

# **TEACHING / TRAINING MODULE ENGLISH**

**CLASS-XI & XII**

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GOVERNMENT OF ODISHA  
BHUBANESWAR**

**September 2018**



# FOREWORD

The ST and SC Development Department, Government of Odisha, has initiated an innovative effort by setting up an **Academic Performance Monitoring Cell (APMC)** in Scheduled Castes and Scheduled Tribes Research and Training Institute (SCSTRTI) to monitor the Training and Capacity Building of teachers of SSD Higher Secondary Schools and Ekalabya Model Residential Schools (EMRS) under the administrative control of the ST & SC Development Department. This innovative program is intended to ensure quality education in the Higher Secondary Level of the schools of the ST & SC Development Department.

The modules and lesson plans are prepared for the '+2 Science and Commerce stream' in all the subjects such as Physics, Chemistry, Botany, Zoology, Mathematics, Information Technology, Odia, English and Commerce for both the years in line with the syllabus of Council of Higher Secondary Education (CHSE).

These modules/lesson plans are self contained. The subject experts who are the best in their respective subjects in the State have been roped in for the exercise. They have given their precious time to make the module as activity based as possible.

I hope, this material will be extremely useful for the subject teachers in effective class room transactions and will be helpful in improving the quality education at the Higher Secondary Level. I also take this opportunity to thank all the subject experts of different subjects for rendering help and assistance to prepare the modules/lesson notes and lesson plans within a record time.



**Prof. (Dr.) A.B.Ota**  
Director and Special Secretary,  
SCSTRTI



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## INTRODUCTION

### **Language vs. Literature**

Both are very closely related. If language is a tree, flowers and fruits are literature. Without language (tree), there cannot be literature (flowers and fruits). But without literature, language is incomplete and language will have problems in propagating itself. Language extends and propagates itself through its literature. Language can exist without literature as in case of some languages (tribal languages, for example) which exist in spoken form without having written literature. But literature cannot exist without language. And the best way of learning a language is through literature. One needs to develop basic language skills such as listening, speaking, reading and writing to create literature or even read and enjoy literature.

### **Teaching Language vs. Teaching Literature:**

Teaching language involves developing mainly four major language skills- listening, speaking, reading and writing. This is usually done at the school level. This serves as a basis or foundation for teaching literature which is usually done at higher level, in college. Teaching literature involves developing literary skills- history and forms of literature, appreciating poems, identifying figures of speech, use of images, plot structure, character sketches, and linking writers to their writing and age of writing. No doubt while developing these literary skills, the language skills of the learners get refined, particularly their reading and writing skills. But the teacher of literature never focuses on developing learners' basic language skills which he/she takes for granted. Similarly the teachers of language while focusing on developing basic language skills also develop in the learners some literary skills. First, learning language is not possible without literature as language is taught through literature-stories, poems, essays etc. Second, even while teaching language, developing language skills, literary skills can also be developed, although developing language skills dominates. This ideal and complementary role of the teacher of language and teacher of literature gets disturbed if, for some reasons, learners fail to develop language skills at the lower level and come to colleges and universities to study literature which is currently the case in teaching /learning of English in our country. Is it possible to teach English literature to students who have not developed Basic English language skills? Should the teacher of English literature confine themselves to teaching literature closing their eyes to low-level English language skills of their students? Or should they combine teaching of literature and language? If so, how? Should the students aspiring to study English literature with poor English language skills be given a remedial or bridge course to update their English language skills before studying English literature? After doing their B.A (Hons.) or M.A in English literature what are they going to do? Are most of them going to be English teachers at the school level or +2 level? If so, why do they do a degree in English literature and not in ELT

(English Language Teaching) ? Suppose they want to be teachers of English and do their degree in ELT, are such courses available in our colleges and universities? Are there ELT experts to run the courses? In order to improve teaching /learning of English in our country /state, we have to address to these questions. As we have not done so for long, our students do courses in English literature and get their made-easy degrees without having Basic English language skills and neither it learn English language nor English literature. As such made-easy degree holders in English literature now teach English in schools and colleges and even in mushrooming Engineering and Management colleges, the state of teaching / learning of English in our country/state has deteriorated fast forming a vicious circle – the poor teachers of English produce poor learners of English and these poor learners of English getting their made-easy degrees, become teachers of English and produce still poorer learners of English.

### **Emergence of ELT as a discipline**

Emergence of English as a world language necessitated spread of English to different countries and needs for English in different jobs, professions and contexts which in turn, generated the need for teaching / learning of English to non-native speakers of English all over the world. Development in the field of language pedagogy, applied linguistics, sociolinguistics and stylistics coupled with the need for learning English helped develop ELT as a discipline more than a hundred years ago. With the help from British Council and other similar agencies, specialized institutions of ELT were established all over the world. In course of time ELT branched off to other sister disciplines like EST (English for Science and Technology) and ESP (English for Specific Purpose) . Different disciplines and subjects of studies have different needs of English. A pilot's English language and skills, for example, are different from that of a tourist guide or a salesman. Studying English literature will be of little use for them. Thus ESP has become a very very important branch of ELT. In many of the western developed countries even teaching literature has become a part of ESP – English for teaching literature. But in India the situation is very very different. Here English literature rules. Irrespective of different English language needs of different professions and fields of study, everyone has to study literature. ELT inputs by the UGC in colleges and universities through the introduction of functional and communicative English language courses and ELT cells have failed. Both ELT and English literature specialists are responsible for this. Most of the ELT experts, to start with, have and M.A in English literature and in spite of their ELT degrees later, they stay literature man, in spirit. Even specialized ELT institutes both at the central and state level have either been closed down or exist only in name sake. And the department of English in both central and state institutes like IIT, NCERT, NISER, SCERT, ELTI, Advanced Centre of Education, Engineering and Management Colleges are run by men of literature or pseudo ELT experts.

## **Material Preparation in English**

Material preparation and methods of teaching English are very important fields in ELT. Materials preparation has become a specialist's job these days. Materials and textbooks in English are mainly of two kinds- course books and anthologies. Course books are text books mostly written by the textbook writers , often using authentic( real life) materials keeping in mind the learners, their English language level , age , culture ,language needs etc. In our country we have course books for the beginners (Primers) but in western countries they have course books for higher classes with authentic materials taken from newspapers and journals which suit the level of interest of the learners, for example, writing on places of tourist interest or news items from newspapers. Anthologies are collections of writings (Prose, Poems etc) by established writers with notes, glossing, comprehension questions and language activities based on these writings prepared by the textbooks writers and editors. In our country, textbooks are mostly anthologies probably because course books are difficult to write. But preparing an anthology is equally difficult if one wants to do a good job as the writings selected are not written keeping in mind the learners. The editors have to carefully select the original writings and, where necessary, adapt the material to suit to the needs of the learners, prepare notes and glossing and language activities based on the text selected. In our context, we think anthologies are easy to prepare because these are carefully done. Another difference between the preparation of textbook in English between the western and our country is that while in western countries in most cases the textbooks are prepared by individuals or by publishers, in our country it is mostly prepared by a board of writers specially appointed by the government. More heads, we think, are better than one head but in reality everybody's business either becomes nobody's business or one of the board member plays a dominant role thereby a group of writers' job becoming in reality one man's affair. In most cases, in our context, the anthologies are very carefully prepared and fail to help learners learn English.

## **Literature vs. ELT Approaches to Preparation of Anthologies**

There are marked differences between the literature and ELT approaches to textbook preparation and the differences are mainly due to the fact that while the ELT persons have the expertise and training in the textbook preparation, the literature persons lack expertise and training. Some of the problems of anthologies based literature approach are as follows.

- (i) Selection of old pieces of writing.  
If poems, for example, are selected these are either by old British or American poets. As a result, we find the same poems, for example, "Daffodils", selected again and again over the years both at the school and college levels.
- (ii) Difficult text with little or no adaptation.  
Usually most of the editors who edit anthologies for school students are teachers at the college or university. They have a little or no knowledge of the level of the

- learners in school. They do not also know how to adapt a text, for example, a prose piece. (Poems cannot be adapted). While adapting a prose piece, some difficult paragraphs can be omitted to remove the difficulty and reduce the length. But this is not known to them.
- (iii) No grading  
They do not know how to grade the text they select from simple to difficult.
  - (iv) No methods of teaching in mind  
While preparing the anthologies, they have no idea of the methods the classroom teacher is going to use to teach the texts. But the method they have in mind is, probably the lecture and explanation method they usually use in the classes, which are based on a teacher-centre approach. This is why they usually do not give paragraphs / stanza number in the text they select.
  - (v) Poor glossing and notes  
Text books prepared on this approach suffer from poor glossing and notes. Often the editors prefer to provide notes on the writers and the age to which they belonged, that too in difficult language, even difficult for the teachers to comprehend.
  - (vi) Poor and insufficient language exercise  
As these editors have little knowledge of language teaching, they fail to provide suitable and interesting language activities. The language activities are to naturally spring from the text and should be learner-friendly. The exercises they provide are difficult often having little or no connection with the text.
  - (vii) No introduction to the anthology and instructions for teachers and students.  
As the anthologies are prepared mechanically and carelessly for the points provided above, they never write an introduction to the anthology except a very brief , one page , 'preface' to the book. Only persons those who are seriously involved and have the expertise can write an appropriate introduction. But they are neither involved nor have the expertise. The ELT approach tries to remedy all these problems if adapted by real ELT experts, not by pseudo ones.

Such inappropriate carelessly prepared anthologies are being used in our state for years together and the results are disastrous. This has given rise to the make-it difficult and then make-it easy syndrome in our education. The persons involved in teaching/learning are of two kinds. First kind, the syllabus designers, the textbooks writers and the question setters make things difficult and the second kind – the teachers, bazaar note writers, tutors, teaching shop owners and the grace mark givers make these difficult things easy. One group helps the other and none of the group helps the learners. Our education has been turned to a Sisiphus like, boring, mindless, repetitive, unproductive activity.

### **History of CHSE English textbook writing**

The ELT approach to teaching English and textbook writing has come to our state since 1960 onward through very superficially. Till 2000, the CHSE English textbooks were prepared based on literature approach. From 2000 a new set of English textbooks titled Invitation to English (Four Books) prepared mainly by ELT experts based on ELT approaches were in use. This is, no doubt, a welcome change. The new materials removed some of the major problems of the text books based on literature approach. The selection and adaptation of the texts are more or less good, so also the glossing and activities. A new book (Invitation to English 3 ) on writing is a welcome change as there was long need for such a book. There is a very long and detailed introduction (28 pages) to the book which serves as general introduction to the series. Notes on testing/examination were provided with a model question paper. These are very welcome changes. But the series have some serious flaws as well. The most serious flaw was to prepare one set of text book for all learners- the Science, Commerce and Arts which was not before. The levels of competencies in English for three disciplines of learners are very wide and different. One set of books will not serve the purpose. 'To serve and please all is to serve none' rule comes to operate. If, these ELT Experts would have been real ELT experts, not pseudo ones with ELT degrees, with knowledge of our context, they should have followed the principle of ESP and prepared three sets of English textbooks for these three kinds of learners. May be the interest was selfish, just one set easy for both the editors and the Government. The other flaw is placing the glossing at the beginning of the lesson which was against ELT principle and commonsense. They also took resort to free adaption of some texts, 'Small is beautiful' for instance. If the text is difficult, reject it select one that suits. A separate book on Grammar was not necessary. When some experts in the team objected to all these, they were sidelined. In spite of these problems the book is an excellent ELT approach based book and would have helped learner improve their English language skills. But it failed to do so as teachers not used to ELT, learner-centre approach, used their old age-old method of teaching English – lecture and explanation of the text (reading aloud followed by explanation in English or mother tongue of the learners). The use of the books should have been preceded by Vigorous orientation of the English teachers on how to handle these books.

Cosmetic changes to these textbooks were made after about ten years of use. The grammar and writing books were made simple and some texts were replaced by a different group of writers.

Finally, a new textbook (Book-1) with the old name was published in 2012 and is currently in use. This book with all outward appearance of ELT including the old name has, in fact, gone back to the old literature approach or even the worse.

Superficially the editor's use some ELT terms like, 'pre-reading', 'language activities', 'tail piece' etc. without properly understanding them. 'Comprehension Questions' is replaced by 'Think it out'. The language activities are very less and inappropriate placed under one head 'Doing with the Words'. Do language activities mean only activities on vocabulary? What about the activities on listening, speaking, reading, writing, note-making and grammar? Out of ten poems selected six are very old poems by British and American poets which have been repeatedly used in our English textbooks for long. The topics on science are difficult and on highly specialized areas. There is a topic 'The Cancer Fight.....', which is taken from the biography of Komaki but Komaki is mentioned as the writer of the text. Some photographs, many of them not necessary, taken from net are placed under superficially ludicrous title 'Behold the Stars' which is simply childish. What was, for example, the need for placing the photograph of Komaki's husband at the end of the lesson on her? Is it because the photograph is available on net and the editors want to show off their knowledge? The texts are also not graded properly.

#### **About this Workbook on the New Textbook (Invitation to English Book-1)**

We are asked to prepare a Workbook on this new textbook by the SCSTRTI Department of Tribal Welfare, Government of Odisha. As it is a workbook, we have serious limitation in overcoming/remedying many of the problems of the textbook. We cannot change or even adapt the texts or change the order of the texts. Besides, we have very limited time at our disposal (about forty days). In spite of these limitations we tried to remedy many of the flaws stated earlier of the literature approach, the problem created by ELT based series (2000) and the current book in use. We have provided an introduction which was missing in the textbook. We have visualized the methods to be used to handle the textbook and the workbook. We too have provided interesting language activities (listening, speaking, reading, writing, vocabulary and grammar) and made use of writing and grammar activities from Book-3 and Book-4 to make teaching of writing and grammar text-based and functional. We have made the difficult texts comprehensible by providing learner friendly comprehension questions and interesting comprehension activities. Keeping in view the current low-proficiency of learners of English, we have added a warm-up section which will serve as steps to the textbook. The workbook, unlike the textbook is based on a learner-centre approach.

#### **For Teachers:**

In teaching/learning your role is very crucial. One of the greatest obstacles to learning is the teacher-centre approach/ method. We use – reading aloud a passage and then explaining the meaning. We have to give up this and use learner-centre approach where the learners actively participate in the learning. The argument we give in favour of our method is that the

learners are very weak in English and they cannot understand a text unless we explain. This is not true. Every young learner is basically intelligent. See the way they use the mobile and other technical gadgets. When we fail to do so, we often need their help. Why not in learning English? Please read what we have written in lesson-2 of the warm-up section on how to write and read a paragraph. We, therefore, have to give up our old attitude to today's learners. We are to them old men to mobiles. The learner have immense possibilities and we make use of only a few.

We teachers, to teach the four Invitations to English books, have to work as a team because these textbooks are inter related specially the language activities in Book-1 and the Book on Writing and Grammar (Book-3&4). You may be entrusted with teaching one of these books but we have to read all these books before teaching any of them. To teach this Workbook you have to read in detail the introduction part (general for teachers and for learners), read all the texts and go through the language activities provided before using the book. It will be still better if you can do the tasks yourself before asking your students to do these tasks.

The workbook has made your job very easy and once you teach a text the way suggested there will be a sea-change in you as a successful teacher and you and your learners will enjoy teaching/learning of English. The book has two parts-warm-up and the book. The warm-up part aims at removing the learners fear for English and the inertia, to learn on their own. Please do not take this as an unnecessary part, not related to examination and going through this a sheer waste of time. Go through the section and convince your learners about the usefulness of this part. It will not only help the learners get rid of their fear for English but also help them improve their self confidence with regard to learning English.

### **The use of the lessons in classroom follows a similar pattern.**

Introduction: You have only to read aloud the part as if you are talking to your students. The objective is to motivate the students to read the text.

Silent reading of a part followed by comprehension questions: Here you might have problems with silent reading by students. You are likely to think if they read silently, how do I know they are reading? You can verify this by observing them and from the way they respond to your questions. The main pleasure in reading is getting a mental picture of the context we read- a picture of a house, a river or a person. This will never come to one if s/he reads a text aloud. Some students may have the problems in reading, but carry on with patience, slowly they will learn. While asking questions, follow the rules given:

- i. Ask right questions to right persons.
- ii. Distribute questions all over the class.
- iii. Ask questions to the whole class, then identify from whom you want the answer.
- iv. Never answer questions yourself. Provide clues to help your students to answer the questions.
- v. Encourage your students to ask you questions.
- vi. Never answer your students' questions. Ask other students to answer.
- vii. If you fail to get the answer from one or some of your students, bounce back the questions to the whole class.
- viii. Allow your students to answer in words / phrases. Don't force them always to answer in full sentences.
- ix. Allow them to answer in chorus at times so that the shy one can join others and develop courage to answer individually later.
- x. Allow your students to consult the text while answering the questions.
- xi. Allow your students to answer the questions in mother tongue if it is difficult on their part to answer some questions in English.
- xii. Provide feedback even to one who partly answers a question.

The questions in the workbook are framed and arranged in such a way; just reading them will help the learners understand the lesson. The purpose of these questions, unlike the questions in the textbook, is to help the learners learn, not to test them. While teaching this book or any book for that matter, please be with your students most of the time, move inside the classroom and help students personally if they have problems. In case of poems, you have to read aloud the poem twice before asking students to read silently, because, reading phrase is very much crucial. There is verbal interaction between the teacher and the students and between the students, not silent as in the case of using "Ulu Ulu" or explanation method of teaching when only the teacher talks.

Once this phase is over, try to sum up the lesson using the blackboard with the help of a diagram as shown in some lessons. Elicit from students what the sections are about and write on the black board. Next make them do the post-reading activities.

The first post-reading activity is VMDT (Visual Memory Development Technique). Taking the photograph with their eyes and then doing the task will help them not only remember the lesson but also develop their visual memory. You should encourage them to do this in other subjects of study also.

The second activity is on comprehension. This will help them understand the text better.

The third activity is on listening. You will read aloud the part suggested slowly and clearly and students will fill in the gaps. In case of activity on speaking, it is either reading aloud or reading aloud through chain-drill following some steps- teacher vs. students and students vs. students. In the case of Activities on Vocabulary and Grammar that follow, you have to make students do the activities as suggested. In case of grammar activities, you should tell them to read the relevant lesson from the grammar book.

Writing task comes at the end as this is the most difficult task and doing tasks that come before this helps learners prepare well for the task. In most cases, the writing activities are based on comprehension activities. Note- making is also included under this. Before they do tasks on note-taking, the learners be asked to go through the unit in the book -3 on Note-making. The purpose of note-making is to use this in studying other subjects. But unfortunately, we tend to teach this much later, the sole aim being answering the questions in examination. This should rather be taught as early as possible telling learners how to use them in studying other subjects like History, Physics etc. The last task is mental talk. We learn language better because most of the time, we tend to talk mentally .But we do this in our mother tongue. Encourage your students to do this in English which will help them learn English better.

This book is for the learners. Suppose the book is not available to students for some reasons over which you have no control, what will you do? If the book is with you, you can do some of the activities through BB texts- writing the task on the blackboard. Students take this down on their note books and then they do the task.

Once you go through this book and teach book -1 accordingly, you will get ways to teach book -2 by dividing the lessons into units / sections / SGPs (Sense Group Paragraphs) and framing comprehensions and tasks. As these are stories, some tasks like arranging events in order will be very suitable. As non-detailed texts are to develop fast reading skills in contrast to close reading skills through detailed texts, you have to make the SGP bigger and make them read fast. The lessons from the writing and grammar books can also be read and comprehended following this approach.

It is not possible to do all the tasks in classroom. Encourage students to do some of the activities on their own at home. In case of any problem with this book, please contact us with the mobile number provided at the end of this introduction.

## **For Students**

(This is for students who think they are weak in English and consider it to be a difficult subject.)

Dear students,

This book is written for you, which will help you learn English mostly on your own with interest and pleasure. Some of the activities will be done in your class through the help of your teacher but many of these you have to do on your own. First, have the confidence that you know English. In our context, children come to their first class of English with not less than 2000 words of English. Think how many English words and phrases you know only on 'Mobile'. Note them down which will help you to know how much English you have known. We have tried our best to make the activities interesting and enjoyable for you. Where there is no space in the workbook, use your own note books. Read the warm up part and do the tasks to feel comfortable with English.

Remember, the comprehension questions at the end of each of the sections of the book, are not to test you, but to help you understand the lesson. If you just go through the questions, this will help you understand the lessons. Most of the time the answers to many of the questions are there in the questions. If you fail to answer question one, read the second question for example, the answer will be there or in other questions that follow.

Never use cheap bazaar notes. In the name of helping you, these help books harm you most. If you, with the help of this work book, learn to learn on your own, there will be no need to go for tuition / coaching.

Try to have a good dictionary of English and watch English news and discussions in English on TV.

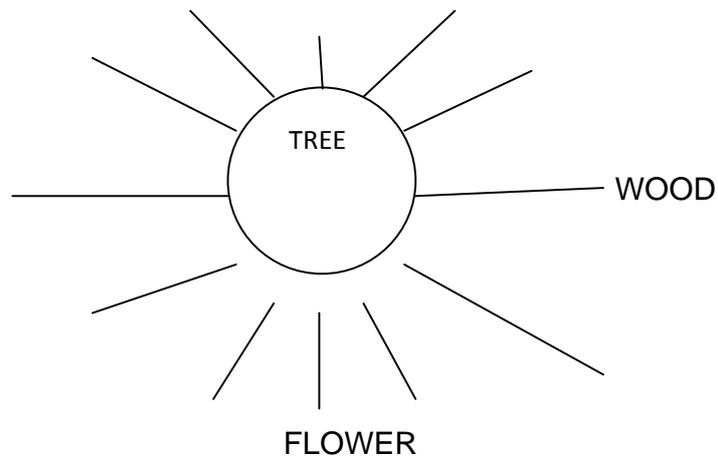
Language is mostly learnt through this exposure and use. Read simple stories and poems which are not in your course. This will help you in your exposure to English. Exposure mostly comes through listening and reading. Use is done through speaking and writing. If you are afraid of going wrong in speaking, mentally talk in English as suggested in this workbook. If you have any problem in learning English through this book, you can contact us with the following mobile numbers. Don't hesitate, feel free to contact: 9861955904, 9437494387, 9861454167, and 9437463273.

## WARM UP ACTIVITIES

### 1. QUICK RISING ACTIVITY



1. Your teacher writes the word “Tree” and asks you to come up with words related to a tree, for example ‘flower’. As you give word after word, s/he writes them on the blackboard as shown below.



2. When there are enough words, about 10, s/he makes you list these words in good handwriting.

- |      |       |       |       |
|------|-------|-------|-------|
| i.   | _____ | vi.   | _____ |
| ii.  | _____ | vii.  | _____ |
| iii. | _____ | viii. | _____ |
| iv.  | _____ | ix.   | _____ |
| v.   | _____ | x.    | _____ |

3. Your teacher asks you to write short sentences providing your prompts. One is done for you.

- i. Trees provide wood.
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_
- vii. \_\_\_\_\_
- viii. \_\_\_\_\_
- ix. \_\_\_\_\_
- x. \_\_\_\_\_

4. Now write a poem on "Tree". The second line rhymes with the fourth line.

Forest protects soil  
\_\_\_\_\_ wood ,  
\_\_\_\_\_  
\_\_\_\_\_ food.

5. Given below are some words. Arrange them in order beginning with "seed".  
(seedling, paper, wisdom, seed, book, plant, wood)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_
- vii. \_\_\_\_\_



## 2. STEPS TO WORKBOOK

### 1. Writing and Reading a paragraph.

Why do writers divide their long pieces of writing into paragraph?

The answer is for easy writing and easy reading.

Why does one paragraph differ from another paragraph?

Each paragraph has a special thing to say – a topic, theme or subject which is a part of longer subject or text. The different paragraphs of a text deal with different small topics about the big topic- in an orderly and systematic way. There is an order how these paragraphs come one after another in the text. Their places cannot be exchanged.

Like the paragraphs in a text, the sentences in it are also ordered in a systematic way. Their places cannot be exchanged. In most of the paragraphs, the topic of it is found in a word, in a phrase or in a sentence of the paragraph. The topic is followed by supporting details.

A good writer is one who writes his/her paragraph in a systematic way. The success of a writer depends on writing good paragraphs. Similarly, a good reader is one who quickly locates the topic of the paragraph found in the topic word, phrase or sentence. Next, the reader locates the supporting details.

Reading or more specifically interactive reading is one kind of communication through interaction. The writer and the reader communicate or interact through the written text. When the reader communicates with the writer, unlike a face to face communication, the writer is not present. This is a big problem. How can we communicate with one who is absent? But understood properly, this is not a problem because the writer is present in his /her writing. S/he leaves enough clues in his/her writing what s/he says and even his/her attitude, intention and feeling. A good reader is one who finds these clues in the text.

