it was the beginning of a new chapter in the lives of Subha Datta and his family. They never forgot the wonder-working pitcher, and the children were never tired of hearing the story of how their father came to get it. They often wandered about in the forest, hoping that they too would meet with some wonderful adventure, but they never saw the fairies or found a magic pitcher. By slow degrees the woodcutter returned to his old ways, but he had learnt one lesson. He never again kept a secret from his wife; because he felt sure that, if he had told her the truth about the pitcher when he first came home, she would have helped him to save

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the precious treasure.

27. What lesson can be learnt from this story?
28. Do you think it is easier for a boy or a girl to keep a secret?
29. Why is it wrong to let out a secret you have been told?
30. What do you think was the chief fault in the character of Subha Datta?

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USAGE

USAGE TRAPS

Usage refers to the customary manner in which language is spoken or written by its educated users. Usage is a mine field. Unless you are careful you are likely to be trapped.

e.g. 'The teacher was not satisfied about the performance of the boy' is wrong. It should be 'satisfied with.'

Here are some common usage errors. The correct form is given for your guidance.

able

☒ Sophia said that the library book was not able to be found.
☐ Sophia said that she was unable to find the library book. (OR)
☐ Sophia said that she was not able to find the library book.

* The subject of be able/unable is a person, not a thing.

absent

☒ Ramya is absent in class today.
☐ Ramya is absent from class today.

* We say that someone is absent from class, school, work etc., not 'in' or 'to'

alone

☒ She was very alone at first but then she made some friends.
☐ She was very lonely at first but then she made some friends.
☐ She was all alone at home.

* alone—without people around you
* lonely - feeling of being alone

homework

☒ Our teachers give us a lot of homeworks and it is difficult to finish them.
☐ Our teachers give us a lot of homework and it is difficult to finish it.

* homework is used only in singular form .

consult

☒ They decided to consult with the counsellor.
☐ They decided to consult a counsellor.

contain

☒ Both bottles were containing acetic acid.
☐ Both bottles contained acetic acid.

* 'contain' is not used in continuous tense (But we say a bottle containing acetic acid)

describe

☒ In the composition she described about her garden.
☐ In the composition she described her garden.

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* We talk or write about something, but we describe something.

enough

☒ The number of cups is not sufficient enough.

☐ The number of cups is not sufficient.

* Enough is not used after sufficient. Sufficient means enough.

enter

☒ As soon as he entered into the room, we all stood up.

☐ As soon as he entered the room, we all stood up.

* We enter a room, building or area, not enter into.

We say, 'He entered into a contract with X.'

equipment

☒ Our laboratory has a full range of equipments.

☐ Our laboratory has a full range of equipment.

* Equipment is an uncountable noun and does not have a plural form.

feel

☒ Some of us are feeling that we are given too much homework.

☐ Some of us feel that we are given too much homework.

When 'feel' means 'to think' or 'consider' it is not used in continuous tense.

forbid

☒ My mother had forbidden me from eating ice cream.

☐ My mother forbid me to eat ice cream.

* We forbid someone to do something. (Not from doing something).

got

☒ I got two brothers.

☐ I have two brothers (British English).

☐ I have got two brothers.

know

☒ We have been knowing each other since we were children.

☐ We have known each other since we were children.

* Know is not used in continuous tense. e.g. you must be knowing.×

late

☒ I was in a hurry because I didn't want to be late to school.

☐ I was in a hurry because I didn't want to be late for school.

* A person is / arrives late for school, work etc.

lighted

☒ Our neighbourhood is beautifully lighted for Diwali.

☐ Our neighbourhood is beautifully lit for Diwali.

* The adjective 'lighted' is normally used in attributive position. e.g. a lighted candle.

live

☒ My brother is living at Adyar.

☐ My brother lives at Adyar.

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night

☒ It was very late in the night and the streets were empty.

☐ It was very late at night and the streets were empty.

* We say 'in the daytime', 'in the morning', 'in the evening' but 'at night'.

offspring

☒ The parents named their offsprings after famous kings and queens.

☐ The parents named their offspring after famous kings and queens.

* The plural form of offspring is offspring.

opinion

☒ According to my opinion this cake is the best of all.

☐ In my opinion this cake is the best of all.

phone

☒ I have to phone to my parents to tell them I shall be late.

☐ I have to phone my parents to tell them I shall be late.

reply

☒ Please reply my letter.

☐ Please reply to my letter.

* We answer a letter but reply to a letter.

return

☒ We returned back home at four o'clock.

☐ We returned home at four o' clock.

*Return and reply contain the meaning back.

request

☒ I am writing to request you for a loan.

☐ I am writing to request you a loan.

*We request something (without for) We say, 'I am writing to ask you for a loan.'

seek

☒ I am still seeking a solution to my problem.

☐ I still seek a solution to my problem.

* I look for / search for something but I seek something. (Seek means 'search for').

sport

☒ Shyam is very good at sports.

☐ Shyam is very good at sport.

*Sport does not have a plural form.

Walk

☒ The best way to see the village is by walk.

☐ The best way to see the village is by foot.

☐ The best way to see the village is on foot.