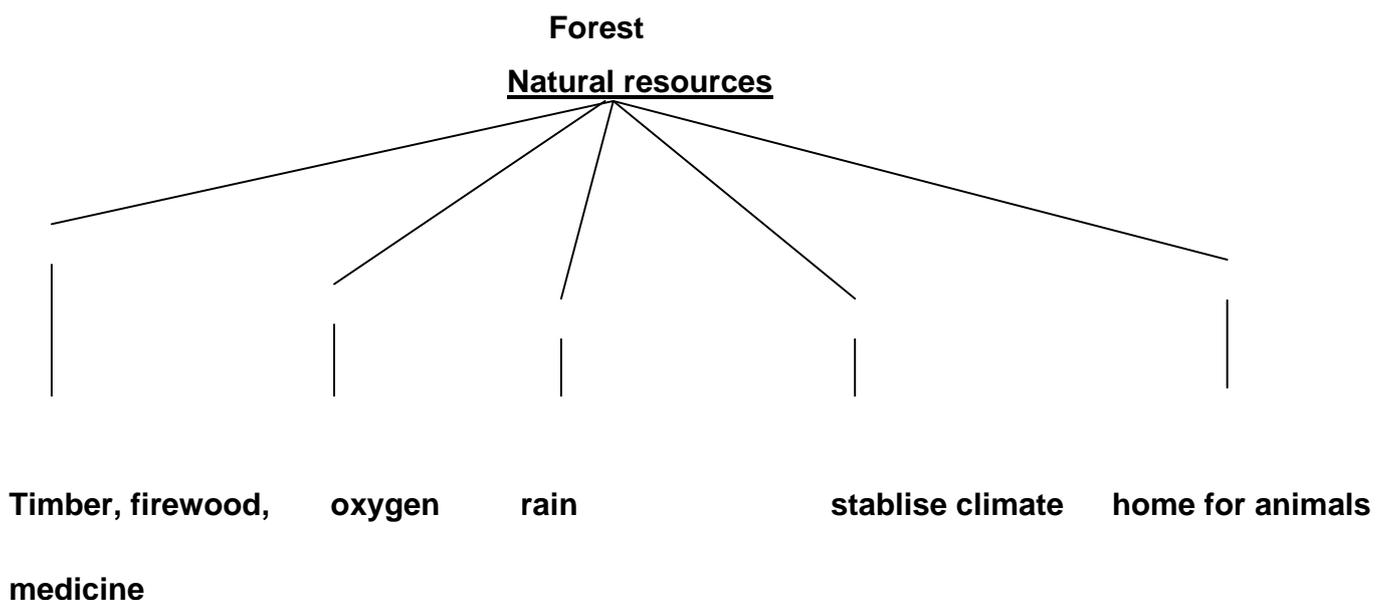
Let us understand what we said so far with the example of a paragraph. Read the following paragraph first.

**Forests are our most important natural resources. They provide us with timber, resins, medicines, wood pulp for making paper etc. Forests are the main source of life-sustaining oxygen in the atmosphere. They bring rain and at the same time prevent floods. They stabilize climatic conditions including atmospheric temperature. Forests are natural homes of the immense variety of large and small animals.**

The writer has written the paragraph in a systematic way. Which sentence is the topic sentence in this paragraph? How many supporting details are there in this paragraph?

The first sentence is usually the topic sentence. Each subsequent sentence provides one supporting details. The sentences that follow provide five kinds of supporting details for the main topic stated in the first sentence. As a reader we have to quickly locate the main topic /theme / subject of the paragraph and the supporting details. S/he who can do this is an efficient reader.

What do we communicate through language? We mostly communicate information and also our attitude, intention and feeling. To understand a paragraph or a text we have to understand how the information is arranged by the writer in the text s/he has written. Let us see how the information in this paragraph is arranged. We can see this better by transferring the information into a diagram.



Our job as teachers is to help our students locate the main theme, supporting details in a paragraph and how information is arranged in the paragraph /text.

The textbook writers' job is to select interesting writings, edit them and provide activities to help both the teachers and the learners. But unfortunately, they have not done this which is why this work book and orientation of our teachers on how to teach a bad textbook through this carefully prepared learner-friendly workbook. What a great waste of time, money and energy!

### 3. DAY AND NIGHT (POEM)

1. Write three things that the day brings for you.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

2. Write three things that the night brings for you.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

3. Who brings you better things – the day or the night?

Let us read a poem “Day and Night” composed by Lady Lindsay and know more about what day and night bring for us.

Said Day to Night

“I bring God’s light,

What gifts have you?”

Night said, “The dew.”

I give bright hours,

Said Day, “and flowers.”

Said Night, “More blest,

I bring sweet rest.”

- Teacher read the poem aloud. Students listen to him/her with their books closed.
- S/he reads it for the second time and students listen to him/her following their books.
- Teacher asks students the following comprehension questions.

Comprehension Questions:

1. What is the poem about?
  2. Who asks questions in the poem?
  3. Who answers to the questions in the poem?
  4. Who brings God's light?
  5. Who brings dew?
  6. Which one is better or more important- flower or rest?
  7. Why does the poet begin the first letters of 'day' and 'night' with capital letters?
  8. Do they talk like human beings?
  9. Which of the two words –Day and Night does the poet use more?
  10. Who brings you better things- Day or Night?
  11. Who thinks she/he brings better things – Day or Night?
- Let us do VMDT:

Students take a photograph of the poem "Day and Night" with their eye cameras. The teacher says aloud some of the important words, expressions and lines from

the poem. Closing eyes, students touch those words, expressions and lines from the poem.

Whole: Day, Night, God's light, The Dew, bright hours, flowers, blest, rest

Part: (2<sup>nd</sup> stanza of the poem) – Night, More blest – I bring sweet rest, flowers

- Given are some words/phrases. Put them under two columns. The first one is one for you.

(God's light, flowers, more blest, dew, bright hours, rest)

<b>A</b>	<b>B</b>
DAY	NIGHT
_____	_____
_____	_____
_____	_____

- Let us role-play :

The teacher writes the following dialogue on the blackboard. Students note it down in their notebooks. The teacher reads the dialogues aloud. Students listen to him/her. Teacher reads aloud the dialogue of the 'Day' first; students listen to him/her and repeat after him/her. Then she reads aloud the dialogues of the 'Night', students repeat after him/her. Students practice the dialogue in pairs. Three to four pairs demonstrate the dialogue in front of the whole class.

Day : I bring God's light. What gifts have you?

Night : I bring dew.

Day : I bring bright hours and flowers.

What about you?

Night : I bring sweet rest.

- Write a poem about “Sun and Moon” making very little changes in the poem. The first line is done for you. Use your notebook for this.

Said Sun to Moon

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MAIN LESSONS:**  
**LESSON-1**  
**STANDING UP FOR YOURSELF**

**Yevgeny Yevtushenko**

**Pre-reading**

Suppose, there is a wicked boy in your village or street who forces people for money and people are very much afraid of him. He beats people with the help of some other wicked boys. Once you were also insulted by him. What will you do to save yourself from him? Discuss among yourselves and say. Let us read this story to know how a boy who was helpless and deserted by his parents stood up for himself and taught a lesson to a very wicked boy.

**II**

**While-reading**  
**Text (Unit-I)**

**SGP-1**

**Read Unit-1 (Para 1 -6) silently and answer the questions.**

• **Comprehension Questions:**

1. Who are there in this part of the story?
2. Who is 'I' in the first line of the story?
3. How is the narrator- happy or unhappy? How do you know this?
4. Where did the narrator's father live?
5. Who lived with his father?
6. What was his mother's first profession?
7. What did his mother do after she had divorced his father?
8. "My education was left to the street." Why does the writer say so?
9. The street taught two things to the narrator. What were these two things?

10. What did the writer realize?

11. Do you think the writer would be able to overcome his fear of the stronger ones?

## **SGP-2**

## **Unit-II**

**Read Unit-II (Pars-1 -5) and answer the questions.**

- **Comprehension Questions:**

1. Who is this part of the story about?
2. Why is Red described as the ruler of their street?
3. What was his physical appearance?
4. How did he walk in the street?
5. How did he dress himself?
6. Did he intentionally dress and walk in the manner described?
7. There is a word in the second para of page-2 which means a style of walking. What is it?
8. Why did his two lieutenants also wear their caps back to front?
9. What does the expression, 'tripped at his heels' mean to you?
10. What was his way of collecting money from other boys of the street?
11. How did he rule the street? Was the writer afraid of Red? Why?
12. Do you think the writer would protest this type of Red's rule?

## **SGP-3**

## **Unit-III**

**Read Unit-III (Pars-1 -3) and answer the questions.**

- **Comprehension Questions:**

1. What is the Unit-III about?
2. What did the narrator write about Red?
3. Why did he write a poem about Red?
4. What was the first piece of journalism in verse?
5. What was the response of the people to the poem of the narrator?
6. When did the narrator come upon Red and his lieutenants?

7. Which word in paragraph-2 means 'saying something slowly'?
8. Why did Red strike the narrator's head? What happened then?
9. "This was my first remuneration as a poet." Who said this and why?
10. What made the writer bite his pillow and roll on his bed?
11. What did he decide to do at last?
12. What does 'it' in the last line refer to?
13. What would you do if you were the narrator?
14. Would he be able to defeat his cowardice?

#### **SGP-4**

#### **Unit-IV**

**Read Unit-IV (last part of the story) and answer the questions.**

- **Comprehension Questions:**

1. What is the last part of the story about?
2. 'I' is used several times in the first paragraph? Who is 'I' here?
3. What made the narrator go into training?
4. What did he feel after every session?
5. What type of training did the writer take to defeat Red?
6. What is ju-jitsu?
7. How did he get a textbook on ju-jitsu?
8. How many days did the narrator practice at home with his two friends?
9. What was Red doing when the writer went out?
10. What did he do with Red and his lieutenants?
11. Which word says that my behaviour was very rude or disrespect?
12. Why couldn't Red use his knuckle duster to hit the narrator?
13. What helped the narrator to use the technique to defeat Red easily?
14. What did Red do out of pain and anger?
15. What did the narrator learn from that incident?
16. What is the moral of the story?

**III**  
**Post-reading**

1

**VMDT ( Visual Memory Development Technique)**

Take a picture of the text with your eye camera. Close your eyes and answer. Open your eyes and verify. Repeat this for each question. This will help you improve your memory power.

I. Whole Text: Which unit is about parents of the narrator?

Which unit talks about Red, the wicked boy?

Where do you see the heroic activities of the narrator? Which unit says about the training of the writer?

II. Part-Unit-III : Which para says: i) first piece of journalism in verse, ii) knuckle- duster, iii) rolled on my bed, iv) impotent fury at my cowardice, v) smiling crookedly

2

**Comprehension Activities**

Match the Unit numbers under 'A' with their themes given under 'B'.

**A**  
**(Unit Numbers)**

1

2

3

4

**B**  
**Themes/Main ideas**

Attack of Red on the narrator

The narrator's revenge on Red

Red's appearance and activities

The narrator's parents and his childhood life

3

### Listening

The teacher reads aloud the last five lines of the Unit-III; you listen and fill in the blank spaces.

This was my \_\_\_\_\_ as a poet. I spent several \_\_\_\_\_ in bed. When I went out, with my \_\_\_\_\_ still \_\_\_\_\_,

I again saw \_\_\_\_\_. I \_\_\_\_\_ with myself but lost and \_\_\_\_ to \_\_\_\_\_ . At home, I \_\_\_\_\_ on my \_\_\_\_\_, Biting my \_\_\_\_\_ pounding it in \_\_\_\_\_ and \_\_\_\_\_ at my

\_\_\_\_\_. I \_\_\_\_\_ to \_\_\_\_\_ it at whatever cost.

4

### Speaking

(a) Chain-drill:

i) We should learn not to be afraid of anything or anyone.

(You say this one after another till the last student. This will help develop your spoken English)

ii) If you fell down yesterday stand up today.

(b) Dialogue( Do the dialogue in pair, one pair after another till the last pair in a chain like way) :

**Red:** (smiling crookedly) *Ah, the poet. So you write verses, do they rhyme?*

**The Narrator:** *Yes, sometimes.*

5

### Vocabulary

(a) See how words are made. Adjectives become nouns by

adding 'ness' to them. One is done for you.

great+ ness=greatness

happy

mean

mad

thin

(b) Match the words under 'A' with their meanings under 'B'.

A	B
Tripped	metal covering for knuckles for attack/defence
Gait	walked with quick light steps
Knuckle-duster	manner of walking
Exulted	futile anger
Impotent fury	showed great joy and excitement
Impudence	puzzled, confused
Bewildered	utter disrespect or rudeness

**Grammar**

6

The word 'slowly' ends with 'ly' and usually an adverb of manner. Read the text and find all the manner adverbs used in the text and then make sentences on your own relating to the topic. One is done for you.

Eg: slow Red got up slowly.

_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____

7

**Writing**

I. Answer the following questions.

1. Why was the narrator helpless in his childhood?

\_\_\_\_\_

2. "My education was left to the street." Why does the writer say so?

\_\_\_\_\_

3. What made the writer bite his pillow and roll on his bed?

\_\_\_\_\_

4. How did the writer defeat Red?

\_\_\_\_\_

5. What did the narrator learn from that incident?

\_\_\_\_\_

6. What is the moral of the story?

\_\_\_\_\_

8

**Mental Talk (Repeat this again and again mentally. This mental will improve your spoken English later)**

**Stand up for yourself.**

**Notes for teachers:** The theme is interesting for adolescent learners. There are some difficult words, but if the teacher teaches with actions, the meaning of the words can be understood. To teach this text, the teacher has to be very active. For example, the meaning of the sentence-'Red walked masterfully..... on his deck' can best be conveyed if the teacher gives a demo of how Red walks. The activities have been given in the book only on vocabulary.

## LESSON-2

# THE LEGEND BEHIND A LEGEND

Hariharan Balakrishnan

### I Pre-reading

- **Pre-reading Questions: Look at the following pictures and think.**
  1. Is friendship between a man and a wild animal possible?
  2. Can a man hug a lion? What will happen to him if he hugs?
  3. What about these two pictures? Do the lion and the man look happy?
  4. Are they friends?



These two are the pictures of a lioness who became a friend with Valentin Gruner

Let us read the following text and know how a tigress became a pet of a man in Odisha.

### II While-reading

- Read Unit-1 of the text silently and answer the questions that follow:
- **Comprehension Questions:**
  1. What is this unit about?

2. Who was Khairi? What happened to the entire forest where she lived?
3. What place does she belong to?
4. Who does the word "I" in the second line stand for?
5. What did he do 25 years ago?
6. What had he read about in *The Statesman*?
7. What state does the author belong to ? How do you know?
8. Who was taking care of Khairi ?
9. What kind of person was he?
10. Why did the author write a letter to Saroj Rao Chaudhury?
11. Did Mr. Chaudhury reply to his letter? What did the letter contain?
12. Was Mr. Chaudhury anxious to see the author? Which line tells you so?
13. What did the author do?

- Read Unit-2 of the text silently and answer the questions that follow:

- **Comprehension Questions:**

1. What is this unit about?
2. Where did the author start his journey from?
3. Which word expresses that the bus was full or rush?
4. When did he arrive at Jashipur?
5. Why was he wondering at 4a.m?
6. Who was there to welcome him?
7. Where did the Forest Guard take him?
8. Who would see him as soon as he was ready?
9. What does the word "Saab" means?
10. Why did the author wake up?
11. Who came to him when he woke up?
12. Why did he smile?
13. What did the author do next?
14. Who was sitting on a large chair?
15. Who was there behind Saroj Raj ?
16. What was its name ?
17. What was it doing?

18. How old was Mr. Chaudhry?

19. What was he like?

20. How did the author estimate Chaudhry as a man?

- Read unit -3 silently and answer the questions that follow:

- **Comprehension Questions:**

1. What is this unit about?
2. What did Mr. Chaudhry have in that house?
3. When did they come in to that place?
4. What was Chaudhry's thought about their co-existence?
5. What did he want to experiment with?
6. What is a krait?
7. What type of snake is it?
8. What was Mr. Chaudhry noting?
9. Who does the word 'its' stand for?
10. What did he do every time when the krait got too close to her?
11. When did the krait bite him?
12. What did he do when the snake bite him?
13. What do you mean by " hyper-glycaemia" ?
14. Why was Mr. Chaudhry a permanent patient of hyper-glycaemia?
15. When he finished the astonishing story, what did jumbo do?
16. What did dissuade Jumbo from the expression of fondness?
17. Why was the VHF wireless set?
18. What does the word 'veritable' mean?
19. Who were there in the veritable joint family?
20. How were those animals known? ( Clue- last line , page-13)
21. What was Chaudhry's relationship with different animals?
  - Read unit-4 silently and answer the questions that follow:
1. What is this unit about?
2. When did Khairi's story start?
3. Who brought Khairi to Saroj Rao Chaudhry?
4. What was Saroj Rao's official status?

5. How old was Khairi then?
  6. What did Saroj notice?
  7. What type of forester was he? Did he know how to handle an angry and hungry cub?
  8. What did he do to win her confidence?
  9. What did Saroj start for early next morning?
  10. Who accompanied him?
  11. What was the road like?
  12. Who word expresses so?
  13. What did his mother give him in his eighth birthday?
  14. What did he do with it when he was young?
  15. Was he kind or cruel till his young age?
  16. What did he realize?
  17. What was he at that time?
  18. What did he introduce?
  19. What were meticulously recorded there?
  20. Where did they camp for the night?
  21. What was the structure of the guest house?
  22. Was the author happy staying there?
  23. Do you think that the author will meet the tigress again?
- Read the last unit of the text and answer the questions that follow:
  - **Comprehension Questions:**
    1. When did the author visit Khairi again?
    2. Why did he visit her?
    3. Was Saroj a good person to welcome him? How do you know?
    4. Who were his old friends?
    5. What did he find in addition to his old friends?
    6. Did the author want to know more about Saroj?
    7. Why was he unable to talk to Saroj for a long time?
    8. Where did he see him off?
    9. There are two legends in this text? Who are they?
    10. When did Khairi die? Was it a sad event for Saroj and the author?
    11. What happened to Saroj Rai Choudhry after the death of the tigress?
    12. What did the author do at the end?
    13. Is friendship between man and wild animal possible?

### III

#### Post-reading

1

#### VMDT:

**Whole:** Take a photograph of the text with your eye camera. Close your eyes and show in which sections the following themes occur.

Khairi was brought to Saroj Raj Chaudhry – the writer wrote a letter of request to Saroj to allow him to Jashipur-The death of Khairi and Saroj , the foster father of Khairi – Khairi’s reaction to a Krait – the writer’s arrival in Jashipur

**Part:** Take a picture of the text “Khairi” with your eye camera given on the page 19. Closing your eyes , touch the words or expressions your teacher says aloud.

domesticated tigress- Similipal forest- Jashipur- Khairi as a pet- brought to Chaudhry on October 5 , 1974- twelve Kharia tribals- cub- imitating the sound of a tigress- loving care- she did not live long- Chaudhry also died

2

### Comprehension Activities:

Column “A” contains the number of units and column “B” contains the theme of each unit. The themes are not in order. Match them drawing lines.

A	B
1	* How Khairi was brought to Saroj Raj Chaudhry by some tribals and how Saroj took care of her. Saroj realized that there is great happiness in conserving wild animals.
2	*The author knew about Khairi, her foster father. Saroj Chaudhry and the author’s letter of request to Saroj to allow him to Jashipur
3	*The reaction of Khairi to the presence of a krait , the krait bit him and his relationship with different animals.
4	*The author’s last meeting with Saroj and the death of Khairi and Saroj.
5	*The author came to Jashipur, how he was treated there and the heard the roar of Khairi

3

**Listening:**

The teacher will write the following paragraph with some blanks. S/he reads the paragraph aloud (S/he reads aloud the paragraph using the words necessary for it). You listen to him/her and fill in the blanks.

Khairi was a domesticated \_\_\_\_\_. She made the Jashipur and Similipal \_\_\_\_\_. The author read about her from a \_\_\_\_\_. He went to Jashipur to see Khairi and \_\_\_\_\_, who had made him a pet. Khairi was brought to him by some Kharia \_\_\_\_\_. By that time, it was a small \_\_\_\_\_. It was hungry and \_\_\_\_\_. Chaudhry handled her by imitating the sound of a tigress. Chaudhry's loving \_\_\_\_\_ made her grow into a \_\_\_\_\_ tigress. Khairi did not live \_\_\_\_\_. Chaudhry also \_\_\_\_\_ soon after the death of her.

4

**Speaking:****(i) Chain-drill:**

"Khairi and Choudhury-wonderful relationship"

**(ii) First, complete the following dialogue.** While doing so, you may refer to the fourth unit of the story. Next practice the dialogues in pairs in chain drill. You can read aloud the dialogues.

News reporter: Good morning sir! How are you?

Saroj : Good morning! I'm fine. What made you come to me so early?

News reporter : Sir, we'd like to know something about Khairi.

Saroj : Okay.

News reporter : How did you get the tigress?

Saroj : 12 kharia tribals \_\_\_\_\_

News reporter : When did they give it to you?

Saroj : \_\_\_\_\_

News reporter : What did you notice then?

Saroj : I noticed that \_\_\_\_\_

News reporter : What did you do when you knew that she was hungry?

Saroj : I \_\_\_\_\_

News reporter : What happened to her when you imitated \_\_\_\_\_?

Saroj : Her confidence was firmly \_\_\_\_\_

News reporter : Oh great! You are really an instinctive lover of wild life.  
Thank you, sir.

Saroj : Thank you. Bye.



2. It is equal to pet.
3. Living beings that usually live in the forests
4. One who is in-charge of protecting wild animals and trees.
5. She is the female of the word 'tiger'.
6. A large strong animal with thick fur that eats flesh, fruit and insects.
7. Someone who has a lot of experience in a particular field.
8. A wild animal like a dog that feeds on the meat of dead animals.
9. Very careful about small details
10. A long tailed scaly animal
11. A type of large snake
12. An Indian small animal that can fight with snakes and kill them. It looks like a rat.

6

**Grammar:** Look at the following two sentences. Though both the sentences give us the same meaning, the second sentence is an extension to the first sentence. The extended part which begins with a wh-word is a Sub-ordinate Clause. Now make such extensions to the sentences provided below.

1. Mr. Chaudhury asked me to let him know the time of my arrival.  
Mr. Chaudhury asked me to let him know when I was arriving.
2. I woke up with a start hearing the unmistakable voice of Khairi.  
I woke up with a start when I heard the unmistakable voice of Khairi.
3. Khairi's story started on October 5, 1974.  
Khairi's story started when \_\_\_\_\_
4. He was an authority of Project Tiger in India in 1974.  
\_\_\_\_\_
5. I went to Khairi, Jashipur again after three months.  
\_\_\_\_\_
6. That was the last time of my meeting that legend behind a legend.  
\_\_\_\_\_
7. I was born on 15<sup>th</sup> of August 2001.  
\_\_\_\_\_
8. My father was there at home in the evening.  
\_\_\_\_\_

**Writing:**

a. Given below are some of the incidents that occurred in the story. However, these are not in order. Arrange them in order by putting serial number in the box against each sentence.

1. Saroj knew how to handle a hungry and angry cub.

2. Within minutes, she began to have confidence in him.

3. 12 Kharia tribals of Similipal brought a two months old female tiger cub to Saroj Raj Chaudhury.

4. She was scratching paws out of hunger and anger.

5. He imitated the sound of a mother-tigress to calm the cub.

6. Saroj also died after some months of the death of Khairi.

7. She became a centre of attraction for visitors till her death.

8. She grew up as a domesticated tigress under the loving care of Saroj.

9. Khairi , the legend .

b. Write answers to the following questions (Use your note book) :

1. How did Harihar Balakrishna , the writer came to know about Khairi?

2. What did he know about Saroj Raj Choudhry?

3. How did the writer come to Bhubaneswar?

4. What was Mr. Chaudhury doing when the writer met him?

5. How did Mr. Chaudhury greet the writer?

6. What was Khairi's reaction to the presence of a krait?

7. What was Chaudhry's relationship with different animals?

8. When did Khairi's story start?

9. How old was Khairi then?

10. What was the reaction of Khairi at that time?

11. How was Saroj able to make her cool and confident?

12. How did Saroj take care of Khairi ?

13. Who among Khairi and Saroj R. Choudhry died first?

14. Who is a legend here? Who is the legend of the legend?

- (c) Imagine that you are Hariharan Balskrishnan, the writer of the text, “ The Legend Behind A Legend” . Write a letter to Saroj Raj Chaudhry requesting him for your likeness to visit Jashipur for a second time. You may use your own notebook for this purpose. You have to refer to page -50 and 51, Chapter III, Invitation to English -3 and follow the tips provided there.

8

**Mental Talk:** Talk the following sentences mentally.

“Wild animals share the planet with us. They have every right to live here with us.”

**Mind Activation:** Our perfect friends never have fewer than four feet. So what shall we do for them?

**Notes for Teachers:**

The theme is suitable. The warm-up activity at the beginning is not appropriate. The comprehension questions are not in order and aim at testing students. In the note-making task, the editors provide notes on paragraphs, but they have failed to number the paragraphs in the text.

## LESSON-3

# THE GOLDEN TOUCH

Nathaniel Hawthorne

### I

#### Pre-reading

- Your teacher tells you the following story.

Once there lived a fisherman with his wife in a village by the seashore. He had no children. He was very good and humble while his wife was very greedy and jealous of people.

One day the fisherman went for fishing. He could not get a single fish that day. But towards evening, he got a golden fish. He had never seen such a fish before. He came to know from the golden fish that he was the king of all the fishes. The fish asked the fisherman to let him to go into the sea. He told the fisherman that he could fulfill all his wishes. Whatever he would order, it would happen. The fisherman ordered the fish for a concrete building. The fish told him that his wish would be fulfilled before he reached home. It also told the fisherman whenever he would like to have anything; he would come to the top of the hill and call him.

When he reached home, he was surprised to see his house. It was a concrete building. Being compelled by his wife, the fisherman went to the king of the fish and asked him to make him a landlord. The king fish fulfilled it.

The king of the region was angry with him as he was unable to collect revenue. His wife called the fisherman in the night and asked him to go to the king fish and order him to make him a king. He went to the top of the hill and ordered the king fish to make him a king. The king fish said, "Let your desire be fulfilled".

When the fisherman became the king and sat on the throne, he felt quite awkward. His life became quite uneasy. He thought of his early days. He had a very peaceful life. On the other hand, his wife was very happy. Servants and maid servants took care of him. She did not do any work. She grew fatter day by day.

She began to worry. She did not have a sleep even for a single minute. She lost her temper. She lost her happiness. Seeing all these, the fisherman went to the king fish and asked him to grant sleep and happiness to his wife. The king fish said, "Whatever is there in the fisherman's fate should be granted".

The fisherman came back. He found that there was his old house instead of a palace and his wife weeping there.

What is the theme of the story? Let us read a similar story to know how greed for anything brings a lot of sufferings.

## II

### While-reading

- **Read the SGP -1(the 1<sup>st</sup> part of the story, paragraphs-1 to 4) silently and answer the comprehension questions that follow. (Teacher will ask the students to number the paragraphs)**

(Long ago,.....until he could hardly bear to leave them.)

- **Comprehension Questions:**

1. Who is this part of the story about?
2. What was he?
3. What did he love more than anything?
4. What was the name of his only daughter?
5. Why did he like being a king?
6. Why did he want more gold?
7. What did he wish when he saw the golden light of the sun at evening?
8. What did he not like to have in his garden? Why?
9. The king was very fond of music when he was young. But what was the only music that he loved now?
10. Why did the king not bear to touch anything?
11. Where did he want to go down? Why?
12. What do you think of his greed for gold? What will happen to him?

- **Read the SGP -2 (the 2<sup>nd</sup> part of the story, paragraphs-5 to 15) silently and answer the comprehension questions that follow.**

- **Comprehension Questions:**

1. What is this 2<sup>nd</sup> part of the story about?
2. What used to happen in those days?
3. What did King Midas notice when he was in his treasure-room?
4. Who stood there? What was he doing in the light of the sunbeam?
5. Why did King Midas guess that the stranger was no ordinary man?
6. What did the stranger look at?
7. What did the stranger ask him at first?
8. Was King Midas happy with what he had? Which expression tells you so?
9. What else did he want?
10. What did he feel about the stranger?
11. What was his wish?
12. What did the stranger exclaim?
13. "Are you sure you would never regret it?" Who said this? Why did he say so?
14. What was Midas's answer?
15. Do you think the boon (power) will give him perfect happiness?
16. What did the stranger say to King Midas as he turned to go?
17. What do you think King Midas will do henceforth?

- **Read the SGP -3 (the 3<sup>rd</sup> part of the story, paragraphs-15 to 20) silently and answer the comprehension questions that follow.**

- **Comprehension Questions:**

1. What is this part of the story about?
2. When did King Midas awake?
3. What did he look eagerly to see?
4. Was he happy? Which word tells you so?
5. Why was Midas astonished?
6. What did he touch first? What happened to it?
7. What other things in the bedroom did he touch? What happened to those things?
8. How did he find himself when he put on his clothes?

9. His spectacles turned gold and he could not see through them? Why did he not mind of his spectacles turning useless for him to see?

10. What do you think will happen next?

- **Read the SGP -4 (the 4<sup>th</sup> part of the story, paragraphs-20 to 31) silently and answer the comprehension questions that follow.**

- **Comprehension Questions:**

1. What is this part of the story about?

2. List the objects that turned into gold with the king's golden touch.

3. From which events did he began to worry? ( clues- uneatable for the king)

4. What was Marygold doing at that time? Was she happy?

5. Marygold saw something wrong there? What was the wrong?

6. Why did she come to her father?

7. What did Midas do when Marygold came to her?

8. What was the terrible change that came over to her?

9. What do you mean by 'solid'? What is its opposite meaning giving word you can find in this part of the story?

10. Marygold has now turned into gold. Will she come back to her natural form?

- **Read the SGP -5 (the 5<sup>th</sup> part of the story, paragraphs-32-44) silently and answer the comprehension questions that follow.**

- **Comprehension Questions:**

1. What is this part of the story about?

2. What was the terrible sight? Was King Midas happy with it?

3. What did he wish when he felt very sad and sorrowful?

4. On what condition did he wish to be the poorest man in the world?

5. Who did he see suddenly when he was in despair?

6. What did the stranger ask Midas?

7. "I have lost everything I really loved." Who does the word 'everything' stand for?

8. What were more important for Midas- the Golden Touch or a cup of cold water, a piece of bread or Gold or his child , Marygold? ?

9. Who said, "I would not have given one hair of her head for the power to change the whole earth." Why did he say so?
10. Do you think Midas will have any more greed for gold hereafter?
11. What are more valuable than riches?
12. Will Midas keep the Golden Touch? Which expression says about it?
13. What will happen next?

- **Read the SGP -6 (the 6<sup>th</sup> part of the story, paragraphs-45-53) silently and answer the comprehension questions that follow.**

- **Comprehension Questions:**

1. What is the last part of the story about?
2. What did the stranger advise Midas?
3. The stranger asked Midas to do two things. Do you think he will do those things?
4. What did Midas feel when he dived into the coolness of the water in river?
5. Was he free from the golden touch when he came out of the river?
6. What test did he make to know that he was free from the golden touch?
7. What did he do with the pot?
8. Why does the writer expect the servants to think to see the king carrying a water pot?
9. What was more precious to Midas- water or an ocean of gold?
10. On what did he sprinkle the water first? Why?
11. A foolish person becomes a wise one. How?
12. What lesson do you learn from this story?

### III

#### Post-reading

1

**Visual Memory Development Technique:** Take a photograph of the text with your eye camera. Your teacher will say you aloud some expressions and you will touch the same with your index finger closing your eyes. Or else show the page number and the paragraph where the idea is located.

**Whole:** King Midas loved gold than anything else in the world.- I wish everything I touch could be turned into gold. – Tomorrow at sunrise you will find that you have the Golden Touch.- Everything he touched became gold - Marygold’s lovely hair became gold metal, her little body hardened into a figure of solid gold. Midas was in trouble. He did not want the Golden Touch anymore.

**Part:** Page 27-28 , Then go down .....a bunch of sweetly -scented roses,the stranger- bring some water and sprinkle it over anything you wish to change back again- the king ran to the river- he felt once that a weight had been lifted from his heart and body- He was free of the Golden Touch- It was strange to see their royal master carrying a water pot- the water was more precious to Midas than an ocean of gold. Sprinkled water on the golden Marygold- she came back to her original form- how wrong and foolish he had been

**2 Comprehension Activities:**

Draw lines to match column 1 with column 2 . Column -1 stands for the part of the story and column – 2 stands for the themes of those parts.

**1**

**2**

Part-1

King Midas’s daughter turned into a figure of solid gold

Part-2

Midas’s happiness for whatever he touched turned into gold

Part-3

The king’s unusual greed for gold other than anything else on the earth

Part-4

Midas was happy to get the Golden Touch

Part-5

Marygold’s solid golden figure changed into her natural form and King Midas realized that common things are more precious than the ocean of gold

Part-6

Midas was sad and sorrowful and wished to give his Golden Touch away and become the poorest man in the world if only his beloved daughter could be herself again

3

**Listening:**

Your teacher will read aloud the following paragraph. He/she will refer to page -25 and fill in the blanks with words. He/ She will read the paragraph with words filled in the blank. You will listen to him/ her and fill in the blanks.

King Midas \_\_\_\_\_ across the table at Marygold. She was \_\_\_\_\_ happily, her tears forgotten. She looked up, \_\_\_\_\_ that something was wrong, and \_\_\_\_\_ round to comfort her father.

Midas \_\_\_\_\_ down and \_\_\_\_\_ his little daughter. Then what a terrible change \_\_\_\_\_ came over Marygold, her lovely hair \_\_\_\_\_ golden metal, her little body \_\_\_\_\_ into a figure of solid gold. What had he \_\_\_\_\_?

4

**Speaking:**

(a) Chain Drill: With more and more wealth accumulates, a man ceases to be a man.

(b) Here is a dialogue between the stranger and Midas. Some of the parts are missing. Fill in them after you have read part-5 for several times.

Stranger- Well Midas! How do you like having \_\_\_\_\_

Midas - I have \_\_\_\_\_ I am full of \_\_\_\_\_

Stranger- So you \_\_\_\_\_. Now which is worth more the Golden \_\_\_\_\_?

Midas -Oh, blessed \_\_\_\_\_. Will I \_\_\_\_\_

Stranger – The Golden Touch or \_\_\_\_\_?

Midas \_\_\_\_\_

Stranger- Gold or \_\_\_\_\_

Midas \_\_\_\_\_

- (c) i. Your teacher will read the above dialogue aloud with proper pronunciation.  
 ii. You will repeat after him/her.  
 iii. Your teacher will divide the class into two groups. One group will read aloud the speech of the stranger and the other group the speech of Midas.  
 iv. Your teacher invites two students among you. You will have the role-play.

5 **A. Vocabulary :**

- (a) Match words in column –A with words in column-B. Words in column- B are antonyms of words in column –A. One is done for you.

<u>A</u> _____	<u>B</u>
love	uncommon
bright	ugly
perfect	insincere
wise	careless
please	unusual
usual	foolish
happiness	modest
common	hate
beautiful	unwise
careful	insincere
proud	displeasure
sincere	imperfect
	ashamed

(b) Fill in the blanks with appropriate words choosing from E (a) above.

- (i) Midas loved gold more than anything else in the world. But he \_\_\_\_\_ natural objects like flowers.
- (ii) The golden \_\_\_\_\_ ray of the sun lighted the king's dark treasure house.
- (iii) Midas was imperfect at the beginning but he became \_\_\_\_\_ he learnt a lesson at the end.
- (iv) The stranger ,who gave Midas the Golden touch, was very\_\_\_\_\_. However, Midas asked him for an unwise boon.
- (v) The king was greatly pleased when the things he touched turned into gold, on the other hand, he was \_\_\_\_\_ when his water in the glass became liquid gold.
- (vi) Although usual love for gold is good, \_\_\_\_\_ love for it brings misfortune.
- (vii) The king's \_\_\_\_\_ turned into unhappiness when he was unable to eat and drink anything.
- (viii) What is common is we usually talk to common people but it is \_\_\_\_\_ to talk to a heavenly stranger.
- (ix) Marygold was a \_\_\_\_\_ girl but the king's ugly thought made him suffer painfully.
- (x) If Midas had been careful before getting the Golden Touch, he would not have suffered. He suffered only for his \_\_\_\_\_ greed for gold.
- (xi) He was proud of his treasure house filled in gold. But the final effect of his greed made him\_\_\_\_\_.

(c) I. Make a list of the objects which Midas touched.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

II. Make a list of the objects which made him very happy.

\_\_\_\_\_

\_\_\_\_\_

III. Make a list of the objects which made him terribly unhappy.

\_\_\_\_\_

\_\_\_\_\_

6

**Grammar:** Look at the following two sentences. Both the sentences have the same meaning. However, the first sentence looks shorter than the second one. The second sentence is extended by addition of 'that' and with some slight changes.

The stranger looked the king counting gold pieces.

The stranger looked that Midas was counting gold pieces.

- Use 'that' and extend the following sentences.

(a)

- i. Midas saw his little daughter eating happily.

\_\_\_\_\_

- ii. You will find to have the Golden Touch tomorrow.

\_\_\_\_\_

- iii. Midas thought it to be a golden chance to have the power(boon).

\_\_\_\_\_

- iv. Midas thought the Golden Touch to be worth more than a pair of spectacles.

---

v. Midas noticed even the brass handle of the door change into gold.

---

vi. Midas realized his daughter to be more precious than an ocean of gold.

---

vii. I saw him working day and night.

---

viii. I thought him to be insane.

---

(b)

Look at the following sentence.

Go down to the end of your garden.

The sentence above is an imperative. We use an imperative to order, command or request someone to do something. It usually begins with a full verb in the base form. The usual subject 'You' is implicit. Now make the following sentences imperatives. One is done to help you.

1. You bring me a glass of water.

Bring me a glass of water.

2. You wash yourself in the water of the river.

---

3. You bring some of the same water.

---

4. You sprinkle it over anything that you wish to change back again.

---

5. You should give up your greed of gold.

\_\_\_\_\_

6. You will come to me early in the morning.

\_\_\_\_\_

7. You have to take care of your own health.

\_\_\_\_\_

**7 Writing:**

(i) Write a passage based on the information in 5 (c) above.

King Midas touched his clothes first. Then he

\_\_\_\_\_ After that

he

\_\_\_\_\_

\_\_\_\_\_. Finally, he touched

\_\_\_\_\_.

He was happy to touch \_\_\_\_\_ first because it turned into. Next he

\_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

He was unhappy when he touched \_\_\_\_\_ because it turned into

\_\_\_\_\_.

He was sad when he touched \_\_\_\_\_ as it \_\_\_\_\_.

\_\_\_\_\_ Finally he

\_\_\_\_\_

(ii) Write answers to the following questions in your note book.

1. What did King Midas love more than anything in the world?

2. What was the king doing in his treasure-room one day?

3. Was he satisfied with what he had?
4. What two important points did the stranger say Midas when he gave him the Golden Touch?
5. What happened to the things that he touched?
6. What was the king's reaction on seeing those things?
7. Was he able to eat and drink anything?
8. What happened to his daughter, Marigold when he bent down and kissed her?
9. How did he react when his daughter was changed into solid gold?
10. What did king Midas do finally?

8

**Mental Talk:**

Repeat the following sentence mentally.

"Too much of greed for anything spoils a person."

9

**Let's Think:** Let us think -"There is sufficiency in the world for man's need but not for man's greed."Why ?

**Notes for Teachers:**

This is an interesting folk-tale, the simplest of all the texts selected. But should it be placed at No-3, not No-1? Therefore, teach this first, if you have freedom to do so.

## LESSON 4

# IN LONDON IN MINUS FOURS

Louis Fischer

### I

#### Pre-Reading

##### Introduction

The teacher asks students 'What do you know about Gandhi?' S/He jots down on blackboard what students say. S/He may also ask 'What do you know about him as a person' and jots down on blackboard the student's responses. Finally S/ He says 'Let's read this lesson to know more about Gandhi as a person'. (Ask the students to write the numbers of paras on the left side which will help you to teach the lesson in a learner centered way).

### II

#### While-Reading

- Read para 1 and 2 silently and answer the questions that follow.
- **Comprehension Questions:**
  1. About who are these two paras?
  2. About Gandhi, 'What about Gandhi'?
  3. About his visit to London. Why did he go to London?
  4. When did he leave Bombay?
  5. How did he go to London?
  6. Who went with him to London?
  7. Who is Devadas? Who is Mahadev Desai?
  8. How did Mahadev Desai out Boswelled Boswell?
  9. Why was there no need for other delegates?
  10. How long did he stay in London? Where did he stay?
  11. Whose guest was he? When did Lesler visit him?

12. Where did he do his morning walk?
13. How did the slum children address him?
14. What did a naughty slum teen ask him?
15. Was Gandhi angry on him? If not, how did you know?
16. What do you guess about Gandhi as a person from these slum incidents?

Do you want to know about Gandhi and what he did during his stay in London?  
Read the next section. Read para 3-6 silently and answer the questions that follow:

• **Comprehension Questions:**

1. What is para 3 about? Gandhi and .....
2. What do you understand by Gandhi as a wonderful news paper copy? Was he a good news for newspaper?
3. What did one journalist ask him about?
4. What was Gandhi's reply to him?
5. What do you mean by plus fours? See the glossing..
6. What did Gandhi mean by 'mine are minus fours'?
7. With who did Gandhi had tea?
8. What did he wear when he went to the party?
9. When someone asked whether he had dressed well for the party, what did Gandhi reply?
10. What do you mean by 'He had enough on for both of us'?
11. With who did he talked to while he was in London?
12. Why did he went to pay respect to Colonel Maddock?
13. Who did refuse to see Gandhi? Can you guess why? Do you know who Winston Churchill was?
14. How are para 5 and 6 different from the previous two paras? These paras relate to the subject matter of the Round Table conference. How?
15. What did Gandhi meant by Independence of India? Did he want to cut all relationship with British Nation? Or keep the relationship but be an equal partner?

16. What is common with all Commonwealth countries? (All these Countries were once ruled by the British)
17. What does Gandhi mean by creative Independence?

What will be the next and the last section about? Will it be about Gandhi outside the Round Table conference or inside, or both? Read the last part and see.

- **Comprehension Questions:**

1. In a previous para he visited slums, where did he go this time (P.I)?
2. Why is Lancashire famous for? (for textile industries)
3. Why were the people of Lancashire supposed to be against Gandhi? How was this related to his movement in favour of homespun Khadi and ban of foreign cloth?
4. Why were textile factories of Lancashire closed down and workers lost their jobs?
5. Even his enemies supported him. Give an example/
6. What was strange about the photograph that he took with the employees of the Greenfield Mill? Gandhi in the photograph was covered with homespun Khadi from neck to knee and was surrounded by women. One woman was . . . ?
7. His enemies became his friends. Do you agree?
8. What did Gandhi enjoy more the work inside the Round Table Conference or outside it?
9. What according to Gandhi was the real Round Table Conference? Why? Will this change the attitude of the British?
10. What is para 9 about? When does Gandhi go to bed and when does he get up? What does this speak about Gandhi as a person?
11. Did the Round Table conference succeed? Why? Was Britain willing to leave India?

12. What are para 11 and 12, the last paras about? (Gandhi's relationship with. . .)
13. Gandhi was a great man. Two Scotland Yard detectives were assigned to him for his protection. Did he keep a distance with them?
14. He treated them as if they were his friends. Give examples of his friendship. Did the detectives also like Gandhi?
15. Gandhi wanted to take them with him to Italy. Their Chief asked why. What was Gandhi's reply?
16. Gandhi sent for them two watches from India written on the watch 'With love from Mr. Gandhi'. What does this tell about Gandhi as a person?
17. The round table conference for which Gandhi came to London failed. But was Gandhi's trip to London successful? Why? Will the friendship he developed with British people win for our Independence in future? Why? Discuss among your friends.

### III

#### Post- Reading

1

#### **VMDT :**

Take a picture of para 1.... Place your index finger on the writings below following the steps of VMDT.

'Round Table conference, S.S Rajpntana, G.D Birla, 'Out-Boswelled Baswell', 'Devdas'.

Next, take the photograph of the whole lesson and tell in which para Gandhi visited slum; in which para Lancashire mill sights, in which para King George V and in which paras he talks about the two detectives, daily habits.

2

#### **Comprehension Activities:**

(a) Given below are some incidents with regard to Gandhi's visit to London. But these events are not in order. Order them serially putting serial number against the statements. One is done for you. If necessary, you can see the text.

- The Round Table Conference failed.

- Gandhi met Colonel Maddock who operated his appendicitis when he was in Poona Jail.
- He went to the homes of some slum dwellers.
- He visited Lancashire where many lost their jobs because of Gandhi's movement against Britain made clothes.
- Gandhi visited King George V and Queen Mary.
- He sent watches for the Scotland Yard detectives.
- Gandhi stayed at Kingsley Hall as a guest of Muriel Lester.
- Gandhi left Bombay by S.S Rajputana for London.

(b) There are two columns below A and B. under A Gandhi's personal qualities are given. Under column B the corresponding facts are provided. But these facts are not in order. You have to match the qualities with appropriate fact by drawing lines. One is done for you. There may be more than one fact for one quality.

<u>A</u>	<u>B</u>
(a) Simple Living	1. Visited Lancashire where people were angry as they lost their job
JOIN (a) & (5)	
(b) Hardworking	2. Visited homes of slum-dwellers and developed friendship with detectives
(c) Sense of wit and humor	3. Visited Maddock who operated his appendities
(d) Courageous/brave	4. Sleeps at 2 AM and gets up at 3:45AM and the rest time works
(e) Kind, humane, love for common people	5. Wears simple dresses even while meeting great people

3

(f) Very obliged to people who helped him

6. When a journalist asked him about his dress he said 'you people wear plus-fours, mine are minus-fours.' When someone asked him whether he had enough on while visiting George V, he replied 'The king had enough for both of us.'

3

### Listening:

Your teacher reads aloud a para from the book; you listen to him carefully and fill in the gaps without looking at the book.

"Mahadev Desai's \_\_\_\_\_ show that \_\_\_\_\_ often go to \_\_\_\_\_ at 2am, awoke at 3:45am for \_\_\_\_\_, wrote letters and read \_\_\_\_\_, rested \_\_\_\_\_ from 5 to 6 and had no \_\_\_\_\_ from then till the \_\_\_\_\_ morning at 1am or 2am.

4

### Speaking:

Given below is a dialogue between a journalist and Gandhi. Practice the dialogue following the steps provided.

Steps:

1. Teacher reads aloud the dialogue, you listen to him.
2. Teacher vs students (Teacher, journalist students, Gandhi, next change the roles).

3. Divide yourself into two groups and do the dialogue twice (changing the role)

Journalist: Mr. Gandhi, it is very cold here in England. What about your dresses sir?

5

Gandhi: You people here in English wear plus-fours, mine are minus-fours.

Journalist: did you wear enough when you met the King?

Gandhi: The king had enough for both of us.

**Vocabulary:**

(a) Preposition:

Do task E from the textbook.

(b) Phrases / expressions:

Do task C from the textbook but first see how these expressions are used in the lesson C para number given against the expression. Replace 'out-number' by 'accompanied by' an 'out-number' is not there in the lesson. Next make sentences using them,, one is done for you.

Cut off (P 5), above all (P 5), at arm's length (P 11)

Accompany by- I went to see the fair accompanied by my father, mother and sisters.

6

**Grammar:**

Fill in the blanks with 'a/an' or 'the'.

- i) Gandhi was proceeding as sole delegate of Congress to \_\_\_\_\_ Second Round Table Conference in London.
- ii) Listening to \_\_\_\_\_ words of \_\_\_\_\_ mischief-loving youngster, \_\_\_\_\_ Mahatma had \_\_\_\_\_ good laugh.
- iii) Gandhiji was simple in his dress and had \_\_\_\_\_ unique approach to his goal of complete freedom for India.
- iv) He was \_\_\_\_\_ wonderful newspaper copy, and journalists buzzed around him incessantly.
- v) He told \_\_\_\_\_ London Audience about his feeling in \_\_\_\_\_ conference.

7

**Writing:**

(a) See task 2, a comprehension activities. You have already ordered the statements. Now write a brief summary of the lesson by writing these statements serially and adding some lines in between. You can see the text to add new lines. See the example how to begin with (use separate notebooks to do the task).

Gandhi left Bombay by SS Rajputana for London. He was accompanied by ... (from lesson). He stayed at Kingsley Hall as a guest of Muriel Lester. He took morning walks through the nearby slums.

(b) See 2 (b), you have matched Gandhi's qualities with supporting facts. Now write about Gandhi as a person. You can add some lines of yours or from the lesson as you did in the previous task. Some lines are provided to begin with.

"Gandhi was a man of simple living. He wore simple dresses even while meeting great people like King George V. He was very hardworking. He went to bed at ...

8

**Mental Talk:**

Mentally repeat the dialogues in 4 speaking.

**Teacher's note:**

The lesson is good as it skits the level of +2 students. However there are many difficult words seen from the long glossing. The comprehension questions provided are scanty. Some need long answer, therefore, inappropriate for classroom teaching. Some language activities are good. We, therefore, have asked the students to do these with some instructions. The activity B is out of place, as not single word with 'en' is used in the lesson.

## LESSON- 5

# THE CANCER FIGHT, FROM HIROSHIMA TO HOUSTON

Ritsuko Komaki

### I

#### Pre-Reading

Introduction: Cancer is very serious disease. It is the second largest killer, the first being heart attack. It's treatment is also very expensive. The poor cannot afford the expense. The rich can afford but there is hardly any guarantee that they will survive. It spares none the poor, the rich and the great. Yuvraj Singh, the great cricket player suffered from it, and luckily survived. Irfan Khan, the highly talented actor is currently suffering from cancer and is being treated in England. Cancers can be broadly divided into two kinds- Body cancer and Blood Cancer. Under Body cancer any part of our body can be affected by cancer. Blood cancer affects blood and is of different kinds. Our body has hundreds of crores of living cells. Cancer affects cells and the affected cells go wild and affect other living cells. These are three major ways of treating cancer- operation (of the affected parts of the body), chemotherapy and radiation and at times all these three ways are used in combination to cure a patient. The present topic is about curing cancer through radiation, more particularly about proton therapy or, radiation. Lets read the lesson to know more about proton radiations and the great women behind proton radiation.

### II

#### While- Reading

- **SGP 1**

First number all the paras. Then read para 1-3 silently and try to answer the following questions.

- **Comprehension Questions:**

1. When atomic bomb was dropped on Hiroshima where was Komaki living?
2. When was atomic bomb dropped on Hiroshima?
3. At what age did she return to Hiroshima?
4. Who were his near and dear ones who died because of radiation caused by the atomic bomb?
5. Was she only afraid of radiation or also curious to know more about radiation? Which word tells you so?
6. When did she promise to become a cancer doctor?
7. What was the cause of her friend's death?
8. What is a cancer doctor called? (See para 2. The word begins with 'O')
9. In para 1, Komaki was in Hiroshima (Japan). Where is she in para 2?
10. Where is Houston?
11. Can you now say why in the title is the term 'from Hiroshima to Houston'?
12. Where does she work?
13. What is she there?
14. What is here specialization?
15. Why her university is is better place for her research on proton radiation beam therapy than private hospitals? There are more than one reasons (Read the first part of para 3)
16. What award did she get and why?
17. She got the award for best educator and teacher. How do you know that she is a god educator and teacher?  
Do you want to know more about proton therapy and how it is better than photon (X-ray) therapy? Read the next section (para 4-7)

- **SGP 2**

Read the next SGP (Sense Group Para 4-7 ) and answer the following questions.

- **Comprehension Questions:**

1. What is this section mainly about?
2. With what proton therapy is compared to?

3. Which one is better proton therapy or photon therapy?
4. What are some of the advantages of proton therapy and photon therapy?
5. What are the disadvantages of photon therapy?

Also, answer the questions given in the book.