* We go by car / bus / train /plant; but on foot.

what

☒ I asked him what did he want.

☐ I asked him what he wanted.

☒ I don't know what am I going to do.

☐ don't know what I am going to do.

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what/which

☒ We cannot decide what trees to plant.

☐ We cannot decide which trees to plant.

* We use 'which', when the number of possibilities or alternative is restricted; we use 'what', when there is no restriction. e.g. What family would ever choose to live in a house like that?

when

☒ Please tell me when can I come and see you.

☐ Please tell me when I can come and see you.

where

☒ Can you tell me where is the gymnasium.

☐ Can you tell me where the gymnasium is?

yesterday

☒ My sister rang me up yesterday night.

☐ My sister rang me up last night.

* We say yesterday morning/afternoon/evening.

Wrong Sentence	Right Sentence
Many people behaves rudely now a days.	Many people behave rudely now-a-days.
Money make many things.	Money makes many things.
Each of the cycles are damaged.	Each of the cycles is damaged.
Cycles is damaged.	Cycles are damaged.
The furniture were displayed at the showroom.	The furniture was displayed at the showroom.
Neither the secretary nor the manager were available.	Neither the secretary nor the manager was available.
I hearing a strange noise.	I hear a strange noise.
Vikas is having a large family.	Vikas has a large family.
Have any one seen my purse?	Has any one seen my purse?
I have seen the film last week.	I saw the film last week.
She is sleeping for five hours.	She has been sleeping for five hours.
I would accept the offer, if I was you.	I would accept the offer, if I were you.
The police has made several arrests.	The police have made several arrests.
No news are good news.	No news is good news.
We should helped the poor.	We should help the poor.
Manoj is tallest boy in the class	Manoj is the tallest boy in the class.
My uncle is richest man in the village.	My uncle is the richest man in the village.
Nithya is taller to Nivi.	Nithya is taller than Nivi.
Sam is a honest man.	Sam is an honest man.
A American lives near my house.	An American lives near my house.
He joined an European University.	He joined a European University.
The dog fell along the river.	The dog fell into the river.

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I prefer coffee than tea.	I prefer coffee to tea.
He told to me a story.	He told me a story.
He is suffering with typhoid.	He is suffering from typhoid.
I place great trust on you.	I place great trust in you.
I believe on God.	I believe in God.

Though he is rich but he is unhappy.	Though he is rich, he is unhappy / He is rich but he is unhappy.
Looking through the window and he saw the stranger.	Looking through the window, he saw the stranger.
If I were a bird I would have escaped.	If I were a bird, I would escape.

If you had worked hard, you would pass.	If you had worked hard, you would have passed.
We did not reject the proposal, nor we accepted it.	We neither rejected nor accepted the proposal.
Instead of the rain the match continued.	In spite of the rain the match continued.

Have you been in London?	Have you been to London?
What is the total sum?	How much does it come to?
Last night, I dreamt with you.	Last night, I dreamt about you.

Maya stopped to work at 5p.m.
Maya stopped working at 5p.m.

She got on the car and drove away.
She got in the car and drove away.

We regret informing you that…
We regret to inform you that…

I don't use a watch. I don't wear a watch.

Sindhu helped me carrying the box.
Sindhu helped me carry the box.

It depends of the time. It depends on the time.

Leave me in peace!
Leave me alone!

He spoke in by behalf.
He spoke on by behalf.

I like more July than May. I like July more than May.

PROBLEM PAIRS:

In English there are a few pairs of words that pose considerable challenge to the students because of their similarity in form and function. A list of such confusing pairs is given below with their use in sentences.

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1. Adapt-to adjust according to surroundings.

A plant adapts itself to its environment.

Adopt -to choose; to accept a child as one's own

He had adopted a new method for solving sums.

He had adopted his brother's daughter.

2. Affect - to cause influence; to produce a change (verb).

The regular use of drugs affects health.

Effect - influence; result (noun)

There is no effect of your advice on him.

3. Accept - to receive, not to decline (verb).

He is bound to accept my offer this time.

Except - leaving out (preposition)

All were present for the meeting except the Joint Secretary.

4. Assent - acceptance

The President of India has given his assent to the new legislation.

Ascent-rising side of a slope; rising up

The ascent to China Peak in Nainital is difficult.

5. Artist- one devoted to fine arts, especially painting

Tagore was a great artist, besides being a great poet.

Artiste - one devoted to dance, drama and singing

To become a good artiste calls for devotion and concentration.

6. Alternate - happening by turns; every second day, leaving one day in between

We play hockey on alternate days.

Alternative - one of the two choices or options

There was no alternative left to me but to sell my watch.

7. Altogether - completely

All his suggestions were rejected altogether.

All together - all things taken together

We found our friends sitting all together.

8. Appraise - to assess correctly

A research work in literature is meant to appraise an author.

Apprise - to inform; to make one know

The Prime Minister was apprised of the new developments by the Army Chief.

9. Altar - place of worship

A devotee of Lord Rama offered flowers at the altar.

Alter - to change

The present education system does not seek to alter what is outdated in it.