Do you want to know about Komaki's education and training and her future? Read the last section (para 8-11)

- **SGP 3** (Para 8-11)
- **Compression Questions:**
  1. What is para 8 about? (About her education)
  2. Where did she study medicine first?
  3. What was she taught about cancer cure at medical school in Hiroshima?
  4. Where did she learn about radiation?
  5. What is less harmful than chemotherapy?
  6. How was the cancer caused by atomic bomb different from other cancers? (scattered, uncontrolled radiation to whole body)
  7. Where did she go to in 1985 with Cox?
  8. What is Dr. Eric Hall?
  9. What did Komaki do in 1988?
  10. What is para 9 about?
  11. Who discovered protons, when?
  12. When proton therapy came into being?
  13. Why was photon therapy at early stage confined to physics research labs until 1990?
  14. Where was it first become a hospital based program?
  15. Where and when a complete range of photon treatment given?
  16. Is the treatment of thoracic malignancies difficult and complicated? What kind of doctors and experts work together in such treatment?
  17. What does scanning beams do?
  18. Why is proton therapy going to be important in future?

### III Post-Reading

#### 1 VMDT (Visual Memory development.....)

Take the photograph of para 1 with your eye camera. Close your eyes, place your index finger on the following one after another, each time opening your eyes, verifying then doing the next item in similar way. This will help you develop your memory power.

Osaka, Hiroshima, father's death, Sadako Sasaki, cancer doctor.

#### 2 Comprehension Activities

Given below are some happenings in the life of Komaki but these are not in order. Order them by writing serial numbers against each sentence. You can see para 1,8 and 10 to do the task. The first one is done for you.

- She and Cox visited Loma Linda
- She studied in the medical school of Hiroshima.
- She worked at UTM D. Anderson.
- She with her family returned to Hiroshima
- She and her colleagues treated thoracic malignancies with a team of seven doctors.
- She was living with her family near Osaka when the atomic bomb exploded in Hiroshima.
- She did her externship, internship in Milwaukee.
- She decided to become a cancer doctor.
- Her close friend died at the age of 11.

Now if you write these happenings in the right order you get a brief life history of Komaki.

3

### Listening

Your teacher will read aloud what Komaki said about patients (last part of the last para). You listen to him/her and fill in the gaps.

“These patients are already \_\_\_\_\_ from cancer, why make them\_\_\_\_  
\_\_\_\_\_ from treatment? Now, we can make them more \_\_\_\_\_ killing  
cancer cells but not \_\_\_\_\_ normal cells. Now they can live life while getting  
\_\_\_\_\_ “

4

### Speaking

Your teacher will read aloud the first para, you listen to him/her. Then do chain-drill-  
one student reads aloud first line, the next the next line and so on. When the para  
ends, the next student begins from the first line. It goes on and on till the last  
student reads aloud.

5

### Vocabulary

Do the task provided in the textbook

#### 3. Grammar

(a) Mark the following sentences:

- (i) When Komaki was living with her family near Osaka, the atomic bomb exploded in Hiroshima.
- (ii) While Komaki was doing her externship she began learning radiation therapy.

(b) Narration/ Reported speech

6

### Writing

(a) When someone writes his/her own life history, it is called autobiography. But when someone writes about the life history of another, it is called biography. Is this writing taken from a biography or an autobiography? As someone has

written about Komaki, it is a biography. But by mistake the editor has mentioned Komaki as the writer of the topic.

Now read the first para. It is part of her biography. Try to make necessary changes in the para to change the para into autobiography. The first line is provided as an example.

“I was living with my family near Osaka when the atomic bomb exploded on my native Hiroshima in 1945.

---

---

---

---

Now, see the comprehension activity(2). You have ordered the happenings. But these are in the form of a biography. Make the necessary changes in the sentences to make them a part of an autobiography.

(b) Note making

The lesson is mostly about Komaki and Proton radiation. Proton radiation is an improvement over photon radiation. Given below is a note on proton and photon radiation. See how notes are made (para 4 and 5) and then develop a para from the note comparing photo and proton radiation.

Some lines are provided as example.

### **Radiations**

#### Photo Radiation

- Old
- Less effective
- Less powerful
- Not localized
- Less targeted
- Destroys both cancer and non cancerous cells

#### Proton Radiation

- New
- More effective
- More powerful
- Localized
- More targeted
- Destroys only cancerous cells



## LESSON-6

### MY GREATEST OLYMPIC PRIZE

Jesse Owens

#### I

#### Pre-reading

What is Olympic spirit? Remember what Coubertin, the father of modern Olympic Games says, "The most important thing in the Olympic Games is not to win but to participate."

Did Bob show this spirit?

Look at the following picture from the Olympic Games of 2016 at Rio. Read the title below the picture.



Similar spirit was shown by two athletes; Hamblin of New Zealand and D' Agostino of America. Hamblin tripped and fell on Agostino . Angostino instead of running helped Hamlin get up. After sometimes Agostino fell down. Hamblin helped her to get up. Then both ran together to the finishing point. For showing Olympic spirit, both are given Olympic Fair Ply Award, the only award of its type in this Olympics.

Let us read a text to know more about two other athletes with Olympic spirit?

**II**  
**While-reading**

**Text (Unit-I)**

- **SGP-1**

**Read (Para 1&2) silently and answer the questions.**

- **Comprehension Questions:**

12. Where were the Olympic Games played in 1936?
13. What was the time?
14. Who was the ruler of Germany then?
15. What did he insist childishly?
16. Who is 'I' in the first line of the story?
17. Why was the narrator not worried about feeling of Hitler?
18. What was the writer's thought when he was coming over on the boat?
19. What was the event the writer gave more importance on?
20. When did the writer set the world record?
21. What did everyone expect from the writer then?
22. Will he be able to win the gold medal in that event?

- **SGP-2**

**Read (Para 3&4) silently and answer the questions.**

- **Comprehension Questions:**

1. Who was in for a surprise?
2. Why was the writer startled when the time for the long jump trials came?
3. What was the name of that tall boy?
4. What the writer learn from people about the boy?
5. What did the writer think about Long's win in the long jump?
6. What is Aryan-superiority theory of the Nazis?
7. What did the writer want to do for this type thought of Hitler?
8. Do you think he will win the gold medal in the long jump event beating Luz Long?

• **SGP-3**

**Unit-II**

**Read Unit-2 silently and answer the questions.**

• **Comprehension Questions:**

13. What is this part of the story about?
14. Who was angry? And why?
15. Who usually makes mistakes?
16. "I was no exception". What quality do you find with the narrator from this sentence?
17. What mistake did he make on the first of his three qualifying jumps?
18. Why was the writer worried after his second trial?
19. How did he react to his own failure?
20. What did the writer feel suddenly after he disgustedly kicked the ground?
21. Who was that person who put his hand on the writer's shoulder?
22. Who qualified for finals easily on his first attempt?
23. What did he offer to the writer?
24. "Something must be eating you" Who said this and why?
25. What did he say to Jesse Owens about qualifying the trial?
26. What was the physical appearance of Luz Long?
27. When did he point to the take-off board?
28. What advice did Luz give to Owens?
29. What made the writer tension free?
30. What hit him?
31. What did the writer do after Luz's advice?
32. Did he succeed in qualifying for the finals? How?
33. Who do you think would win the medal?

• **SGP-4**

**Unit-III**

**Read the last unit and answer the questions.**

• **Comprehension Questions:**

15. What is the Unit-III about?
16. Where did the writer walk over that night and why?
17. Did he realise Luz's help? Which line says so?
18. What did Owens and Luz talk together in Luz's room?
19. When Owens finally got up to leave Luz's room, what did both of them know?
20. What did the writer know about Luz's attitude?
21. What happened first to Luz on the final day?
22. What was the record of Owens in the final jump?
23. How did Luz react to it?
24. What type of spirit do you find with Luz by this reaction?
25. What was the writer's feeling at that moment?
26. What did he realise about Olympic Games?
27. What did the writer say at last?
28. What is the essential thing in life?
29. Who was Coubertin? What was his ideal ?
30. What do you think was the greatest Olympic Prize for Jesse Owens- the gold medal he won in long jump, or the friendship he formed with Luz Long?

### III

#### Post-reading

1

#### VMDT

- III. Whole Text: Which unit is about Nazis' Aryan-superiority?  
Which unit talks about Luz's physical description?

Where do you find- worst enemy of an athlete, kicked disgustingly at the ground? Which unit says about the discussion on the field, track, world situation etc.?

- IV. Part-Unit-III : Close your eyes and put your index finger on i) Founder of modern Olympic Games, ii) 24 carat friendship, iii) track and field

## Comprehension Activities

2 (a) Match the Unit numbers under 'A' with their themes given under 'B'.

**A**      **B**

- |   |  |
|---|--|
| 1 | How Owens qualified for finals.                                  |
| 2 | Winning of gold medal by Owens and his feeling about Luz Long    |
| 3 | Writer's background, preparation and thought about Olympic Games |

(b) The following sentences are not in order. Order them to get the summary of the text.

- i) Both of them participated in 1936 Summer Olympics in Germany.
- ii) Owens followed his advice and qualified for finals.
- iii) On the final day Owens won the gold medal in long jump and realised that the friendship with Luz was the greatest Olympic medal for him.
- iv) Jesse Owens was an American track and field Athlete, but Luz Long was a German athlete.
- v) Luz qualified for finals in the first attempt and helped Owens advising him to draw a line at the back of the board.
- vi) Owens couldn't qualify for finals in his first two attempts.

3 **Listening**

**The teacher reads aloud the last five lines of the Unit-III, you listen and fill in the blank spaces.**

I realized then, too that \_\_\_\_\_ was the \_\_\_\_\_ of what \_\_\_\_\_  
\_\_\_\_\_, founder of the modern Olympic Games, must have in  
mind when he said, "The important thing in the \_\_\_\_\_ is not  
\_\_\_\_\_ but \_\_\_\_\_. The \_\_\_\_\_  
\_\_\_\_\_ in life is not \_\_\_\_\_ but \_\_\_\_\_ well.

4

### Speaking

(c) Chain-drill: An angry athlete usually makes mistakes..

(d) Dialogue:

**Owens:** (at the time of a firm handshake with Luz)

*Glad to meet you. How are you?*

**Luz Long:** *I'm fine. How are you?*

**Owens:** What do you mean?

**Luz Long:** *Something must be eating you. You should be able to qualify with your eyes closed.*

**Owens:** Believe me, I know it.

5

### Vocabulary

Match the words under 'A' with the meanings given under 'B'.

#### A

Insisted

Startled

Wraps

Disgustedly

To ebb out

Peak  
performance  
epitome

#### B

secret

with a strong feeling of dislike

to flow back

best ever performance

perfect example

greatly shocked and surprise

to hold to something firmly

6

### Grammar

Change the narration of the following sentences.

- i) The writer said, "If Long wins, it will add some new support to the Nazis' Aryan-superiority theory".
- ii) "Look," he said, "Why don't you draw a line a few inches at the back of the board and aim at making your take-off from there?"

- iii) He said, “ The important thing in the Olympic Games is not winning but taking part”.
- iv) Owens said,” I know, if Luz did not give me advice I would not qualify for finals”.
- v) Luz said to Owens, “I know, something must be eating you”.
- vi) Owens said to himself, “Did I come 3000 kilometres for this?”.

**7 Writing**

**(a)** Answer the following questions.

1. Who is Jesse Owens? What is famous for?  
\_\_\_\_\_
2. Describe the physical appearance of Luz Long?  
\_\_\_\_\_
3. How did Owens qualify for the finals?  
\_\_\_\_\_
4. What was the greatest prize for Owens?  
\_\_\_\_\_

**(b)** Write a short paragraph on the topic following the compression questions (a) and (b).

**8 Mental Talk**

An angry athlete makes mistakes.

**9 Tail-piece An Interview with P.V.Sindhu**



- Read the following text and answer the questions that follow.

At the Rio Olympics Games 2016, P.V.Sindhu from India won the silver medal in the women's badminton final event. Here is an interview between Sindhu and PTI.

Reporter : Hi Sindhu! How are you?

Sindhu : I'm fine. Thank you.

Reporter : Well Sindhu, you hoped for a gold for India but you won a silver. How do you feel about it?

Sindhu : I ended up with a silver medal but I'm really happy and proud about it.

Reporter : How about you lost to World No. 1 Carolina Marin?

Sindhu : I really worked hard, gave my heart out but it was Carolina's day. I congratulated her.

Reporter : Thank you very much.

Sindhu : Thank you.

• **Comprehension Questions:**

1. Who do you see in the picture?
2. What is she kissing?
3. Where did she win the medal?
4. In which event did she win it?
5. Who are there in the interview?
6. What did she hope for India?
7. Did she get it?
8. How did she feel about it?
9. Who did she lose to?
10. How did she work for the event?
11. Who won the game?
12. How did she greet Carolina on her win?

**Notes for Teachers:**

The warm up activity could have been made more interesting. The activities are very less. Only two activities that too both on vocabulary.

# LESSON-7

## ON EXAMINATIONS

Winston S. Churchill

### I

#### Pre-Reading

Introduction: Teacher writes on black board 'EXAMINATIONS' and brain-storms students to come up with their responses to examination. 'Do you like exams? Are you afraid of examinations? How do you feel before examination? What about your teachers? Do they like examination- to conduct examinations? Does your attitude to examinations different from that of your teachers? Why? Should exam be abolished done away with? How can exam be made more interesting/enjoyable for you? Which is better, marks or grades? Why?' (Teacher writes the responses of students on the blackboard. The topic provides a scope for all these discussions). This lesson is about examination, but examinations about 100 years back, more particularly about Winston Churchill, the then Prime Minister of England attitude to and experiences. Where attitude examination different then? Read and see.

### II

#### While-Reading

- Read para 1-4 silently and answer the questions that follow. These questions are not to test you but to help you understand the lesson well. (Before you read, number the paras).
- **Comprehension Questions:**
  1. Every para, as you know, has a theme- a topic, an idea. What is the theme of para 1? Exams- whose exams?
  2. How old was Churchill then?
  3. For long he is going to have these exams? Does he like exams? Which word in the first line tells you that he did not like exams?

4. In this para Churchill talks about attitudes of two kinds of people to exams. Who are they? Is the teacher's attitude to exam different from that of the students?
5. There are some subjects which teachers like. What are they?
6. There are some subjects on which Churchill liked to be tested. What are they?
7. Whose will prevail (stay) the teacher's or the student's?
8. Churchill would have liked questions the answers of which he knew. But what kind of questions did these teachers ask?
9. Churchill wanted the questions to test his knowledge. But what did the questions test?
10. As a result what happened, did he do well or not in his examinations?
11. The 2<sup>nd</sup> para is also about examination. Then why did Churchill make a separate para? Is it about a different kind of exam? What is this exam?
12. Was he able to answer any question in Latin paper?
13. Then what did he do?
14. Who examined his Latin paper?
15. What do you mean by he (Dr. Welldon) took a broad minded view of my Latin prose?
16. Did he judge Churchill's Latin or his general ability?
17. Did Dr. Welldon pass Churchill in the Entrance Test to Harrow?
18. Why did Churchill had greatest regard for him?
19. Where was his position in the list of students who passed the test?
20. Where was his name in the roll call register? Why?
21. How many students were below him?
22. But why was his name finally at the end?
23. How was roll called in Harrow?
24. Was it different from Eton? How?
25. Who was Lord Randolph Churchill?
26. What was he?
27. Why did some visitors want to see Churchill march by?
28. Why did many of them say 'Why he's last of all?' is it because his father was the leader of the House of Commons?

## Section 2

In the previous section Churchill told about his views on examination, his entrance examination, the Headmaster Dr. Welldon, his being placed last in his class. But what about learning in school, his teachers. Did he learn anything good from the school? Let's read the next SGP/section to know about them.

Read para 5 silently and answer the questions that follow.

- **Comprehension Questions:**

1. What is this para about? He talks about learning a subject if study, what is that subject?
2. Being the last in the class had an advantage. What was that advantage?
3. What subjects did the clever and the best boys study?
4. What subject did Churchill study?
5. Who taught him English?
6. Did he like the English teacher?
7. Which phrases tell you so?
8. Does Churchill criticize the education system? What is criticism about? Which subject according to Churchill is important? But what is important according to this then education system?
9. The clever boys learned Latin and Greek and those who were not clever learned English? This is wrong according to Churchill. Do you agree with him?
10. The English teacher Mr. Somervill taught English grammar. What aspects of English grammar?
11. How did he teach parsing and analysis of English into parts? What parts?
12. How did he make his teaching of parsing and analysis interesting and useful for his students? Did he use blackboard? Did he use chalks of different colours for different parts of speech? What was the different coloured chalks he used?
13. Why did Churchill learned this better than others?
14. Did he regret being last in the class for long? Did this help him learn English better? Which phrase tells you that he learned the structure of English sentence very well?

15. What is a noble thing according to Churchill?
16. According to Churchill while his clever friends were at a disadvantage, he had an advantage. Why?
17. Why had his clever friends to learn English after learning Greek and Latin?
18. Why would he whip his clever friends for? Why?

### **Section 3**

In the previous paragraph Churchill talked about technique of English and his English teacher end of course about his clever friends who were at a disadvantage comprehend to him. Do you want to know about one such clever boy of another class in detail? Read the next session and see.

Read the paragraph 6 &7 and answer the following questions.

- **Comprehension Questions:**

1. What is section about? Is it about Churchill's encounter with another boy? What is the name of the boy? To which class did he belong to?
2. What did Churchill do to Amery?
3. Why did he dare to push Amery to the swimming pool? Is it because he was small in size?
4. What was the reaction of Amery? Was he angry? What did he do to Churchill?
5. Amery's friend also shouted at him. What did they say about Amery?
6. Did Churchill repent for what he did?
7. Was Amery satisfied when Churchill said he mistook him for a forth form boy because of his small size?
8. As Amery was not satisfied what did Churchill say to him?
9. Churchill also said his father was small in size but a great man. Did it help Amery's anger to be satisfied?
10. With what warning did Amery leave him?

## Section 4

In section 1 Churchill talked about examination and his entrance exam. In section 2, he talked about teaching of English and his English teacher. In section 3 he talked about his encounter with Amery. Can you guess what will be the theme of the last section? Let's read the last para and see.

Read section 4 silently and answer the questions that follow:

- **Comprehension Questions:**

1. There were three differences between Churchill and Amery. This difference matters in school. But does it matter in life outside schools?
2. Afterward where was Amery and Churchill were colleagues?
3. Even being in the lowest form he could achieve things which his friends fail to do. Where was he successful?
4. What did he recite to the Headmaster without making a single mistake?
5. He also passed an exam, in which his friends failed. What is this exam?
6. Does good luck have also a role in passing exam?
7. How luck helped Churchill score good marks in the preliminary exam for the army?
8. He prepared to draw the map of the New Zealand. Did this come in the exam? Why does Churchill call this similar to winning in a gamble?
9. Given below are some of the views of Churchill as seen from the lesson. Read the views carefully and state with which of these views you agree?
  - (a) Students do not like exam
  - (b) Learning English is better than learning Greek and Latin.
  - (c) One should learn English to earn one's living.
  - (d) Differences in age matters in school but does not matter in real life.
  - (e) Not doing well in school does not prevent one from doing well in real life.
  - (f) Luck has a role to play in one's success in life.

**III**  
**Post-Reading**

1

**VMDT**

The lesson is divided into four sections. Flip through the pages and take photographs of these sections with the help of your eye-camera. Now say which section talks about entrance exam to Harrow? Which section talks about English teacher Mr. Somervell? Which section talks about Amery? Which section talks about preliminary exam for army? Which section talks about the Headmaster Dr. Welldon? (Each time you can see the text and verify)

2

**Comprehension Activities**

(a) Match the sections under A with their themes under B

<b>A</b>	<b>B</b>
<u>Sections</u>	<u>Themes</u>
I	Churchill's encounter with Amery
II	inspite of being at the bottom of the class/school, he did well in some matters in which the better one failed.
III	examinations and entrance examination to Harrow
IV	teaching of English and his English teacher

(b) Given below are some incidents from the lesson. These incidents are not in order. Order them putting serial numbers against the incidents. One is done for you.

- Churchill pushed Amery into the swimming pool and got scolded.
- He did well in preliminary test for Army while his academically better friends failed.

- He did not do well in the Entrance Examination to Harrow but the Headmaster Dr. Welldon passed him.
- He had to appear at an Entrance Examination to Harrow.
- Amery who he pushed into the swimming pool later became his cabinet colleague.
- Churchill, because he was at the bottom of the list, was asked to learn English while his better friend learned Greek and Latin.
- He was placed at the bottom of the whole school.

3

### Listening

Your teacher will read aloud para 3. You listen to him/her and fill in the gaps without looking at the text.

“ In consequence of his \_\_\_\_\_ I was In due \_\_\_\_\_ placed in the \_\_\_\_\_ or \_\_\_\_\_, division of the Fourth, or \_\_\_\_\_, form. The \_\_\_\_\_ of the new \_\_\_\_\_ were printed in the school \_\_\_\_\_ in alphabetical \_\_\_\_\_ and as my \_\_\_\_\_ name, Spencer Churchill \_\_\_\_\_ with an ‘S’ I gained no more \_\_\_\_\_ from the \_\_\_\_\_ wider sphere of \_\_\_\_\_. I was \_\_\_\_\_ only two from the \_\_\_\_\_ of the whole school and \_\_\_\_\_ two, I \_\_\_\_\_ to say disappeared \_\_\_\_\_ immediately through or some other \_\_\_\_\_.”

4

### Speaking

Given below is a dialogue between Churchill and Amery. Practice the dialogue following the steps suggested.

Amery: Do you know who am I?

Churchill: No

Amery: I’m Amery. I’m in the sixth form.

Churchill: I’m very sorry. But you’re so small. I mistook you for a fourth form boy.

Amery: Small? Fourth form?  
(Getting angry)

Churchill: My father is a great man. But he is also very small.  
(Out of fear)

Amery: (Feeling happy)I excuse you. But be careful. Never repeat  
this again.  
(*Rehearsal*)

Steps:

1. Teacher reads aloud the dialogue, students listen him/her. Teacher says Amery part, students repeat after him/her. Churchill's part, students repeat . . . . .
2. Practice. Teacher vs Students  
Students vs students (in two groups)

(Optional) Two students called to the front of the class to do the dialogue (If there is time the role can be changed in all these cases and the dialogue is repeated).

5

Vocabulary

Use of good phrases improves the quality of writing. Churchill used many phrases in this lesson. Given below are some of these phrases. Against each phrase the para number is given in bracket. First see how the phrase is used in the context. Next use the phrases in sentences of your own. Some examples are provided.

Get into one's bones (5), destined to (1), in fact (3), as long as (5), in favor of (5), in vain (6), in due course (3)

get into one's bones: After year long practice swimming got into my bones.

Destined to: I was destined to suffer from hardships. (Use your notebooks)

6

**Grammar**

**People who live in glass houses should not throw stones at others.**

In above sentence, there are two clauses; a principal clause and a subordinate clause. The subordinate clause beginning with 'who' is a relative clause.

1. People should not throw stones at others.(Principal clause)
2. Who live in glass houses. (Subordinate clause/ Relative clause)

Now complete the following sentences using who/whom/whose/where.

- I) What is the name of the man \_\_\_\_\_ car you borrowed?
- II) A cemetery is a place \_\_\_\_\_ people are buried.
- III) A pacifist is a person \_\_\_\_\_ believes that all wars are wrong.
- IV) An orphan is a child \_\_\_\_\_ parents are dead.
- V) What was the name of the person to \_\_\_\_\_ you spoke on the phone
- VI) The place \_\_\_\_\_ we spent our holidays was really beautiful.
- VII) The school is only for children \_\_\_\_\_ first language is not English.
- VIII) The woman with \_\_\_\_\_ he fell in love left him after a month.

7

**Writing**

(a) See activity 2(a) you have matched the sections with the themes. Now with four sentence one each. The first one is done for you.

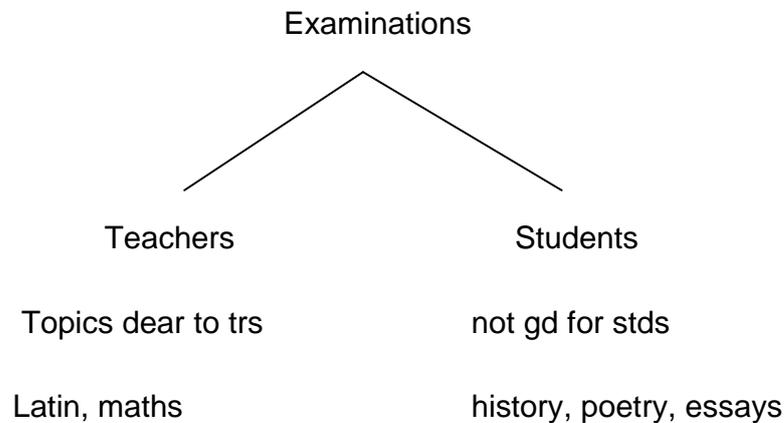
The first section is about examinations and Churchill’s Entrance Examination to Harrow.

(b) See activity 2(b) you have ordered the incidents. Now write them in a para to get summary of the lesson.

(c) Note-making (Read the lesson on Note-making from Book 2)

Provided below are three note-making activities. The first one is fully done, the notes and the para based on the notes, the second half-done-the notes given but you have to wrote a para based on the notes. And the last one you have to do both note-making and para.

(i) Make notes from para 1.





## LESSON-8

# THE PORTRAIT OF A LADY

Kushwant Singh

### I

#### Pre-Reading

- **Introduction:**

Have you stayed with your grandmother for long? Mentally note some facts about your grandmother; about her look, age, education, nature, your interaction with her, your impression of her. You will read this lesson which is about the writer's grandmother. After reading the lesson compare and contrast your grandmother with that of the author's. What are the similarities and what are the differences.

### II

#### While-Reading

Read silently para 1 and 2 and answer the questions that follow. The questions are not to test you but to help you understand the lesson better. (Before reading number the paras).

- **Comprehension Questions:**

1. What are these paras about?
2. Both the paras are about the writer's grandmother. But how id para 1 different from para 2? Which para gives more details of his grandmother, para 1 or 2?
3. His grandmother is old and wrinkled. But your grandmother might not be that old. Can you say why? (Compare the writer's age with yours, who is older?)
4. What did people say about her?
5. Does the writer believe this easily?
6. Where was the portrait/picture of the writer's grandfather?

7. What about his dress? How old was he was from the picture?
8. 'He did not look the sort of person who would have a wife or children' 'but have lots and lots of grandchildren.' What made the writer theme so? Is it because of his long white beard?
9. About his grandmother, did he believe that his grandmother was once young and pretty?
10. Did he believe what his grandmother told him about her childhood day's games? With what are her talks compared to?
11. What do you mean by she was not pretty and beautiful?
12. While hobbling about in the house in white dress, how does she use her hands?
13. What about her white hairs? What about her lips?
14. Is he a religious woman? How do you know?
15. With what her beauty is compared to? Is the landscape in the mountain beautiful in winter? Why?
16. 'An expanse of pure white serenity breathing peace and contentment'. To what three good qualities of the grandmother does this refer to? Is she quiet, peaceful and contented (happy)?

## **Section II**

- In the first section the writer gives a picture of her grandmother, her looks, her manners, her good qualities. What do you think about the next section? Will it be about their relationship?

Read and see.

Read para 3 and 4 and answer the questions that follow:

Comprehension Questions

1. As you know every para has a topic/theme. There are different paras because there are different themes. Para 3 and 4 which you read just now are about the

writer's very close relationship with his grandmother. But how do these two paras

2. differ in themes? Their relationship at two different places. What are these two places?
3. Where did his parents go leaving the writer with his grandmother in the village?
4. Make a list of things that his grandmother does for him starting from waking him up to taking him to school?
5. What does she do when she bathes and dresses him? Why does she say her prayer in sing-song?
6. Why does the writer listen to her song? Does he learn the song by heart?
7. What are the things that she ties in a bundle for the writer?
8. What do they eat for their breakfast?
9. Why does she carry some stale chapattis to school?
10. Why does her grandmother always goes with him to school?
11. Who taught the writer in school? What did the priest teach do?
12. When the writer studied at school what did her grandmother do?
13. Who met them at the temple door? Why?
14. Why was the school in a temple and the priest taught him, not a teacher?  
(Think of the beginning of school in the past. To start with temples were uses as schools and priest/preachers were teachers. The name 'teacher' has come from 'preacher/priest')

### Section III

- In the previous section you read about the writer's relationship with his grandmother at home and at school. The relationship was very close, deep and engaging. Will their relationship be like this or will be less close and less engaging? Read this section and see.
- Read para 5-7 and answer the questions that follow:

- **Comprehension Questions:**

1. Did their relationship change? Which phrase in the 2<sup>nd</sup> line (para 5) tells you that the relationship changed?
2. They moved to the city. The writer shared the room of his grandmother. But did she accompany to school as before? Why? Were there dogs? Who replaced the dogs?
3. Did she wake him up always as before? What did she ask the writer when he came back from school?
4. What did the writer say about what he learned in school?
5. Was she happy hear what she said? Why?
6. Why was she disturbed when the writer told her that he was getting lessons in music?
7. What happened when the writer went up to University?
8. The grandmother hardly talked to him afterward. What did she do?
9. What was the happiest half hour for her?
10. What did she give to the sparrows?
11. Did the sparrows like her? How do you know?
12. What remarkable changes took place in her in this section? Did she interact with the writer and other members of her family or left to herself?

#### **Section IV**

- Section III saw a turning point in the relationship between the writer and her grandmother. His grandmother talked less and less to others and was left to herself. What do you expect to happen to her in this section, the last one? Read and see.
    - Read silently Section IV and answer the questions that follow:
    - **Comprehension Questions:**
1. The writer decided to go abroad for studies for five years? He thought his grandmother would be upset. Was she upset? Did she show any emotion at the time of parting? What was she busy doing then?

2. What according to the writer is the last physical contact with his grandmother? Was this really the last physical contact ?
3. When the writer came home after staying abroad for five year, did he find any change in the look of her grandmother?
4. On the evening of the day of his arrival a change came over her. What was the change?
5. She fell ill next morning. Did she know that her end had come?
6. What was she doing before her death?
7. Her dead body was to be taken to the cremation ground. Sparrows came in great number. But then did not chirrup. These birds also did not take any food given to them. Did they know that the grandmother was dead?
8. The grandmother knew in advance that she was going to die. Even the sparrow knew that she was dead. Do these seem strange to you? Are these strange but true?
9. At the beginning of the lesson, you were asked to think about your grandmother. Do you find any similarities between your grandmother and the grandmother of the writer? What are the similarities and what are the differences?
10. Look at the title, "Portrait of a Lady", why not "Picture of a woman"? Which of them sounds more dignified? Maybe, therefore more appropriate/suitable.

### III

#### Post-Reading

1

#### **VMDT:**

Flip through the pages and take the photograph of all the four sections by your eye-camera and say (closing the book). In which section, the writer went abroad for study and came back after four years, which section gives details of the grandmother, in which section the grandmother died, in which section the writer's intimacy with his grandmother is most intense. . .

2

**Comprehension Activity:**

(a) Match the section under A with their themes under B.

<b>A</b>	<b>B</b>
<u>Sections</u>	<u>Themes</u>
I	The grandmother and the writer are very good friends both at home and in schools
II	Death of the grandmother
III	provides a detail picture of grandmother
IV	A turning point in the friendship of the writer and his grandmother

(b) Given below are some incidents from the lesson. But these are not in order. Order them serially putting serial number against the incidents. First one is done for you.

- The writer used to go to an English school by bus.
- Grandmother's happiest time was when she fed the sparrows.
- At one time the writer's grandmother was young and pretty, but the writer did not believe this.
- A change came to the grandmother. She did not pray and started beating a drum non-stop.
- She died peacefully.
- Grandmother took care of the writer at home and also went to school with him.
- The writer went to study in a University.
- Sparrows came to her dead body but neither chirruped nor took food.
- Grandmother did not like the writer learning music.
- The writer went abroad to study.

- His parents took them to the city where they lived.

1. Listening

- (a) Your teacher will read aloud para 11. You listen to him/her and fill in the gaps.

The \_\_\_\_\_ morning she was taken \_\_\_\_\_. It was a  
 \_\_\_\_\_ fever and the \_\_\_\_\_ told us that ir  
 \_\_\_\_\_ go. But \_\_\_\_\_

grandmother thought \_\_\_\_\_. She told us that  
 \_\_\_\_\_ before the  
 \_\_\_\_\_ of the last \_\_\_\_\_ of her life she had  
 \_\_\_\_\_ to pray, she was not going to \_\_\_\_\_ any  
 more \_\_\_\_\_ talking to us.

- (b) Your teacher will read aloud some of the words provided below. Tick those which s/he reads aloud.

Undignified, portrait, hobble, scattered, alphabet, courtyard, monopoly, seclusion, dilapidated, funeral, stretcher, scrums, cremation.

3

**Speaking :**

- (a) Reading aloud through Chain-drill.(Para 11-13)

Steps

- I. Teacher gives a model reading aloud of paras 11, 12 and 13.
- II. Students read aloud through Chain-drill, first student, first sentence; next student, next sentence and so on till the end of para 13. Once completed, the next student begins from the beginning (1<sup>st</sup> sentence of para 11)
- III. Learn the correct pronunciation of the following words:  
 'portrait', 'turban'- Pronounce these two words as if the 'r' underlined are not there.  
 'pretty'- Pronounce this word as 'prity'.  
 'chorus'- Pronounce 'ch' as 'k'  
 'threw'- Pronounce this as 'thru'

'Archimedes'- Pronounce this name 'chi' as 'ki'

'sentimental'- Pronounce this word as if the 'a' after 't' is not there 'sentimentl'

'crumbs' Pronounce this word as if the 'b' is not there, 'b' is silent here.

4

**Vocabulary:**

Do 'Doing with words' exercised (B) and (C) from the textbook.

3

**Writing:**

(a) See task 2(a). After matching the sections with the themes, write four sentences, one each on a section as done in example

In the first section the writer and her grandmother are very good friends both... The 2<sup>nd</sup> section is about...

(Use your notebook)

(b) See task 2(b). You have to put serial numbers against the incidents as they occur in the lesson. Now write these sentences in a para to get a summary of the lesson.

(Use your notebook)

(c) Note making followed by writing.

Make notes from section II, III and IV on the following heads.

Stages of the

degree of closeness

supporting

writer's education

in relationship with

facts

grandmother

Village school

very close

**A.** She looked after the writer at home.

She also went to school with him and helped him in his study at home.

English Medium                      less close  
School in city

**B.** She lived with the  
the writer in one room.  
But, did not go to school  
with him.

She did not help him in his  
study. Rather she did not  
like what he was taught at  
school.

Education in                      least close  
University and  
Abroad

**C.** The writer in  
University lived in his  
room there.

While in abroad he stayed  
away from her five long  
years.

You can add new facts and write about the stages of writer's relationship with his grandmother (use notebooks). Start with . . .

When the writer studies in village school his relationship with his grandmother is the closest. She looked. . .

- (d) Drawing a portrait of the writer's grandmother. Writers and artist are similar so far their creativity is concerned. One draws picture with paints and the other with words. The portrait of the writer's grandfather in the drawing room was drawn by a writer. If you have the creative skills of an artist try to draw a picture of the writer's grandmother based on para 2. If you are not an artist, write a paragraph about your grandmother keeping in mind this lesson. Even writing this in Odia will do. Try.

### **Notes for teachers**

The theme of the lesson is good. Students will like the topic. But the language will be difficult. The exercise provided is insufficient and does not help the students either in understanding the lesson or developing their language skills.

## LESSON-9

# THE MAGIC OF TEAMWORK

Sam Pitroda

### I Pre-reading

Read the title of the text, "The Magic of Teamwork" and what may be the magic of the teamwork. Think about the benefits and problems of teamwork. Let's read the text and see whether our guessing and the thoughts are available in the text.

### II While-reading Text (Unit-I)

- **SGP-1**

**Read Unit-1 silently and answer the questions.**

- **Comprehension Questions:**

1. What is the first paragraph about?
2. What is the key problem in India for doing any task?
3. What does the writer say in the second paragraph?
4. Why did a joke go around that one Indian was equal to ten Japanese?
5. The author writes that ten Indians were equal to one Japanese. Why does he say so?
6. What according to the writer is 'crab mentality'?
7. What is the basic cause of this crab mentality attitude?
8. What was fine in earlier times when knowledge and wisdom were passed on orally?
9. Why does the author say that a young computer trained person is better than a senior accountant?
10. Do you think that the author gives more importance on computer training?



7. What are the key elements of a team's success?
8. What should be the feeling of a boss for the criticism from his subordinates?
9. What is a key prerequisite to be successful?
10. What does the writer narrate in the last para of this unit?
11. What was the feeling of the author towards the driver?
12. What other things should he do in addition to his driving?
13. How do the activities of a driver reflect the spirit of teamwork?
14. What affects 'team performance' in India?

• **SGP-4**                      **Unit-IV**

**Read the Unit-IV silently and answer the questions.**

1. What is the first paragraph about?
2. How does diversifying tasks help the workers?
3. What made the workers interested to work in the middle of the night?
4. Why is it difficult to build teams in our system today?
5. How can working with diversity happen?
6. Does age matter for holding positions? Why?
7. What makes the workers feel better and work better?
8. What are the fundamental issues in corporate environment?
9. What shouldn't we be afraid of? Why?

**III**

**Post-reading**

1

**VMDT**

- v. Whole Text: In which units do you find these ideas?
- lack of teamwork and cooperation-a serious problem,
  - benefit of diversifying tasks, -age factor, -a joke about Indian and Japanese workers, -criticising individuals and ideas,
  - split-level consciousness

- vi. Part: Unit-IV : Close your eyes and put your index finger on
- i) Diversifying tasks increase workers' self esteem and motivation,
  - ii) capability and expertise are what counts,
  - iii) no substitute for teamwork,
  - iv) Don't be afraid of pressure

2

### Comprehension Activities

(c) Match the Unit numbers under 'A' with their themes given under 'B'.

**A      B**

**Unit    Main Ideas**

- 1      Difference between criticising an idea and criticising an individual
- 2      Diversifying tasks and age factor, fundamental ideals in corporate environment
- 3      Benefits of group work and qualities of a good team player
- 4      Lack of teamwork and cooperation- a serious problem, crab mentality

(d) Read the following sentences and rewrite the incorrect sentences correctly.

- i. The key problem in India is lack of policies.
- ii. Crab mentality affects progress in our country.
- iii. Cultural background is one of the causes of crab mentality.
- iv. Rockwell International is a company in the U.S.
- v. To respect others is not a quality of a good team player.
- vi. Criticising an individual in a group is not good for teamwork.

3

### Listening

**Listen the following statements and say which are true and which are false.**

- i) The key problem in India is lack of implementation, not lack of policies.
- ii) In earlier times knowledge and wisdom were passed on orally.
- iii) There is crab mentality among the Japanese.
- iv) Hierarchy comes naturally to the minds of Indians,
- v) Saying something and understanding the exact opposite is called split-level consciousness.

- vi) Criticising someone in a meeting benefits the individual.
- vii) Diversifying tasks decreases workers' self esteem and motivation.

4

### Speaking

- (e) Chain-drill:
- i) Don't be afraid of pressure.
  - ii) We should be away of the 'crab mentality'.

5

### Vocabulary

Match the words under 'A' with their meanings given under 'B'.

#### A

Leverage

Gang up

Congregate

Egotism

Sycophancy

Split-level consciousness

Dichotomy

Ethnicity

#### B

To come together in a group

Dual personality

To use to obtain a designed result or effect

Flattery, praising a person too high for selfinterest

Belonging to a particular group

The separation that exists between two groups

To join together in a group

Arrogance, lack of consideration for others

6

### Grammar

- (a) Make sentences using the following phrasal verbs..First how these are used in the lessons

Break out into :

Pull aside :

Get rid of :

Fall apart :

(b) Fill in the blanks using the phrasal verbs choosing from brackets.

( look out, break down, get by, take off, get on)

- i) Sorry, I'm late. The car \_\_\_\_\_.
- ii) \_\_\_\_\_! There is a car coming.
- iii) It was my first flight. I was nervous as the plane \_\_\_\_\_ .
- iv) How was the examination? How did you \_\_\_\_\_.
- v) My English is not very good, but it's enough to \_\_\_\_\_.

**7 Writing**

(a) Answer the following questions.

3. What affects progress in India and wherever Indians work worldwide?

\_\_\_\_\_

4. What is crab mentality? What are its causes?

\_\_\_\_\_

5. Differentiate between criticising individuals and criticising ideas?

\_\_\_\_\_

4. How does hierarchy come in the way of doing a task together in India?

\_\_\_\_\_

5. What are the key elements of a team's success?

**8 Mental Talk**

The fundamental ideals of teamwork are respect for others, openness, honesty, communication and willingness to disagree.

Note to the teacher: The theme is good and useful but will be difficult for the learners to understand. The teacher will have to read and reread the lesson and understand the theme to teach the lesson. The exercises are less and boring.

## LESSON-10

# DEVELOPMENT OF POLIO VACCINES

Bonnie A.M. Okonek and  
Linda Morganstein

### I

#### Pre-Reading

- **Introduction:**

Look at the picture below.



What disease these two children are suffering from? Is there a cure for this disease? How is this disease caused? Is there a vaccine for this disease? If there is one, how is the vaccine developed? Who are the men/scientists behind the vaccine? Is India free from this disease now? Read the text to get answers to these questions:

## II

### While-Reading

Number the paras before you read.

- **SGP I**

- Read para 1-3 silently and answer the following questions.

- **Comprehension Questions**

1. What is the first para about?
2. What was he then?
3. When did Polio virus troubled America?
4. What was happened to the young politician Roosevelt when he was vacationing in his estate?
5. How does Polio virus enter our body?
6. To which part of your body it goes next?
7. Where does it incubate or grow?
8. Do all develop symptoms after this?
9. What are its symptoms?
10. Do all those develop symptoms and those who do not pass on the disease to others?
11. How does Polio spread?
12. Where does the virus enter next?
13. What percentage of infected people develops antibodies and lifelong immunity against the disease?
14. What percentage of people develops symptoms and what percentage get the disease?
15. What happens to the virus for those who get the disease?
16. At this point the disease divides itself into two kinds. What are they?
17. What part of the body gets affected by the spinal kind?
18. What part of the body gets affected by the bulbar kind?
19. What are the symptoms of both these kinds?
20. Is this any treatment after this?

- **SGP 2**

- Who are most likely to be affected by Polio, children or adult? Did Roosevelt overcome his handicap caused by Polio? To get the answers to these questions read the next part

Read SGP 2 silently and answer the questions that follow:

- **Comprehension Questions**

1. In which two ways Roosevelt overcome his Polio handicap?
2. In which two ways he spearhead the fight against Polio?
3. In which sense plague and influenza are more dangerous than Polio?
4. In which sense Polio is more dangerous?
5. Did progress in hygiene and good health prevent Polio?
6. Who are the most vulnerable to Polio, children or adult?
7. As once attacked, Polio has no cure, what is the way to get rid of it?

- **SGP 3**

- Was it easy to develop vaccine for Polio? When living condition improved, Polio is to decrease. But unfortunately the case is just the opposite. Do you know why? Read the next section/SGP to know.

Read para 6-9 and answer questions that follow:

- **Comprehension Questions**

1. When did development for Polio vaccine begin?
2. Why did early attempts fail?
3. When living condition was poor, Polio cases were less. Why?
4. When living conditions improved, Polio cases more. Why?
5. Which organisation funded researches in Polio vaccine during early twentieth century?
6. Who was the founder of March Dimes?

- **SGP IV**

- Do you want to know the names of scientists who developed Polio vaccine and how? Read the next section/SGP to know.

Read SGP/ section IV (Para 10-12) and answer the questions that follows:

- **Comprehension Questions**

1. When did Dr Jonas Salk begin his research on Polio virus?
2. Where was he working then?
3. What was he studying before working on Polio virus?
4. When Salk's work was greatly helped? How?
5. Vaccine of a disease means giving the virus of the disease in the body of a person in small doses to create antibody against the disease. What therefore, Salk needed to do?
6. When was he successful in developing a vaccine for Polio?
7. When was massive testing of the vaccine for Polio?
8. Was the testing successful?
9. When did the government of USA give permission to use the vaccine for the children?
10. But what was the problem with the original Salk vaccine?
11. What was the problem traced to?
12. What is the percentage of the protection rate of its effectiveness?
13. Who improved Salk vaccine? When?
14. When was this vaccine by Sabin available for use?
15. Out of Salk and Sabin vaccines which is oral and which is intramuscular?
16. Salk vaccine is given in two intramuscular injections with one month gap followed by boosters every five years, hat about Sabin vaccine?
17. What are the advantages of Sabin vaccine over Salk vaccine?
18. What are its disadvantages?

- **SGP V**
- Two very important vaccines of Polio are invented. Both have advantages and disadvantages. Will these vaccines be improved by other scientists? When was America free from Polio? When is the World going to be free from Polio? To get answers to these questions, read the next section. Read silently the last section and answer the questions that follow:
- **Comprehension Questions**
  1. Which vaccine is used in the USA?
  2. Which vaccine is preferred in other countries?
  3. What techniques are used to improve the two vaccines?
  4. When was Polio totally eradicated in the USA?
  5. In 1988 World Health Organisation (WHO) set the goal to eradicate Polio from the entire World. Has this goal been achieved? What about India? Have we achieved this goal? You must have read the news and heard about this goal? You must have read the news and heard about how Polio doses are given all over the country in one day. Do we use Salk or Sabin vaccine?
  6. What is the first disease for which vaccine was developed? Has India become free from small pox? What about cancer? You have read about cancer in a previous lesson, about proton radiation as a means of cure for cancer. But what about a vaccine for cancer? Do you think a vaccine for cancer can be developed in future? Discuss this with your classmates.

### III

#### Post-Reading

1

#### **VMDT**

Flip through the pages and take pictures of all the five sections. Ask yourself the following questions, verify your answer looking at the section after every question

1. What section is about eradication of Polio in USA and the World?

2. Which section is about development of Polio vaccines by Salk and Sabin?
3. Which section is about Roosevelt, his suffering from Polio and his fight against Polio?
4. Which section is about Polio attacking Roosevelt and how polio virus spreading in our body?
5. Failure of first attempt at developing Polio vaccine and its causes.

2

### Comprehension Activities

(a) Match the sections in Column A with their themes in Column B.

<u>A</u>	<u>B</u>
I	eradication of Polio in USA and World
II	development of Polio vaccines by Salk and Sabin
III	failure of first attempt and the causes
IV	Roosevelt overcoming Polio handicap and Spread of polio in spite of improvement Health conditions
V	polio attacking Roosevelt and how polio virus spreads in our body

(b) Given below is the history of the development of polio vaccines in points. Some points are provided in words and phrases. Some are left blank. Consult the lesson and fill in the blanks (in words/phrases)

### History of the Development of Polio vaccine

1900: Vaccine development started

Early attempts \_\_\_\_\_.

Causes researches \_\_\_\_\_

The organization \_\_\_\_\_.

March of Dime founded by \_\_\_\_\_ . enlisted the services of a

\_\_\_\_\_

1947: Dr. Jonas Salk \_\_\_\_\_

1949: his research helped by a method \_\_\_\_\_

1952: Salk \_\_\_\_\_

1954: Massive testing in \_\_\_\_\_

1955: The USA Government \_\_\_\_\_

1957: Another vaccine by \_\_\_\_\_

1963: The vaccine was \_\_\_\_\_

Both the vaccines were improved by the techniques of \_\_\_\_\_

1994: Polio eradicated in \_\_\_\_\_

1988: WHO set a goal to eradicate \_\_\_\_\_ by the year

\_\_\_\_\_.

3

### Listening

Your teacher will read aloud the last para. You listen to him/her and fill in the blanks

In \_\_\_\_\_, the World \_\_\_\_\_ set a goal of \_\_\_\_\_ of Poliomyelitis from the \_\_\_\_\_ World by the year \_\_\_\_\_. This is the \_\_\_\_\_ World by the year \_\_\_\_\_. This is theoretically \_\_\_\_\_ since the \_\_\_\_\_ is found only in \_\_\_\_\_, and humans can be \_\_\_\_\_. Small pox was the first \_\_\_\_\_ in history to be \_\_\_\_\_. It seems \_\_\_\_\_ that Polio could \_\_\_\_\_ in its \_\_\_\_\_.

4

### **Speaking**

Reading Aloud+ Chain drill

“If winter comes, can spring be far behind? “

“If comes a vaccine for Polio, can cancer vaccine be far behind?”

Steps:

1. Teacher reads aloud the lines, students listen
2. Teacher reads aloud, students repeat after him/her.
3. Chain-drill- Teacher vs students, students vs students (in two groups)

4

### **Vocabulary/ Dictionary Use**

In English there a good number of words which are used both as verbs and nouns without changing their forms. Given below are some such words from the lesson. See first how these words are used in context in the lesson and next use at least five of them as verbs and nouns in sentences. One is done for you as an example. (Use your notebook and use dictionary to do in the task)

Fight, travel, help, report, research, cause, debate

1. Fight: (V) Birbal and Sachin are two brothers. They always fight among themselves.

(N) But their parents do not like the fight between their sons.

5

### **Grammar:**

Activated Passive Voice

(First go through the lesson on voice change in your invitation to English, Book 4)

Do the task provided after your lesson in your Book 1

1. Note-making

Read this note from the lesson (Section 1) on how the polio virus gets inside our body. Next write a para based on the notes. Some lines are provided the begin with (use your notebook, you can consult section 1 to do the task)

**How Polio Virus gets inside our body**

↓  
Enters through nose and mouth (from feces, air, food and water)

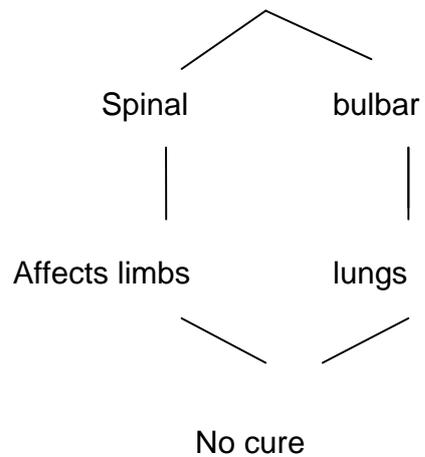
↓  
Goes to intestine where incubates

↙ ↘  
About 80% develops antibody are  
not affected.  
Develops lifelong immunity

10% get affected develops symptom

↓  
Out of these 1% get Polio

↓  
For them the virus goes to brain and spinal cord destroys nerve tissues



(To do this task read the lesson on Note-making from your book 3)

Paragraph

Polio virus enters our body from feces, air food and water through our nose and mouth. It then goes to our intestine where it incubates. . . . .

6

**Writing**

(a) See the task 2 (a). You have joined the sections with their themes. Now write five sentences, one for each section. One is done as an example.

1. Section I is about how polio attacked Roosevelt and how polio virus enters our body

(b) See task 2(b). You have filled in the gaps in the writing in the points on the history if development of polio vaccines. Now write a para on based on this. (Use your notebook) the first few lines are provided.

(You can see the lesson to do in the task).

Development of Polio vaccines: a history

In 1900 the development of polio vaccines started. Early attempts failed because researches did not know that these were more than one virus . . . . .

. . . . .

7

**Mental Talk**

Mentally repeat the two lines you have read aloud and chain-drilled whenever you get time. This will help you learn English.

“If winter comes, can spring be far behind ?”

“If comes a vaccine for polio, can cancer vaccine be far behind?”

Teacher’s Note:

This is a highly technical topic which should not have been selected. If selected some paras could have been easily deleted to make the lesson short. For example section III para 7,8,9. Para 14 is most difficult which could have been deleted. (We have not set any question from the para). The lesson could have been made comprehensible by providing interesting activities as we have done. But the editors have given only one activity. This is sheer carelessness. You are therefore, requested to use our activities to help your students understand the lesson and learn English.