10. Bridle - reins of a horse; to control

Put the saddle and the bridle on the horse.

Bridal - pertaining to a bride

The girl was decked in bridal finery.

11. Break - lo divide into two or more pieces by force

The vase will break if you drop it down.

Brake - a device to reduce the speed of vehicles

One should not apply brakes suddenly, otherwise one will fall.

12. Bare - uncovered; naked

The little children were lying on the bare floor.

Bear-to carry; to endure

Who can bear such intense heat?

13. Canvas - a thick and coarse cloth

The school boys wear canvas shoes for

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physical training.

Canvass - to seek votes

The candidates these days have to do nothing but canvass for their elections.

14. Calendar- a table of dates

I receive a new calendar every year.

Calender - a machine in which cloth or paper is pressed by rollers

The cloth was put through the calender to make it smooth and glazed.

15. Compliment - respects, appreciation

We sent our compliments to our friends on New year's eve.

Complement - that which completes a thing

Man and woman complement each other.

16. Continuous - to go on without interruptions

He made continuous efforts to succeed in the competition.

Continual - unceasing.

It has been raining in a continual manner since morning.

17. Council - assembly

The staff council decides general questions.

Counsel - advice, advocate.

We never give wrong counsel to anyone.

18. Conscious - the state of being aware

One should be conscious of one's duties.

Conscience-soul which guides what is right and wrong.

A good man is always a person with a conscience.

19. Current - a stream of water or air, prevailing situation

We cannot swim against the current.

The current situation is quite alarming.

Currant- a kind of dry fruit

Those who suffer from constipation must take currants daily.

20. Confident - certain; to have confidence (adjective)

I am confident of my achievement.

Confidant- a person who becomes trustworthy (noun)

The private assistant of a minister is his confidant.

21. Cite- to quote

Cite examples to justify your statement.

Site - location of buildings

The site of Express Avenue complex is known to all of us.

22. Cereal - coarse grains

Barley is a cereal.

Serial – in a series

Your receipt has no serial number.

23. Diseased-affected by a disease

His diseased arm hung limp.

Deceased-dead

The deceased left his will in favour of his children.

24. Desert - barren land; to leave or abandon;

The Sahara is the biggest desert in the world.

His friend deserted him.

Dessert - A dish of fruits and sweets, served at the end of a meal

The dessert at the end of the meal was a piece of cake.

25. Dairy - milk industry or factory

Dairy products are getting popular these days.

Diary - a pocket book of daily records

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I get a new diary every year from my office.

26. Foul - dirty, nasty

Do not use foul words.

Fowl- a species of birds

Domestic and wild fowl are generally abundant.

27. Human- belonging to man

The human race evolved over centuries.

Humane - kind, benevolent

Even animals are treated in a humane manner by the noble hearted.

28. Imaginary- false, unreal

Characters in a novel are not real but imaginary.

Imaginative- based on imagination.

One should be imaginative and creative to write poetry.

29. Legal- pertaining to law

Many legal proceedings are pending in the Indian Courts for want of presiding officers.

Lawful- sanctioned by law.

My claim to a house in the campus is lawful by virtue of my seniority.

30. Loose-not tight (adjective)

There is no sense in loose talk.

Lose- to miss (verb)

I may lose a book but not a friend.

31. Metal-an element

Electric current passes through metal.

Mettle - courage

The brave are those who show their mettle.

32. Momentous - important

Momentous issues are settled after great efforts.

Momentary - short-lived

Man runs after momentary pleasures in modern times.

33. Negligent - careless

He is negligent of his duties and obligation.

Negligible - so unimportant as to be neglected.

Your help to me is negligible.

34. Notorious - bad name

He was a notorious dacoit.

Notable - worthy of note.

Nehru was notable for his personal courage.

35. Principal - main, head

The principal aim of people today is to earn money.

Principle-doctrine

A good man changes himself but not his principle.

36. Personal- belonging to one's own self

Personal needs are considered greater than social ones these days.

Personnel-employees

Government personnel have been given higher scales of pay.

37. Preposition – a part of speech to denote relation between two nouns

Prepositions are used before nouns and pronouns.

Proposition-proposal

He made an interesting proposition.

38. Precede-to forego, to go before

Character must precede wealth in human life.

Proceed-to go on

We don't wait for anyone; we proceed to work all alone.

□□□□□

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Learning Outcomes

Listening & Speaking

- Listen to talks / announcements and extract points.
- Take notes.
- Participate interactively in pairs / groups in whole class discussions.
- Frame appropritate questions while seeking information.
- Participate in formal and informal discourse.

Reading

- Students will be able to…
- Use strategies of skimming and scanning.
- Interpret and extract information.
- Record/store information for easy retrieval.

Writing

- Organize content in a logical paragraph / longer pieces of writing based on given verbal / visual or graphic input.
- Write accurately and coherently.
- Fill up forms, draft notices and write messages.
- Write a report / article / speech / debate / email.
- Draft informal / formal letters.

Grammar

- Write with accuracy.
- Integrate a range of structures for clarity and effective communication of ideas.
- Edit passages.
- Use punctuation marks correctly.

Communicative English – Class XI
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