# POETRY

## LESSON-1

### STOPPING BY THE WOODS ON A SNOWY EVENING

Robert Frost

#### I

##### Pre-reading

- **Pre-reading Questions:**

1. Do you love beauty of nature?
2. Have you ever visited woods with snow? You might have seen such sights on television.
3. How would you react if you visit such a beautiful sight?
4. If you have duties and responsibilities, how long can you enjoy such sights?

Here is a poem in which the poet states how he was excited to stay and enjoy the beautiful scenery of the woods on a snowy evening. He had a strong feeling to stop and watch it. Let's read the poem to know the feelings of the poet and also see how long he was able to stay to enjoy the sight.

#### II

##### While-reading

- Your teacher reads the poem aloud with proper pronunciation, stress and rhythm. You listen to him/ her keeping your books closed.
- H/She reads it aloud for the second time; you listen to him/her following your books.
- Read the poem silently and answer the questions that follow.
- **Comprehension Questions:**
  1. What is the poem about?
  2. Where does the poet stop?

3. Does he know the owner of the woods? (Clue- I think I know.....)
4. Will the owner of the woods see him stopping there? Why?
5. What has happened to the woods?
6. Who accompanied the poet?
7. Does the poet love his horse? (Clue- little)
8. What does the word 'queer' mean?
9. Why must his horse think the stopping of the poet strange ?
10. Where does the poet stop?( Clue- Line 7-8)
11. Why does the poet stop there?
12. What does the poet write about the lake and the evening?
13. Who does the word 'he' stands for in the third stanza- the poet or the horse?
14. Why does the horse give his harness bell a shake?
15. What sounds does the poet listen?
16. What do you mean by 'downy flake'?"?
17. What are the woods like?
18. Which line in the last stanza expresses that the poet expresses his inability to watch the lovely, dark and deep woods? Why?
19. Who among the three-the poet, the owner of the woods and the horse is fascinated by the woods?
20. Why isn't the owner of the woods fascinated?
21. Why is the horse not happy to enjoy the beauty of the nature?
22. How are 'woods' different from 'forests'?
23. Do you think that the line "And miles to go before I sleep, "is different from the last line of the poem? How?
24. Do you think the poet to be a responsible person? Why?

**III**  
**Post-reading**

1

**VMDT:**

**Whole:** Take a photograph of the whole poem in your eye cameras. The poem has four stanzas. In which stanza does the poet say about the poet's arrival in the woods? In which stanza does the poet say about the magnificent beauty of the woods and his promises for the future? Which stanza is about the sweeping of wind and downy flake? Which stanza is about the description of the lake?

**Part:** Take the photograph of the last stanza. Listen to your teacher and closing your eyes , put your finger on; lovely , dark and deep – woods – promises to keep –  
And miles to go before I sleep

2

**Comprehension Activities:**

Match the stanza number under A with the theme under B.

A

B

- |    |   |
|----|---|
| 1. | Though the woods look marvelous and the poet appreciates the beauty, he is compelled to leave the spot. He has some earthly assignments to complete.              |
| 2. | Perhaps the poet knows the owner of the woods living in the village. The poet thinks that the owner will not come there and know that the poet has stopped there. |
| 3. | The humble horse of the poet thinks his master's stopping by the woods strange because there is no farmhouse nearby. It is also the darkest evening of the year.  |
| 4. | Two sounds are heard by the poet i.e. the sound of the harness bell of the horse and the sweeps of the easy wind and downy flake.                                 |

3

**Listening:**

**(a)**

- Your teacher will read aloud the last stanza of the poem. You listen to him/her.
- She/he writes the stanza with some blanks on the blackboard.
- You fill in the blanks to get the stanza.

The woods are lovely, \_\_\_\_\_ and deep,

But I have \_\_\_\_\_ to keep ,

And \_\_\_\_\_ to go before I \_\_\_\_\_,

And \_\_\_\_\_.

- (b) Your teacher reads aloud 8 words at random from the following list. You listen to him/her and write them serially giving number to each word.

Woods, snow, frozen, lake, harness, mistake, sweep, downy, flake, wind, promises.

4

**Speaking:** Imagine that you are a reporter of 'The Times of India '. You are interviewing the poet. Your dialogue with the poet is partly given. Some parts are missing. Complete them. When you fill in the blanks, your teacher will read it aloud with proper intonation. You listen to him/her and repeat after him/her. The practice will go like: Teacher vs. Students, Students vs. Students and finally in pairs. Three pairs will come to the front of the class and enact the dialogue.

Reporter: Good after noon, sir!

The Poet: Good after noon!

Reporter: Where did you \_\_\_\_\_ last?

The poet: I visited \_\_\_\_\_

Reporter: Do you know the owner of the woods?

The poet: I think \_\_\_\_\_

Reporter: What is the place like?

The poet: The place is lovely, \_\_\_\_\_

Reporter: Did you stay there for a long time?

The poet: No. I didn't \_\_\_\_\_

Reporter: Why?

The Poet: \_\_\_\_\_

Reporter: Thank you! Nice meeting you, sir.

The poet: Thank you.

5

**Vocabulary:** Match the words under **A** with their meanings under **B**.

**A**

woods  
queer  
flake  
sweep  
snow

**B**

move suddenly with a lot of force  
small soft white pieces of solid water  
an area of trees , smaller than a forest  
strange or unusual  
a small and very thin layer of snow that  
has broken off from a large piece of snow

6

**Grammar:**

The following words in the poem are in the adjectival forms( adjectives), which describe nouns (usually, the naming words.) Change the words from adjectives into nouns and then write sentences for each noun . One is done for you.

i. Snowy: snow The poet stopped by the woods on a snowy evening.

The woods were filled with snow.

ii. Frozen : Freeze \_\_\_\_\_

iii. Dark : \_\_\_\_\_

iv. Easy : \_\_\_\_\_

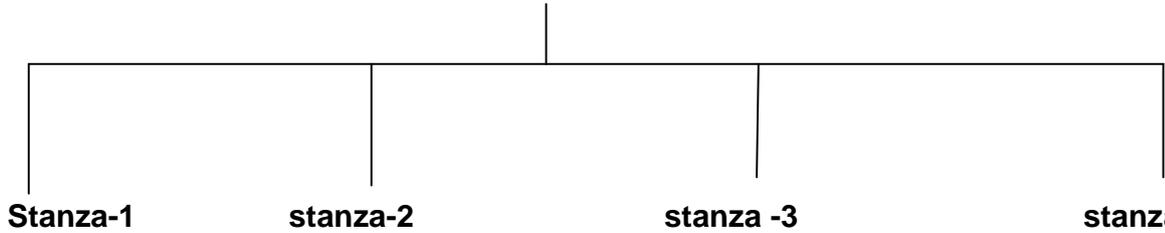
v. Deep : \_\_\_\_\_

7

**Writing:**

(a) Write a summary of the poem using the hints given in the following diagram.

**Stopping by the woods on a snowy evening**



<b>Stanza-1</b>	<b>stanza-2</b>	<b>stanza -3</b>	<b>stanza -4</b>
The poet's arrival at the woods - perhaps -knows the owner, The woods – filled up with Snow	the poet's horse thinks the - unusual- no farm house -between the woods and frozen lake -darkest evening –year	His horse –shakes his bell -to know- mistake Two sounds listened - the harness bell and the sweep of –wind and downy flake.	The poet appreciates the woods-lovely dark and deep - could not stop to enjoy - had other assignments

Your space for writing the summary:

The name of the poem is \_\_\_\_\_. It has \_\_\_\_\_ stanzas.

The first stanza is about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Please use your note book and write the remaining parts of the answer.)

(b) Write answers to the following questions:

1. Where does the poet stop?

---

---

2. What does he think about the owner of the woods?

---

---

3. Why does he stop there? ( Clue- 1<sup>st</sup> stanza – last line)

---

---

4. Why does the little horse think the place strange?

---

---

5. What does the poet say about the time and place? ( Stanza -2 ,last 2 lines)

---

---

6. Why does the horse give his harness bell a shake?

---

---

7. What were the two sounds that the poet heard?

---

---

8. What were the woods like?

---

---

9. Why was the poet unable to enjoy the beauty of the woods for a long time?

---

---

(c ) Poets are like artists . While poets use words to picture a poem, artists draw and colour it. This poem can be converted into a picture. Those who can draw picture, they can draw. Use a good pencil, brush and water colour to draw and paint this poem. Use a drawing paper for this purpose.

**8** **Mental Talk** – Let us mentally repeat the last four lines of the poem.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

## LESSON-2

# OFT, IN THE STILLY NIGHT

Thomas Moore

### I

#### Pre-Reading

##### Introduction:

Imagine, it is a calm and quiet night. You have gone to bed. Do you sleep immediately or there is a time gap between going to bed and falling asleep. How many of you sleep immediately, raise your hands. . . For how many there is a gap, raise hands. For those having a gap, what do you think at this time? Do you think about the past or future? . . . Yes at +2 level you think about your future. +2 is a transitional phase. You might be thinking what you will do after +2, which course you will study. Imagine you are an old man, what will you think about during this time, about your past or future? Let's read this and see what the poet does and guess about his age- young or old.

### II

#### While-Reading

- Your teacher reads aloud the poem; you listen to him without looking at the book.
- Your teacher reads aloud the poem 2<sup>nd</sup> time, you listen to him and at the same time look at the poem.
- You read the poem silently and answer the questions that follow. (Before you read, number the stanzas).

##### Comprehension Questions

1. Does the poet go to bed immediately or there is a time gap?
2. During this gap what does the poet do, think about the past or future?
3. What does the happy memory bring to him?
4. What do you mean by 'light' here- happy or sad memories?
5. The memory brings to him smiles and tears of what years?

6. What do you mean by 'smiles', what kind of memory happy or sad?
7. What do you mean by 'tears', happy or sad memories?
8. Why are these two words in plurals? Does this mean not just one happy or sad memory but of many?
9. What are some of the happy memories? (line 7 and 8)
10. What are some of the sad memories? (line 9 and 10)
11. Words of love spoken by some of his friends and near and dear ones. Similarly bright eyes of some. Are these people still there or are dead now? Which words tell you so in line 9 and 10?
12. The first stanza is repeated with some differences. Can you mark the differences? 'Fond memory' becomes 'sad memory'. Can you guess what will be the poet talking about next-sad or happy memories?
13. Who does the poet remember in stanza 4?
14. What do you mean by 'link' together? Does this mean very closely related?
15. Are his friends still living or dead?
16. Which word tells that the friends are dead?
17. The poet has seen his friends fall like? Which sounds you better 'fall like' or 'die like'?
18. After his close friend's death, how does the poet feel? Does he feel very lonely?
19. His loneliness is compared to a man's loneliness. Where is the man? Are there anybody there? A few hours before, there was a large gathering, happy feasting together, and merry making. There were decorated lights and garlands. But now everyone had left the place except this man.
20. The poet's present condition is that of the man. How? When the poet's friends were living, there was merry making. There were happy moments like the lights and garlands of the banquet hall. But now all are gone. The poet is alone. Do you think the comparison is very appropriate? Why? There is not just one comparison. There are layers of comparison. There are layers of comparisons. Do you agree? This kind of comparison in poems is called simile.
21. Who does 'he' in line 24 refer to? (The word is there in line 19). What does 'but' mean in this line?

22. In some poems, as is in this one, some are repeated again and again. These stanzas are called refrains.
- This happens in poems of all the languages, not just in English. What are these stanzas called in Odia? Which stanza is repeated in this poem? These refrains are usually very musical. Do you think the refrain in this poem is also very musical?
23. Is the poet, who remembers his past, young or old?
24. The poet has both happy and sad memories. Which of the memories are more, happy or sad? Who will normally enjoy this poem more, young people or older people? Why?
25. An old man remembers mostly his sad days of the past, mostly his dead friends. If so why did the editors select this poem for young boys and girls of +2 classes? Have they done the right thing? Think and discuss among yourselves. This can be called 'old-age bias'. The editors are elderly people. What they like and enjoy, they think, will also be liked and enjoyed by young boys and girls. Should the editors get rid of their bias? Think and discuss.
26. Poets use many kinds of figure of speech (poetic ornaments) in their poems. One such (simile) has already been discussed. The poet here also uses another poetic ornament called personification which means giving life to lifeless objects. Can you identify which lifeless objects are given life in this poem? There are two in the first stanza (refrain). Who has bound him? Who brings to him the light of other days?
27. In stanza 1-3, the poet plays a passive role. He does not sleep but the slumber (deep sleep) is to chain him. He does not remember but the fond memories make him remember. Think how the use of personification is very appropriate here. The non living things become active, the poet passive. Does not this also suit one who is about to sleep? Now say in which stanza the poet plays an active role? Mark the use of 'I', not just once but three times.
28. Not just the figures of speech (poetic ornaments), the poets also at times use words and punctuation marks to suggest speed that snits the sense and their mood. When for example, a running train is described in a poem they use certain words, short sentences and less punctuation marks to suggest quick movement of train. Mark how the poet has done so in stanza 1-3 and stanza 4. When the poet plays a passive role, the movement is slow. When he plays an active role the movement is fast. Read aloud to mark this. The

speed is most from line 19 onward. And the speed increases to reach a stop in line 24.

This increases of speed what happens from line 20 onward till line 24 is called crescendo.

29. No doubt, so far the theme is concerned, elderly people will like the poem. But the way the poet uses the words/phrases, poetic ornaments and the sense of speed, will appeal to people of all ages. Do you agree? Which stanza of the poem is easy to memorise?
30. Do you read Odia poems? Reading and enjoying Odia poems will help you read and enjoy English poems.

### III

#### Post Reading

##### VMDT (Visual Memory Development Technique):

1

Take the photograph of the whole poem in your eye-camera. Close your eyes and place you index finger on the refrains- the stanzas that are repeated. Do same for 'banquet-hall'. This activity will helps you develop your visual memory and visual memory help us greatly in remembering things. In the present case, remembering and learning English.

##### Comprehension Activities

2

- (a) Given below are some words/phrases associated with happy and sad things. Arrange them neatly under two heads.

Fond memory, light, smiles, tears, words of love, eyes that shone, dimm'd gone, cheerful hearts, broken, friends linked together, fall, leaves in wintry weather, threads alone, lights fled, garlands dead, all but he departed.

##### Happy

##### Sad

(Use your notebooks to do this)

- (b) Given below a stanza of the poem. The last word/words of each line are missing which are provided within brackets at the end. Fill in the gaps with right word/words without looking at the poem. (If you look and do the fun and learning are gone).

Oft, in the \_\_\_\_\_

Eve Slumber's chain has \_\_\_\_\_

Fond memory brings \_\_\_\_\_

of other days \_\_\_\_\_

3

**Listening: (around me, the light, bound me, stilly night)**

Your teacher will read aloud the 2<sup>nd</sup> stanza slowly. You listen to him/her and fill in the blanks without looking at the stanza.

The smiles, \_\_\_\_\_,

Of \_\_\_\_\_ years,

The words of \_\_\_\_\_ then \_\_\_\_\_;

The \_\_\_\_\_ that shone,

The \_\_\_\_\_ hearts now \_\_\_\_\_.

4

**Speaking:**

Read aloud the first stanza following the given steps.

Steps

- I. Your teacher reads aloud first line, you all repeat after him/her (all the lines in this way)
- II. Your teacher reads aloud one line, you read aloud the 2<sup>nd</sup> line, your teacher third line, you fourth.
- III. Chain drill: One of you sitting on the end of the first line reads aloud first, the second line . . . when the line ends begin from the begin till the last boy/girl reads aloud.
- IV. Do the same way (Chain-drill) the whole stanza one after another till the last one reads aloud.

5

**Writing:**

- (a) See task (a). You have grouped the words/phrases under two heads 'Happy' or 'sad'. Now use these words and phrases in sentences. You can begin the sentences with 'The poet

remembers . . . His friends fell like . . . you better mix up happy and sad things, not writing all the sentences on happy things together.’ (use your notebook)

(b) Summarise the poem filling in the gaps.

In a \_\_\_\_\_, the poet \_\_\_\_\_ about to sleep. Fond \_\_\_\_\_ brought him \_\_\_\_\_. The smiles and \_\_\_\_\_ . He remembered the eyes \_\_\_\_\_ but now dimmed \_\_\_\_\_. His

cheerful \_\_\_\_\_ is \_\_\_\_\_. He remembers how his close friends fell like \_\_\_\_\_. He felt very lonely like a man in a desert \_\_\_\_\_. The lights are \_\_\_\_\_. The garlands \_\_\_\_\_. All except him \_\_\_\_\_ hall.

6

**Mental Talk:**

Get by heart the first stanza of the poem and mentally repeat when you are doing other things.

Notes for teachers

The theme is suitable for the old, not for the young. The poem is highly musical. You need to practice to read aloud. Bad reading aloud will spoil the teaching/learning. The questions provided in the textbook do no justice to the poem. The editors too have not provided any language activity.

## LESSON-3

# THE INCHCAPE ROCK

Robert Southey

### I

#### Pre-Reading

Introduction: Have you heard of the saying “vice or wickedness never goes unpunished.” This has been the moral of many a story, poem and novel. Here is a poem with this moral. Who is the wicked man? What vices did he do? What was his punishment? What role did a rock in the sea names ‘Inchcape’ play in this regard? Let’s read the poem to get answers to these questions. Number the stanzas before you read.

### II

#### While-Reading

##### Section- I

- Your teacher reads aloud the first part of the poem. You listen to him/her without opening your book.
- Your teacher reads aloud the part second time, you listen to him/her and at the same time see the poem.
- Read silently the part and answer the following questions (Before reading, number the stanzas)
- **Comprehension Questions:**
  1. What is the first stanza about?
  2. How was the ship; was it moving or still?
  3. How was it sails, was they moving or still?
  4. Why were the sails still?
  5. How was its keel? Was it trembling, moving left and right or was it still? What word (in line 4) tells you so?
  6. What is the second stanza about? Is it about the ship or as a rock?

7. Where did the waves flow?
8. Did the waves move the Inchcape bell? Why not?
9. What is the third stanza about? Is it about a ship, a rock or about a man?
10. What is his name?
11. Who placed a bell on the Inchcape Rock?
12. Where did he place the bell first? On a buoy or a rock? Did he tie the buoy to the rock?
13. Why did he do so? To give a warning to who?
14. When could the sailors see the Rock? When could they not?
15. When they could not see the Rock, how could they know that this was the rock inside the ocean?
16. How could the hearing of the bell help them?
17. Why did the sailors bless the Abbot of Aberbrothok?

## **Section II**

The moral of the story as stated before is 'wicked men get punished' or 'wickedness never goes unpunished'. In the first part of the poem there is a man and all goodness. Then where is the wickedman and his wickedness? Read the next part and see.

- As before, your teacher reads aloud the poem twice.
- You read the poem silently and answer the following questions.
- **Comprehension Questions:**
  1. Stanza five describes a beautiful scene on the sea. Can you tell the words that tell you so? One is 'gay' (happy) in line one. There is another word in the 2<sup>nd</sup> line.
  2. Are the sea-birds happy? How do you know?
  3. What is the stanza 6 about?
  4. What was seen from a distance?
  5. What did it look like?
  6. Where did Sir Ralph walk?

7. Where did he fix his eyes?
8. The scene was beautiful. All things were happy. The sea-birds were also happy. What about Sir Ralph? Was he also happy? How do you know? What made him happy?
9. Was his happiness of goodness or wickedness?
10. What did he tell his men?
11. Why did he want to go to the Inchcape Rock?
12. What did he do reaching the Rock?
13. What happened to the Bell?
14. What did Sir Ralph say when the bell sunk?
15. Sailors saved themselves and their ships because of the bell and they blessed the Abbot of Aberbrothok. Was Sir Ralph happy about this or was he jealous of the Abbot?

### Section III

Section 1 talks about the goodness of the Abbot. The 2<sup>nd</sup> part tells about the wickedness of Sir Ralph. Can you now guess what will the third and the last part is about? (Remember the moral) Read the last part and see.

- As before, your teacher reads aloud the part twice and then you read the part silently. Now try to answer the following questions.
- **Comprehension Questions:**
  1. Is there a long time gap between section 2 and 3? Which phrase in line 2 of stanza 11 tells you?
  2. How did Sir Ralph become rich? (Remember, he was a sea pirate)
  3. After robbing many a ships and getting rich where was he coming back to?
  4. Now, can you say where was the Inchcape Rock?
  5. How is the sea-scene in stanza 12? Compare this with the sea-scene in stanza 1 and 5.
  6. Why couldn't they see the land?

7. Did Sir Ralph hope the weather to be better? Why?
8. Why did one of the Ralph's men think the shore to be near?
9. No doubt the waves were breaking against. But was it the sea-shore or the Inchcape Rock?
10. Why did he wish to hear the Inchcape Bell?
11. 'They hear no sound' (stanza 15). What sound does this refer to?
12. Where did the ship strike?
13. Why did the sailors say 'Oh Christ!' is it the Inchcape Rock?
14. What did Sir Ralph do?
15. Why did he curse himself?
16. What happened to the ship?
17. What sound did Ralph hear at his dying moment?
18. Who was ringing his death knell?

So far you have understood the theme of the poem. Let's understand and appreciate the poem little better by answering the following questions

1. There are different kinds of poems such as lyric, sonnet, ballad, etc. This poem is a ballad- a story in poem 'The Inchcape Rock' is in fact a story. Who are the two characters in the story? Out of them who is hero and who is the villain? Where does the action of the story take place- on land or on sea? The story-poem has three parts. Are there time-gaps between these three parts? Can you guess the length of ballads- will these be usually long or short? Why?
2. In this poem there are contrasts- different/opposite. What about the two characters of the poem? Are they contrasts? How? One is noble man, the other . . . ? Mark also the sea. Sometimes it is calm and quiet, at other times it is stormy. Can you mark the stanzas in which the sea is calm and the stanza was it stormy?
3. The poet uses some old English words such as quoth (say), hath (has), methinks (I think), canst (can). Why does the poet use such words? Mark the time/period when he lived (see the introduction to the another in the textbook). There may be also another reason not just the time of the poet . . . ballad as a form of poetry often has old words.

4. The poem narrates a story of the past. The poet, therefore, mostly uses past tense. But in some stanzas he uses present tense, mark carefully in which stanzas from the last line of stanza II to the end of stanza 15. He switches back to past tense in the first two lines of stanza 16. Then again he uses present tense in the last two lines of the same stanza. In the final stanza again the poet switches back to past tense. Why does the poet do so? Does he do so to create a special effect? What is this effect? You can understand the effect if you listen to cricket commentary. The cricket commentator use present tense to describe a past event. Why? The use of present tense creates a special effect as if something is happening before us. We see it happen. The poet in this poem also uses present tense in some stanza to create this effect. Now mark the places to realize this fact.
5. In poems the poets often use poetic figures of speech such as personification, symbol, metaphor, onomatopoeia etc.  
Personification means giving life to lifeless objects. See the first stanza. Who is personified there? What about the ship?  
In onomatopoeia the sound echoes the sense. For instance 'ding dang bell' the word 'ding dang' echoes the meaning- the sound of the bell. Now mark the stanza 10 which describes the sinking of the ship. While the ship sinks it makes some sound. See the words used" 'gurgling, bubbles, and burst' this word echoes the sense- the sinking sounds of the ship.
6. Ballads usually are highly musical poem. How this musical sounds are created in the poem? First mark the rhyme scheme of the stanza. The last word of the first line rhymes with the last word of the 2<sup>nd</sup> line. Similarly the last word of the 3<sup>rd</sup> line rhymes with the last word of the 4<sup>th</sup> line. Thus, the rhyme scheme is AABB. The rhyme scheme makes the poem highly musical. The poet also uses another poetic figure to add to the musical quality of the poem. That is alliteration in which similar sounds are repeated in a line/ phrase. See how 's' sound is repeated thrice in the first line. Mark in which other lines similar sounds are repeated. Even in the names of two character-'Sir Ralph, the Rover' and the Abbot of Aberbrothok' similar sounds are repeated. Use of many such alliterations makes the poem highly musical.

**III**  
**Post-Reading**

1

**VMDT:**

Take the photograph of the last section in your eye camera. Close your eyes and place your index finger on 'far Scotland shore', 'Devil ringing his Knell' Rover cursed himself, 'oh Christ', 'I wish I could hear the Inchcape bell'. Each time open your eyes and verify. This will help you develop your photographic memory.

2

**Comprehension Activity:**

(a) Match the section under A with the themes under column B

<b>A</b>	<b>B</b>
<u>Sections</u>	<u>Themes</u>
I  about Inchcape Rock, Inchcape Bell and Abbot of Aberbrothok  cutting of the Inchcape by Ralph the Rover	death of Ralph the Rover

(b) Given below are some of the incidents of the story-poem. But these are not in order. Order them writing the serial number against the incident. One is done.

- Abbot of Aberbrothok, therefore, placed a bell on a float and tied the float to the Rock.
- Ralph was happy that no one would praise the Abbot of Aberbrothok anymore.
- Ralph's ship dashed against the Rock and sank into the sea.
- Ralph's men wished there should be the Inchcape Bell.
- There was a rock names Inchcape on the sea of Scotland.
- Ralph cut the bell.

- Ralph cursed himself for cutting the bell.
- In storm and darkness sailors failed to see the Rock and their ships used to dash against it and sink.
- Ralph went on a long sea voyage.
- He was returning with a lot of loot.
- Ralph was jealous of the Abbot.
- Due to storm and darkness Ralph could not see the rock.
- Instead of having the Inchcape bell, he heard his own death knell.

3

### Listening:

Your teacher will read aloud the first stanza; you will fill the blanks without looking at the poem.

No stir in the \_\_\_\_\_, no \_\_\_\_\_ in the \_\_\_\_\_. The \_\_\_\_\_ was still as \_\_\_\_\_ could be, her \_\_\_\_\_ from heaven \_\_\_\_\_ no motion, her keel was \_\_\_\_\_ in the \_\_\_\_\_.

### Speaking :

4

Reading aloud this poem

- Teacher one stanza, students the next stanza (of the first section)
- Students vs students (in two groups) the same way.

#### 1. Writing

(i) See task 2(a) and write three sentences.

(ii) After ordering 2(b) write the story of the poem in your notebook.

#### 2. Mental Talk

Repeat mentally these two lines

“And then they knew the perilous Rock,  
And blessed the Abbot of Aberbrothok”

## LESSON-4

# TO MY TRUE FRIEND

Elizabeth Pinard

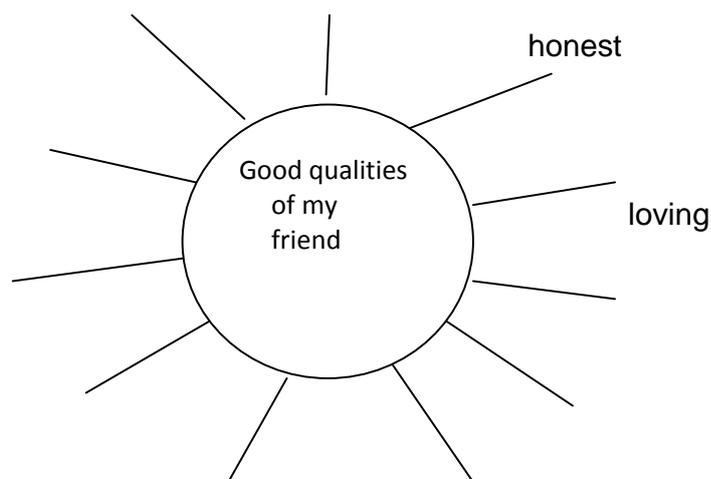
### I

#### Pre-reading

- Your teacher will ask you the following questions:

1. Do you have a friend?
2. What good qualities does your friend have?

(The teacher will elicit ideas from students and write them around the diagram.)



3. How can you have a good relationship with your friend?

Let us read the poem "To My True Friend" to know what friendship is, how we can maintain the relationship of friendship and what can be the best for our friends.

### II

#### While-reading

- Your teacher reads the poem aloud and you listen to him/her with your books closed.

- S/He reads the poem for the second time aloud and at the same time you keep your books open to follow him/her.
- You read the poem silently and your teacher puts you the comprehension questions.

### **Comprehension Questions:**

1. What is the poem about?
2. When did the poet find a friend?
3. What does the poet pray?
4. "What does the expression "When day was as dark as night" mean?
5. Who had a difficult time?
6. What kept her going? ( Clue- 2<sup>nd</sup> stanza ,first two lines)
7. Did the friend of the poet form any opinion on her or take everything for granted- whatever she says or demonstrates?  
How can you know?
8. What did the friend of the poet understand the poet's sorrow?
9. Who showed the poet the right way?
10. What else did she give? Why?
11. Who always stood for the poet?
12. What did the poet's friend do when she was                      confused?
13. What did the poet's friend help her?
14. What did she make for the poet?
15. What does the poet's friend do – appreciated her talent or says her dullard?
16. How did the poet realise that she had the ability to do something?
17. What happened to both the friends? ( stanza-6)
18. Were they living in distant places from each other or was there a minor conflict?
19. Did their friendship come to an end?
20. What pulled both the friends apart?
21. What happened to them as a result of pulling them                      apart?
22. What kept the poet going in such a difficult and                      disturbed time?
23. What is precious to the poet?

24. What does the poet hope?
25. How long will their friendship continue?
26. What does the word 'infinity' mean? Can time stop it?
27. Who is so extra-special to the poet?
28. What can an angel do?
29. Why does she say her friend "My Guardian Angel"?
30. Is such a friendship a rarity? Which expression expresses so?
31. Why does the poet combine four words: one, in, a, million using three hyphens (-)?
32. "Bliss" means a state of extreme happiness. What will the two friends do to keep their friendship going on?
33. How many times does the poet use "I" in this poem?
34. Who does the word 'you' stand for in this poem?
35. How often does she use 'you' in this poem?
36. Which word does the poet use more - 'you' or 'I'? Why?
37. Does the poet think that there is no alternative to her true friend?
38. How many times does the poet use 'smile' in this poem? Why?
39. For whom does the poet use 'love' in last two lines?
40. Do you like the poet and her friend?
41. Does this poem show the friends' desire to do what best for the other is?
42. What lesson do you get from this poem?

### III

#### Post-reading

1

#### **VMDT:**

Take a photograph of the whole poem with your eye camera. Your teacher will ask you some questions and you will answer him/her. She will also ask you to locate some information in the poem. Closing your eyes, you will locate that information using your index finger.

**Whole:** How many stanzas are there in this poem? How many lines are there in each stanza? What about the last stanza?

Now closing your eyes use your index finger and locate the words and expressions which your teacher says aloud.

The title of the poem- My Guardian Angel- friendship- kept me going – gave me the hope – love myself- our friendship has not yet died- treasured memory- precious to me- grows and flourishes- I love you – I will always love you

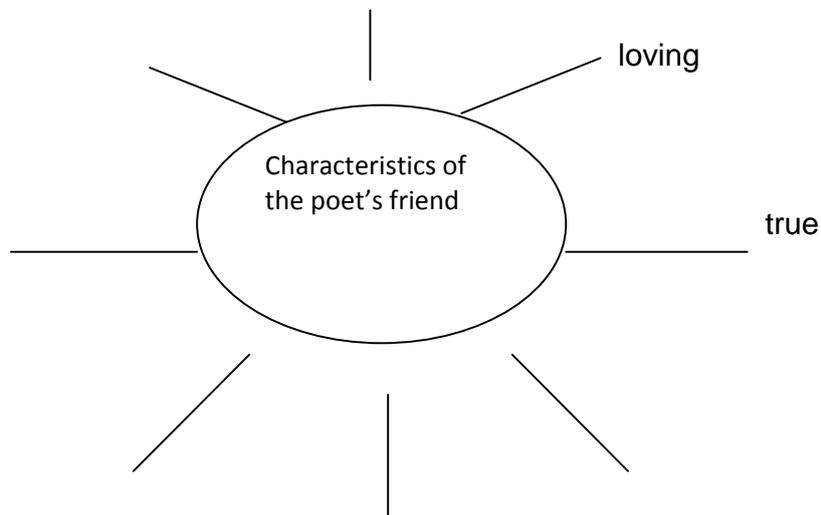
**Part:** Take a photograph of the last three stanzas and locate the words and expressions your teacher says aloud.

Extra—special- you are my one true friend- love you- My Guardian Angel- Pure bliss- fly away – I will always love you

2

**Comprehension Activities:**

(A) Write some of the characteristics of the poets' friend around the sun-diagram. Two of the characters are provided to help you.



(B) Match the facts under 'A' with the facts under 'B'.

	<b>A</b>	<b>B</b>
	<b>What the poet's friend did</b>	<b>When she did</b>
1	Kept the poet going	the poet did not know what she could do
2	Gave her hope of a better tomorrow	the day was as dark as night
3	Gave her advice and encouragement	they were separated by many miles
4	Made her memorise her friend's smile	the poet did not know what to do
5	Said 'You can do anything you put your mind to'	the friend understood the poet's sorrow

3

**Listening:** Your teacher will read aloud the first two stanzas of the poem. You will listen to him/ her. Then she writes the following lines on the blackboard. You will arrange them in order as in the text.

*The day I met you*

*And a friendship that*

*I pray will never end.*

*I found a friend-*

*Your smile -so sweet*

*Kept me going*

*When day was as dark as night.*

*And so bright*

**Speaking:**

(a) **Chain-drill:** *One of the most beautiful qualities of a true friendship is to understand and to be understood.*

(b) **Let's practice the dialogue :**

*"How the poet's friend helped the poet in her need."*

Interviewer: What kept you going when you had a terrible difficult time?

The poet : It's my friends smile – so sweet and bright. And it helped me a lot.

Interviewer: Did your friend understand your sorrow?

The poet : Yes, she is so able.

Interviewer: What did she do when you were sorrowful?

The poet : She gave me the hope of a better tomorrow.

Interviewer: You might have had such a time when you couldn't know what to do. How did your friend help you?

The poet : She advised and encouraged me.

Interviewer: Your friend helped you learn to love yourself. What else did she do?

The poet : She told me that I could do anything I put my mind to.

Interviewer: How do you like to express your feeling to your friend?

The poet : I love her. I will always love her.

5 **Vocabulary:** There are ten words from the text hiding inside the following cross-word puzzle. Write the missing letters and copy them in your note book.

X	X	X	X	1F	R				D	X	X
X	X	X	2T	R			S	U	R	E	X
X	X	3S		I		E	X	X	X	X	X
X	X	X	4M	E			R	Y	X	X	X
X	X	X	5E	N			U			G	E
6G	U			D		A	N	X	X	X	X
X	7B			S	S	X	X	X	X	X	X
8B	R			H	T	X	X	X	X	X	X
9P	R	E		I			S	X	X	X	X
X	X	X	10S	P				A	L	X	X

Clues:

1. The opposite of 'enemy'
2. A person who is much loved and valued
3. We do it using our lips
4. The ability to remember something
5. To give somebody support, courage or help
6. A person who is responsible for the care of another person
7. It means extreme happiness
8. The opposite of 'dark'
9. Valuable and important and not to be wasted
10. Not ordinary or usual

**Grammar:** Look at the following sentences to know their structure.

(i) You made life seem so good.

verb      object      infinitive (without to)

(ii) You helped me learn to love myself. (More formal , the infinitive is without to )

verb    obj inf

(iii) Pratap let her go .

V   o    inf

(iv) I know how to count numbers.

(v) I enjoy reading novels.

(vi) Suddenly everybody stopped talking. There was silence.

Mark that:

- After make, help and let, we usually use an infinitive without to.
- After enjoy, stop, postpone and avoid, we usually use verb+ -ing.
- After know , we usually use wh-word +to + infinitive

Fill in the blanks using the correct form of the verb given in the brackets.

1. Our principal let me \_\_\_\_\_home .( go)
2. We know \_\_\_\_\_cricket. (play)
3. The weather makes me \_\_\_\_\_tired. (feel)
4. Kavita's parents don't let her \_\_\_\_\_alone.(go)

5. They heard a sudden noise outside. They stopped \_\_\_\_\_TV. (watch )
6. One should avoid \_\_\_\_\_wine. ( take )
7. Let me \_\_\_\_\_your bag. ( carry )
8. Akash knew \_\_\_\_\_sums. That is why he won the prize. ( do)
9. Let us postpone \_\_\_\_\_on a picnic. ( go)
10. Don't help me \_\_\_\_\_the work. I can do it alone. (do)

**7 Writing:**

Go to the comprehension activity 1 & 2 - (a). Your teacher has already elicited some words from you about 'the characteristics of the poet's friend. Based on the words elicited under the said activity, write a small paragraph.

Two sentences are written to help you.

The poet's friend is true.

She \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write answers to the following questions ? (Use your note book)

1. What does the poet pray for?
2. When did the friend encourage the poet?
3. When did she give the poet hope for a better tomorrow?
4. What did she help the poet to learn?

5. What was the only thing that kept the poet going when they were separated by many miles?
6. Why is the friend extra-special to the poet?
7. What does the poet hope about friendship?
8. Why does the poet say her friend “My Guardian Angel”?
9. What chance does the poet speak about which will fly away?

Why?

8

**Mental Talk:** Let us mentally repeat the following line.

“A friend in need is a friend indeed.”

9

**Let us Think:**

The greatest gift of life is friendship. What would happen to a person without a friend?

**Notes for Teachers:**

The poem is bit long but simple. The warm-up activity is not suitable. There is no language activity.

## LESSON-5

### FISHING

Gopa Ranjan Mishra

#### I

#### Pre-Reading

- Teacher introduces the poem: How many of you have the experiences of catching fish? Raise your hands. How do you catch fish? Do you enjoy fishing? How do you feel when a fish escapes? How many of you catch fish with the help of fishing rods? Suppose a man catches a big fish and then leaves it to the water. What do you feel about this man? Is he foolish? Is he mad? Is he wise? Is he kind? Let's read a poem about such a man and see.

#### II

#### While-Reading

- Steps of reading a poem as before.

Number the stanzas on the left

Text (in the book)

- **Comprehension Questions:**

1. What is the poem about?
2. Who is 'I' in the poem?
3. How many times 'I' is used in the poem? Count and say.
4. What did he carry with him for fishing?
5. Who did he say " You all, wait..." ?
6. Is he an experienced angler? Which word tells you so?
7. Is he a confident angler? Which words tell you so?
8. Did anyone reply to what he said?

9. But what did he hear? What does the 'chuckles' indicate?
10. What does the man reply to the chuckles? What does he mean by "Let me come back" (with fish or without fish)
11. Where did he go to fish?
12. What extra thing did he carry with him?
13. Did he immediately catch a fish or had to wait for long? Which lines tell you so?
14. What was his fear?
15. What did he pray to God?
16. Did God listen to his prayer?  
(What do you mean by 'float' in this context? (Something tied to the thread of the fishing rod which floats on water and gives signal where fish is biting the bait.)
17. Who did say ' This is just the time.....'
18. Can you see the fish wriggling in the air closing your eyes?
19. Was he very happy to catch the fish? How did he express his happiness? (line 26)
20. What did the fish request to the man? (lines 28-30)
21. Was he in two minds to leave the fish or not? Which lines tell you so?
22. What did he finally decide?
23. Was he happy to leave the fish?
24. Why does he call this a greater joy? What was his greater joy to which this joy is compared to?
25. In this poem, the fish talks and the float talks. Do they really talk or the angler (the man who fishes with a fishing rod) talks to himself or thinks so? Does this say something about the man as a person?
26. In this poem, there is change of mood/ attitude of the poet-- from a desire to catch fish to leave it to water. Can you identify the stanza from where the mood/attitude changes? (clue: the stanza is bigger than the other stanzas)
27. The poet comes home without a fish and tells his experience to his family members. Do you think his family members will believe that he has left the

fish to the water? Why, why not? (This is difficult to say--- remember the “chuckle”), you can discuss this among yourselves)

28. Guess about the poet’s future as an angler. Will he be a good angler in future? Will he give up angling in which he was so good in the past? Why, why not? Discuss with your classmates.

29. See the last stanza. Two things are there- the sunset scene (the sun is sinking behind the hill, the crimson glow of evening, and a strange feeling for the poet and his letting the fish go). Is this a relation between the two-the natural sight and the poet’s feeling and act?

### III

#### Post Reading

1

#### VMDT (Visual Memory.....):

Take the picture of the poem in your eye camera (two stanzas left page, two front page- 9 stanzas) Close your eyes- Place your index finger on the first stanza-open your eyes and see if you have placed your finger at the right place. Repeat similar activities for last stanza, the longest stanza, stanza where the float speaks.

2

#### Comprehension Activities:

Match the stanzas with their themes

A

B

Stanzas

Themes

- |    |   |
|----|---|
| 1. | The fish requests the poet to leave it                          |
| 2. | The poet gets ready to go out for fish                          |
| 3. | The poet leaves the fish to water.                              |
| 4. | The poet prays to God to give him a fish                        |
| 5. | The float talks to the poet to catch the fish.                  |
| 6. | The poet fears what will happen if he goes home without a fish. |

7. Someone chuckles
8. Catches a big fish
9. The poet goes to a nearby pond to fish.

3

**LISTENING:**

Your teacher reads aloud (slowly) stanza 6. You listen to him carefully and fill in the blanks.

Without \_\_\_\_\_ I pulled the \_\_\_\_\_

And what a \_\_\_\_\_ did it \_\_\_\_\_

A one-foot fish, \_\_\_\_\_ and \_\_\_\_\_

That \_\_\_\_\_ and wriggled in the \_\_\_\_\_

After filling the gaps check your script consulting the poem and give marks to yourself

(2 marks for each correct gap-filling)

4

**Speaking:**

- (a) Your teacher reads aloud one line, you repeat after him/her (1<sup>st</sup> stanza)
- (b) Your teacher reads aloud 1<sup>st</sup> stanza, you read aloud the 2<sup>nd</sup> and so on. Do the same between two groups/
- (c) Chain –drill
  - (i) To the nearby pond I straightway ran.
  - (ii) Oh God, please today give me a fish.

5

**Vocabulary:**

- (a) Collect as many words as possible related to angling. (Take the help of a dictionary or thesaurus)
- (b) Given below are some words and phrases. Tick those that go with the poet.

weak. kind. dangerous.emotional.confident.timid.can feel the pain of a hooked fish.loves nature.moody.cruel.can change decision and stand by it.nature affects mood. clever. selfish. afraid of what other say.

6

**Writing:**

(a) (i) See the comprehension activity (2). After matching stanza's with their themes write one sentence on each of the stanza- nine sentences in total according to the examples provided.

1. Stanza one is about the poet getting ready to go out for fishing.
2. In stanza two someone chuckles at the back of the poet.
3. .
4. .
5. .
6. .
7. .
8. .
9. .

(ii) Now write the summary of the poem using the sentences you have written. You can add to them some sentences of your own consulting the poem.

The poet gets ready to go out for fishing with rod, line and bait. The poet says they will have fish that night for dinner. Bit someone chuckles.

---

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(b) Look at the vocabulary activity (b). After ticking the right words/phrases, write a para about the poet. Some sentences are provided as example.

The poet is a kind man. He can feel the pain of a hooked fish.

---

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(c) The poem has 9 stanzas. The lines of a probable 10<sup>th</sup> stanza are provided below. But the lines are not in order. Observe the theme and the rhyme pattern of the poem closely and put the lines in right order.

That I left the fish in water.

When home I go.

None will believe ever

For certain I know.

---

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---

---

7

**Mental Talk (MT):**

Whenever you get time mentally repeat some of these lines.

Mental repetition helps you learn language.

- Oh, God, today please give me a fish.
- With greater joy, I let it go.
- As the sun was sinking behind the hill  
A strange feeling my heart did feel.

**Notes for Teachers:**

The poem is suitable, but it will be difficult to convey the very idea of catching a fish and leaving to the tribal learners. There is no language activity in the lesson.

## LESSON-6

# DAFFODILS

William Wordsworth

### I

#### Pre-reading

- Your teacher asks you the following questions:
  1. Do you love to see natural objects?
  2. Can you name some natural objects you love most? (Teacher writes those names on the blackboard?)
  3. Can you name some poets who love nature and its beauty, even of Odia poets?

Let's read the poem "Daffodils" to know how the poet loves nature and its beauty more than anything in the world. He gets heartfelt pleasure from nature.

### II

#### While-reading

- Your teacher reads the poem aloud with proper rhythm.
- You listen to him/her keeping your books closed.
- S/He reads it aloud again you keep your books open and you follow him/her.
- You read the poem silently and answer the questions that follow.
- **Comprehension Questions:**
  1. What is the poem about?
  2. How does the poet describe himself in the first line?
  3. Is such a description practical or imaginary?
  4. Where did the poet float as a cloud?
  5. What did the poet see at once?

6. What does the word 'crowd' refer to here?
7. What colour are the daffodils?
8. Where did he see them?
9. What were the daffodils doing?
10. Is it practical for the daffodils to flutter and dance?
11. What type of a day was it- rainy or a windy spring day?
12. What were the daffodils compared with? ( clue- line 11)
13. Where do stars twinkle? ( galaxy /milky way)
14. Where do daffodils twinkle like stars?
15. What does the poet compare Milky Way with? ( If necessary , the teacher gives a small explanation here. The Milky Way here is the famous Lake District, a region which is rich in scenic locations of hills, valleys and lakes.)
16. The daffodils are like a constant state of wonder as the stars. Which expression/word in line -11 says it?
17. Where are the daffodils stretched along?
18. What do you mean by 'bay'? At least give an example related to our Indian context. We have two bays.
19. How many daffodils did he see at a glance?
20. Was it possible on the part of the poet to count them?
21. What were the daffodils doing?
22. The daffodils were dancing. What else were also dancing there?
23. Who does "they" stand for in line -13?
24. What happened to the poet when he saw such a sight? ( gay , merry)
25. With whose company was the poet there?
26. Were there any human beings to accompany him?
27. What was the company like? ( clue- jocund)
28. What was important for the poet- thinking or gazing at the flowers?
29. How could you know? ( Clue- line 17)
30. What had the show (the scenic beauty of the daffodils) brought to the poet?
31. What is prime to the poet- wealth of the material world or the wealth of the beauty of nature?

32. What happens to the poet when he is in a thoughtless (pensive) mood?
33. Who does 'they' stand for in the line -21?
34. What is the bliss of solitude?
35. Was the poet a lover of solitude?
36. What happens to his heart?
37. What does his heart do with the daffodils? ( Clue- last line)
38. Identify the words which are similar in meanings to 'lonely'?
39. The poem is loaded with words on nature. Can you give some words?
40. What does the poet love more than anything?

### III

#### Post-reading

1

#### Visual Memory Development Technique:

Take a photograph of the whole poem with your eye cameras. Your teacher will say the words and expressions aloud. Close your eyes and touch the words and expressions with your index finger.

**Whole:** I wandered lonely as a cloud – Ten thousand saw I at a glance- A poet could not but be a gay- Which is the bliss of solitude.

Part: Take the photograph of the last stanza and follow the instructions given at the beginning.

Pensive mood- flash – inward eye- bliss- solitude – daffodils – heart with pleasure- dance with daffodils

2

#### Comprehension Activities:

The following table contains two columns. The column –A stands for the number of the stanza and column – B stands for the theme. However, the themes are not in order. Arrange and match them drawing lines.

A Stanza

B

Theme of the stanza

1 The poet sees ten thousands daffodils at a glance.  
They are compared with the shining stars.

2 When the poet is in a vacant or thoughtful mood, he  
can see the grand daffodils in his inward eye. He  
feels blessed in solitude.

3 The poet gazes and gazes the daffodils without any  
thinking. The sight is greater than any worldly  
treasure.

4 The poet describes himself as a cloud floating over  
the valleys and hills. He sees a large collection of  
golden daffodils.

3

**Listening:**

Your teacher reads the first stanza of the poem for three times. You listen to him/her. S/He writes the following stanza with blanks on the blackboard. You fill in the blanks.

I \_\_\_\_\_ lonely as a \_\_\_\_\_

That \_\_\_\_\_ on high o'er vales and hills,

When all \_\_\_\_\_ I saw a \_\_\_\_\_,

A host of golden \_\_\_\_\_;

Beside the \_\_\_\_\_ beneath the trees,

Fluttering and \_\_\_\_\_ in the breeze.

4

**Speaking:**

Do as directed.

- (a) Chain-drill- Each student will say aloud the following line serially till the turn of the last student in the class.

Ten thousand saw I at a glance.

- (b) Imagine that you are a friend of Wordsworth. You will be talking to him. However, there are some blanks. First fill in the blanks. Your teacher will read the dialogues and you will repeat after him/her. Your teacher will divide the whole class into two groups. One group will say the chunks of the friend and the other group will say the chunks of Wordsworth. Finally practice it in pairs. Three pairs will demonstrate the dialogue in front of all the students.

You : Good morning, Wordsworth!

Wordsworth: \_\_\_\_\_, dear!

You : I heard you visit a beautiful spot?

Wordsworth: Of course, I visited some lakes, valleys and hills. And I saw thousands of golden daffodils.

You : Where did you see them?

Wordsworth: I saw them beside \_\_\_\_\_.

You : What were the daffodils doing?

Wordsworth: They were fluttering and \_\_\_\_\_.

You : Oh , great!

Wordsworth: Really great! My heart feels with \_\_\_\_\_ when I see \_\_\_\_\_.

5

**Vocabulary:**

There are nine words hiding in the following puzzle. All the words are either from the text or somehow related to it. Fill in the blanks with letters and get the words.

X	X	X	X	X	X	1D	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	2D				I	N	G	X	X	X	X	X
X	X	X	X	X	X	3F	L		T		E	R			G	X
X	X	X	X	X	X	4F	L			E	R	X	X	X	X	X
X	X	X	X	X	5T	O				N	G	X	X	X	X	X
6S	O	L					E	X	X	X	X	X	X	X	X	X
X	X	7P		N			V	E	X	X	X	X	X	X	X	X
X	X	X	X	X	8P	L	E				R	E	X	X	X	X
X	X	X	9B	L			S	X	X	X	X	X	X	X	X	X

Clues: 1. A golden yellow coloured flower that blooms in Spring. 2. Actors usually do it while singing a song.3. Moving to and fro in the wind.4. The coloured part of a plant from which the seed or fruit develops. 5.Throwing something lightly and carelessly.6. Being alone .7. Thinking deeply about something .8. A state of feeling happy and satisfied . 9. Extreme happiness

6

**Grammar:**

The following words are preposition. A preposition links a part that precedes it and another part that follows it. Fill in the blanks with preposition in each sentence to complete it.

on, over , of , beside , at , beneath ,in

- i. The poet imagined himself to be floating as a cloud \_\_\_\_\_high \_\_\_\_\_ the valleys and hills.
- ii. He saw a host \_\_\_\_\_ golden daffodils.
- iii. They were dancing \_\_\_\_\_ breeze.
- iv. They were twinkling like stars \_\_\_\_\_ the milky way.
- v. He saw ten thousands daffodils \_\_\_\_\_ a glance.

- vi. When the poet remains \_\_\_\_\_ a pensive mood , the flowers flash upon \_\_\_\_\_  
his inner eye.
- vii. The scenic sight is a blessing \_\_\_\_\_ solitude.

7

**Writing:**

- (a) Make a list of the natural objects you find in this poem.
- (b) Write answer to the following questions.
1. How does the poet describe himself wandering?
  2. Where does he float on as a cloud?
  3. What colour are the daffodils?
  4. What were the daffodils doing?
  5. Where are they stretched along?
  6. What happens to his heart with the bliss of solitude?

8

**Mental Talk:**

Mentally repeat the following sentence.

Earth laughs in flowers and the hum of bees is the voice of the garden.

**Notes for Teachers:**

This poem is very often selected at different levels in our English courses. The editors should have selected a new one .The introduction is long and highly literary suitable for college teachers lecturing on Wordsworth and Romantic age. There is no activity. The picture of daffodils at the end is appropriate. The poem could have been introduced through this picture in an interesting way.

## LESSON-7

# THE BALLAD OF FATHER GILLIGAN

William Butler Yeats

### I

#### Pre-reading

In your 1<sup>st</sup> year course, you went through a long poem. It is a ballad. What is the title of that poem? Who were there? Here is a title? What is it? It is all about a person who is a priest. Before someone dies, the priest should be there to perform religious rites. It is his earnest duty. How can there be a story about a person? Let us read the poem to know more about him.

### II

#### While-reading

- Your teacher reads the poem aloud and you listen to him /her with your books closed.
- Your teacher reads the poem aloud for the second time and you listen to him/her and follow the poem in your book.
- Read the poem silently first. Then read from the first stanza to the fifth stanza silently and answer the questions that follow.

Sense Group Stanza1 (stanzas-1 to 5)

- **Comprehension Questions:**

1. What is this poem about?
2. What was Father Gilligan?
3. Why was he weary day and night?

4. What was happening to his people?
5. What was he doing on a chair?
6. When was he doing so?
7. Who sent for him when he was nodding?
8. Did he go to attend to that man? Which line says you so?
9. Why doesn't he have rest, joy or peace?
10. How does he repent for what he has said?
11. What did he do leaning on the chair?
12. What happened to him when he prayed?
13. What was the time then? How do you know?
14. Who does the word 'They' stand for in the 5<sup>th</sup> stanza?
15. What shook the leaves?
16. What do you mean by "And God covered the world with shade"? Does the poet mean it to be the evening or the night time?
17. Who whispered to mankind?

Sense Group Stanza-2 (Stanza 6 to the end of the poem)

- **Comprehension Questions:**

1. When did Father Gilligan stand up right on the floor?
2. 'Mavrone' is an old word for 'Alas', which means 'Bad luck'. Why did Gilligan say so?
3. When did the man die?

4. How did father Gilligan rid the horse?
5. What was the path like?
6. Who opened the door?
7. Was the wife of the dead man surprised? How could you know? ( clue- last line 8<sup>th</sup> stanza)
8. What did the priest cry?
9. What reply did he get from the wife of the dead man?
10. How did the old priest feel?
11. When did the poor man die as told by his wife?
12. How did he die – a painful or a peaceful death?
13. What did Father Gilligan do when he heard that the man had a peaceful death?
14. For whom has God created the night of stars?
15. What did God send to the poor man down in place of Father Gilligan?
16. What robes does God have?
17. What does the word 'purple' mean?
18. What are there in the care of God?
19. Who did God have pity on?
20. Who does the poet glorify in this poem?
21. What moral lesson do you get from this poem?

### III Post-reading

1

#### **VMDT:**

Whole Text –

Take a photograph of the poem with your eye cameras. Listen to your teacher what s/he says. Put your index finger on the words or expressions s/he has said.

Peter Gilligan – weary night and day- I have no rest, nor joy, nor peace- fell asleep- rode with little care- Father! You come again!-died an hour ago-souls who tire and bleed – Great angels

Part- Take a photograph of the last two stanzas in your eye cameras. Closing your eyes put your index finger on the words / expression which your teacher says aloud.

He- the night of stars – souls who tire and bleed- His great angels down- -He Who is wrapped in purple robes – Has pity on least of the things

#### **Comprehension Activity:**

2

The box –‘a’ contains 13 important events of this poem. There is box-‘b’ with two columns. The two columns stand for the two different sections of the poem. Column- ‘A’ is for how Father Gilligan fell asleep instead of attending the dying poor man and column – ‘B’ is for how Gilligan grieved for the death of the poor man. He also glorified God for his greatness. After you have read the events in box ‘a’, put the events under two columns in table ‘b’.

1. He knelt and leaned on the chair.
2. He stood upright on the floor.
3. Gilligan was weary for people dying and dying.
4. He reacted he had no rest, joy or peace.
5. He roused his horse out of sleep.
6. A poor man sent for him.
7. Being tired and exhausted, he could not attend to the dying poor man.
8. He prayed and fell asleep.
9. He rode the horse with little care.
10. He knew from the poor woman that her husband had died.
11. He also learnt that he also had a peaceful death.
12. Gilligan got the sympathy of God.
13. He praised God for sending an angel down while he was absent.

A

Section -1: Father Gilligan fell asleep instead of serving the dying man

B

Section -2: Father Gilligan grieved for the death of the poor man and also glorified God.

3

**Listening:**

(a) The teacher reads aloud the first stanza of the poem. Listen to him/her carefully. She/he writes the same stanza with some blanks on the board as given below. Fill in the blanks of the stanza.

The old \_\_\_\_\_ Peter \_\_\_\_\_

Was \_\_\_\_\_ night and \_\_\_\_\_,

For half his \_\_\_\_\_ were in their \_\_\_\_\_,

Or under \_\_\_\_\_ \_\_\_\_\_ lay.

(b) Your teacher reads aloud 8 words at random from the list given below. You listen to him and tick them.

grieve, forgive, asleep, peep, whisper, upright, sway ,merry , knelt , angel , wrapped , purple , pity

4

**Speaking:**

- i. Chain-drill – God helps those who help themselves.
- ii. Here is a dialogue between Father Gilligan and the wife of the poor man who died. But the dialogue is not complete. Fill in the blanks to complete it. Then practice it following the process given: Teacher vs. students > Students vs. students > Students in pair. When the practice is over, the teacher invites 2-3 pairs to enact the dialogue in front of the class.

The poor woman: Father! You have come \_\_\_\_\_!

Father : Yes. Is the poor man \_\_\_\_\_?

The poor woman: Yes. (Tears coming down her cheeks)

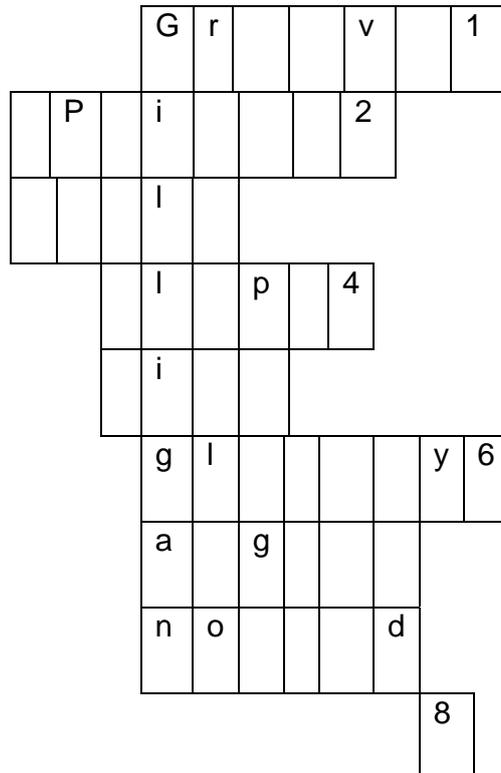
Father: When did he \_\_\_\_\_?

The poor woman: When you had gone, he \_\_\_\_\_. It was an \_\_\_\_\_ago.

Father: May God bless his soul!

5 **Vocabulary:**

Here is a cross-word puzzle for you to solve. Take the help of the clues provided for each word.



Clues:

1. Feel very sad because someone has died.
2. A person who performs rituals in church.
3. The past form of 'kneel'.
4. The past form of 'sleep'.
5. 'Death' is its noun form. It is the past form of its verb.
6. Praise someone.
7. A messenger of God from heaven
8. The past form of 'nod'.

6

**Grammar:**

(a) Join the two sentences to make one sentence by using 'and'. One is done to help you.

1. He prayed. He fell asleep. = He prayed and fell asleep.
2. He knelt. He leaned on the chair.
3. Ramesh played football. He got tired.
4. Kamini read the story. She was overjoyed.
5. Our teacher read the text. He explained it to us.
6. He corrected the answers. He awarded marks for each answer.

(b) Read the text again and fill in the blank in each sentence choosing the right preposition given in the bracket. { of, in ,on, at ,with}

1. Millions of stars appeared and leaves shook \_\_\_\_\_ the wind.
2. God covered the whole world \_\_\_\_\_ shade.
3. Gilligan stood \_\_\_\_\_ the floor.
4. He was \_\_\_\_\_ grief as the poor old man had died.
5. He knelt him \_\_\_\_\_ that word.
6. God has made the night \_\_\_\_\_ stars.
7. All the planets are \_\_\_\_\_ His care.
8. He slept \_\_\_\_\_ the chair.

7

### Writing

- (a) There are thirteen sentences in box-a under Activity No. 1. (Comprehension Activity). They are not in order. Put them in right order.
- (b) Write answers to the following questions:
1. Why was Father Gilligan weary day and night?
  2. What was happening to his people?
  3. Who sent for him when he was nodding?
  4. Was father Gillian able to go? Why?
  5. What happened to the poor man?
  6. Did he die a peaceful death?
  7. Who performed all the rituals when Father Gilligan was unable to attend the poor man?
  8. How did Father Gilligan glorify God?
  9. What is the moral of this poem?

8

### Mental Talk:

Mentally repeat the following sentence.

Service to mankind is service to God.

### Notes for teachers:

This is an often used old poem. As it is a story poem, it is simple and suitable. There is no language activity. An activity on arranging jumbled events in order of their occurrence could have been given.

## LESSON-8

### A PSALM OF LIFE

H.W. Longfellow

#### I

##### Pre-reading

You know some prayers in Odia like 'Ahe Dayamaya Biswa Bihari'. "A Psalm of Life" is a poem by H.W.Longfellow, which is a motivating and inspiring hymn like our Odia prayer and describes that life is meaningful and we human beings should not spend our time sitting idle, rather we have to work hard towards reaching our goal and to make the most out of this short life.

#### II

##### While-reading

##### Text (Unit-I)

##### SGP-1 (Follow the steps for teaching a poem)

**Read the poem silently and answer the questions.**

1. What does the poet say about life in the first stanza?
2. The poem begins with "Tell me". Who does the writer want to tell him?
3. Life is not meaningless. Which phrase in the first stanza says so?
4. Who, according to the poet, is dead?
5. Why does the poet say that life is not so shady or worthless as it looks like?
6. Life is not baseless or useless. Which line of stanza-2 say so?
7. What, according to the poet, is not the ultimate goal of life?
8. Does life end with death? What remains even after death?
9. Which line of stanza-2 say that man is made of dust and will go back to dust?

10. What does this line talk about: the human body or the soul?
11. What, according to the poet, exists after death?
12. In the third stanza the poet says that two things are not our ultimate aim of way of life. What are they?
13. What is the most important thing for us?
14. Why does the psalm of our life not want us to waste a single moment?
15. What does the poet say in the fourth stanza: our carelessness or our responsibilities?
16. What does the line, 'Art is long, and Time is fleeting' express?
17. Why does the poet use capital letter, 'T' in the word Time?
18. What do we fear though our hearts are stout and brave?
19. Why does the poet say that our brave heart beats?
20. What does the poet compare heart beating with?
21. What is called a vast battle field?
22. Which word expresses the meaning of a temporary camp of life?
23. Who are compared with the troops of the battle field?
24. What does the poet want us to be?
25. What does the poet not like us to act like?
26. What does the expression, 'like dumb, driven cattle' mean?
27. What do lives of great men remind us?
28. What does the poet want us to leave behind?
29. How can we live forever?
30. What does the word, 'footprints' mean?
31. How can footprints inspire others/
32. The poet, in stanza-8, compares a dejected or wretched person with a shipwrecked man. Why?
33. What is the last stanza about?

34. What does the expression, 'with a heart for any fate' suggest here?  
 35. What should we wait for with patience?

### III Post-reading

1

#### VMDT

(a) Whole Text: In which stanza do you find these ideas?

- Learn to labour and wait -Life is not an empty dream,
- Time is fleeting, -Grave is not its goal, -lives of great men,
- Shipwrecked brother, -like dumb, driven cattle

(b) Part: Stanza-6&7 : Close your eyes and put your index finger on:

- i) Trust no future, ii) dead past, iii) sublime, iv) Act, act, v) footprints,
- vi) sand of time

2

#### Comprehension Activities

(e) Match the stanza numbers under 'A' with their themes given under 'B'.

<b>A</b>	<b>B</b>
<b>Units</b>	<b>Main Ideas</b>
1	Life is about the ideal way of living not to waste a single moment.
2	Our responsibilities in life, Art is long but Time is short
3	World as a vast battle field and human beings are troops
4	Life is not a meaningless dream.
5	Leaving a footprint to inspire others
6	Life is real and serious; not baseless or useless and it does not end with death.
7	To start working without thinking about the consequences
8	Learn from the past; live in the present and hope for the future.
9	Lives of great people and their work for us to follow.

3

### Listening

Listen to stanza-6 and 9 and fill in the blanks.

(a)

Trust no \_\_\_\_\_, howe'er \_\_\_\_\_!

Let the \_\_\_\_\_ bury its \_\_\_\_\_  
\_\_\_\_\_ in the living \_\_\_\_\_  
\_\_\_\_\_ within, and God o'erhead !

(b)

Let us then be \_\_\_\_\_ and \_\_\_\_\_,

With a \_\_\_\_\_ for any \_\_\_\_\_,

Still \_\_\_\_\_, still \_\_\_\_\_,

Learn to \_\_\_\_\_ and to \_\_\_\_\_.

4

### Speaking

(f) Read the poem aloud.

(g) Chain-drill: i) Life is not an empty dream.

iii) The dreamers are the saviours of the world.

5

### Vocabulary

Match the words under 'A' with their meanings given under 'B'.

#### A

mournful

slumber

fleet

muffled

bivouac

sublime

forlorn

shipwrecked

#### B

Noble (grand in nature)

A failed or solitary person

Full of sorrow

Pass quickly

To sleep lightly

Covered with a piece of cloth for protection

distressed

A temporary camp used by soldiers

## Grammar

(a) Match the adjectives under 'A' with the nouns under 'B' as they are used in the text.

One is done for you.

A	B
Mournful	drum
Empty	cattle
Dead	person
Muffled	numbers
Driven	dream
Great	life
Forlorn	men

(b) Match the words under 'a' with the words under "B" and make sentences after matching. One word under "A" may be matched with more words under "B".

A	B
Life	beating like muffled drums
Grave	fleeting
Enjoyment	not an empty dream
Sorrow	real
Art/work	goal
Time	stout and brave
Our hearts	long

Eg: predestined      earnest

1. Life is not an empty dream.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**7 Writing**

(b) Answer the following questions.

B. Why does the poet say that life is not so shady or worthless as it looks like?

\_\_\_\_\_

2. What, according to the poet, is not the ultimate goal of life?

\_\_\_\_\_

3. Differentiate between criticising individuals and criticising ideas?

\_\_\_\_\_

4. Why does the psalm of our life not want us to waste a single moment?

\_\_\_\_\_

5. Why does the poet say that our brave heart beats?

\_\_\_\_\_

6. What does the expression, 'like dumb, driven cattle' mean?

\_\_\_\_\_

7. How can we live forever?

---

8. The poet, in stanza-8, compares a dejected or wretched person with a shipwrecked man. Why?

---

9. What does the expression, 'with a heart for any fate' suggest here?

---

(c) Write a letter to your younger brother advising him not to waste his time idle but to work hard with patience for result.

ii) Learn to labour and to wait for reward with patience.

8

### **Mental Talk**

Learn to labour and to wait for reward with patience.

### **Notes for the teachers:**

The poem is old and highly didactic, which the young adolescent learners will not like as they get bored by such advice from their parents, elders and teachers. The warm-up activity is highly literary. Why should the editors write about the genre of poetry called 'Carpe Diem' poem? Do they want to show off their knowledge and baffle the students? There is no language activity.

## LESSON-9

# TELEVISION

Roald Dahi

### I

#### Pre- reading

Introduction:

Every new invention has advantages & disadvantages. Telephone, for example helps us to talk to people from distances. But it prevents us to some extent, from personally visiting them. Similarly the Xerox helps us in making photocopying books but it often prevents us from reading the book. Of course the advantages or merit are more than disadvantages or demerits. Now tell about some of the advantages and disadvantages of television. (Teacher writes on the BB two heads- advantages and disadvantages and writes under each head the responses of the students.) We will read the poem "Television" and see what are its advantages and disadvantages according to the poet.

### II

#### While reading

- Your teacher reads aloud the poem; you listen to him/her without opening the book.
- Your teacher reads aloud the poem second time; you listen to him/her and also see the poem in your book.
- Read the poem silently and answer the questions that follow  
(Write the stanza number on the left)
- **Comprehension Questions:**
  1. What is the poem about?
  2. The poet talks about advantages or disadvantages of television?
  3. Disadvantages for whom – adults or children?

4. What do “we” (1<sup>st</sup> line) stand for?
5. What does your (4<sup>th</sup> line) stand for?
6. With regard to children what does the poet advice the parents to do with television?
7. What does the phrase ‘the idiotic thing’ refer to?
8. What do children do while they sit in front of the television?  
(see the five verbs and their meanings in the glossary)
9. What the poet writes within bracket (last week.....flows) is true or he is just joking?
10. As a magician mesmerizes the audience with his magic, the television mesmerizes children. What word does the poet use for mesmerize in the poem?(line 14)
11. The poet compares the children with a drunkard-man who drinks too much. What do the children drink?
12. Children normally create problems for parents. They fight among themselves, punch, kick & jump. But while in front of a television they do not do this. How this does helps their parents?
13. But understood properly are the advantages for the parents are really disadvantages? Why?
14. What harmful things does the television do to children? (See the verbs rot, kill, clog, clatter)
15. Are the parents aware of this according to the poet?
16. Television does a lot of harmful things to the children. What happens to the child as a result?
17. What does he fails to understand?
18. What happens to his brain?
19. What happens to his thinking power? Why?
20. The poet says TV is harmful to children. Is it also harmful for adults/parents?
21. If yes, why does not the poet say so in the poem?
22. Why does the post use capital letter “NEVER” in line 3?

23. Why does he repeat 'never' twice, not just once? Does he have capital for emphasis-to give importance to and repeats 'never' twice for double emphasis?
24. What about the last part of the poem? Why does the poet use capital letters in all these lines? What part of the poem is most important for the poet?
25. English language has two types of letters both cap and small letters in book. But Odia has only one type of letter. When a writer in English wants to give emphasis he/she uses capital letters in books. If a writer wants to write in Odia and she/he wants to emphasize what will she/he do? Think. Will she/he make the letter bold?
26. Is the writer against children watching TV? Is he very serious or is there a little bit of humour in this? Think, and discuss among yourselves. Examine the two lines within bracket (stanza 2). Is he serious or humorous? This will help you understand the tone of the poem.

### III

#### Post-Reading

1

#### VMDT:

- (a) Take the photograph of stanza 1 in your eye-camera. Then, before put your index finger on NEVER, idiotic thing.
- (b) Take the picture of the poem..... Place your index finger, as before on the points-where children are hypnotized, parents allow their children to watch TV for their own advantage, children cannot think only see.

2

#### Comprehension Activities:

- (a) Match the parts of lines under A and B without looking at the poem. One is done for you (if you want you can take the photograph of the last part ..... in capitals before doing the task)

<u>A</u>		<u>B</u>
1. He can		clutters up the mind
2. He cannot think		imagination dead
3. It rots the sense	<b>JOIN</b>	rust and freeze
4. It makes a child		dull and blind
5. It kills		<b>only sees</b>
6. His brain becomes		no longer understands
7. It clogs and		in the head
8. His powers of thinking		as soft as cheese

After matching, you can see the poem and correct your own mistakes.

(b) The 2<sup>nd</sup> stanza of the poem is given below. But the last part of the lines are missing which are provided within brackets below. Put the right parts at the right place without looking at the poem. The rhyme scheme and the meaning will help you to do the task.

In almost every house .....

We've watched them.....

They loll and slop.....

And stair until their .....

Last week in someone's .....

A dozen eyeballs .....

(And lounge about, on this floor, we've seen eyes pop out, place her saw , gaping at the screen).

3

**Listening :**

Your teacher will read aloud stanza 3, you listen to him/her carefully and fill in the gaps without looking at the poem.

They sit and ..... And stare and..... they've..... By it.  
Until..... Absolutely .....with all that .....ghastly..... .

4

**Speaking:**

Reading Aloud

- Your teacher reads aloud, you all repeat after him/her.
- Your teacher reads aloud first line, you all read aloud the 2<sup>nd</sup> line. Your teacher reads out the 3<sup>rd</sup>, 4<sup>th</sup> and so on till the last line.
- Divide yourself into two groups A and B. one group reads aloud first line and 2<sup>nd</sup> group the second line.....

5

**Vocabulary:**

The poem provides you a chance to learn many verbs which are new to you. These are 'gape, loll, slop, lounge, stare, pop, rot, clog, clutter, freeze, rust. See how these verbs are used in the poem. Next look up a good dictionary and see the meanings of these verbs and finally, use them in sentences of your own – one verb in one sentence.

6

**Writing:**

-> Let's write the summary of the poem. Do you think the first stanza should be the last stanza because that is the conclusion derived from what happens in the rest of the poem? Therefore, begin with the 2<sup>nd</sup> stanza and end with the 1<sup>st</sup> stanza. Some grid lines are provided.

In every house children watch television. They gape at the screen.  
They.....

Parents allow them to watch television so that they do not climb .....  
And the parents can do their work. They cook lunch..... But they do not know  
that television rots children's sense. It kills.....

Therefore either do not allow to..... or do not allow children to.....  
or do not install at home television.

→ Do you like the poem? Certainly not, because it is all against you. And you know  
television also harms the adults/parents. They watch serials and neglect their  
work. Let's rewrite the poem with little changes at right places to turn the poem  
against them. For instances in the 2<sup>nd</sup> line in place of children you can't write  
'adults' or 'parents'.

2<sup>nd</sup> line in place of children you can write 'adults' or 'parents'. Rewrite the whole poem this  
way. Such rewritten poems are called parody.

7

### **Mental Talk:**

Learn by heart some of the lines written in capitals at the end of the poem and mentally  
repeat them whenever you get time. Such mental repetition helps you learn English.

### **Notes for Teachers**

The poem suits the level of the learners. The problem is it against them. The will it like  
provided to them realize that the tone of the poem is not serious but hilarious which the  
editors failed to convey. The questions they set are dull, boring and often, undoable. Look  
at in contrast, to the questions we have prepared which do not test but help the learners  
understand the poem. The editors too fail to give any language activity. We wonder how  
could the wise and great editors could prepare the lesson so carefully. Do they really want  
to help our learners learn English or do they just doing their duty mindlessly? We have  
compensated the lacking and we want out teacher friends join us to help our students  
develop English language skill by teaching the way we suggested.

## LESSON-10

# MONEY MADNESS

D.H. Lawrence

### I

#### Pre-Reading

Introduction: Look at the title of the poem. You know the meanings of both the words. Is madness caused by money? Is money good or bad? What do you think of the attitude of the poet towards money? Do people go mad when they have enough money? Are we always after money? (Jot down student's responses to these questions on blackboard) Let's read the poem and see.

### II

#### While-Reading

- Your teacher reads the poems aloud, listen to him/her without looking at the poem.
- Your teacher reads aloud the poem second time, you listen to him/her and at the same time see the poem she/he reads.
- Read the poem silently and answer the questions that follow:  
(Number the stanzas before you read the poem)
  
- **Comprehension Questions:**
  1. Is the poet in support of money or against it?
  2. Does money cause madness according to the poet?
  3. Does money cause madness in some people or most of the people? Which word tells you so?
  4. If most people are mad for money does this have some influence on an individual? Which line tells you so?
  5. Does a man feel pain to part with his/her money? Which line tells you so?

6. What does a man feel when she/he parts with a large amount of money? Pain turns into \_\_\_\_\_ ?
7. What kind of power money has on us? (line 8)
8. We are not terrified of money, but of what? (line 10)
9. What does mankind asks of someone?
10. If one has no money what will he do according to mankind?
11. If the poet has no money what will the (mankind) do?
12. If one has no money what will he eat?
13. Why does the poet repeat 'I shall have to eat dirt' and repeat the dirt many a time?
14. What the poet is afraid of ? What does 'that' stand for? (Line 17)
15. His fear leads to delirium, a kind of wild madness. What is he afraid of? (Line 19)
16. Why should we have some money?
17. The poet says 'And this is all wrong'. What does 'this is all' refer to? (What he has said of money before . . . )
18. What should be free according to the poet for anybody? What does he meant by 'fire'? Is it fuel? Will you add one more thing to this? What about cloth?
19. Why does the poet repeat 'all and anybody'?
20. What does the poet mean by 'we must regain our sanity about money'?
21. Is the poet money-made? Definitely he is against money- madness. Then why does he use 'we'? Does he request others to give up money-madness? Think. Which will be more convincing, use of 'we' or 'you'?
22. How is this poem different from other poems in this book that you have read? Think not of theme but rhyme scheme. Does not this look like a prose-piece?
23. There are only three stanzas where he uses 'I' instead of 'we'. Can you find out the stanzas?

**III**  
**Post-Reading**

1

**VMDT :**

Take the photograph of the poem with the help of your eye-camera. Close your eyes, place your index finger on the lines where the poet says bread, shelter and fire should be free for all? Next repeat for whose he says we feel pain and go mad if we part with our money, where he talks about eating dirt if one has no money.

2

**Comprehension Activity:**

For easy remembering the poem can be divided into three parts. First part stanza 1-3, second 4-5, third 6-7. Given below are some words, phrases and sentences. Arrange them under heads- Part 1, Part 2, and Part 3. First try to do this without looking at the poem.

Shelter, multitude is mad, I shall have to eat dirt, hands out a pound note without a pang, bread should be free, we should regain our sanity about money, our vast collective madness, five, has he no money? If I have no money, to all and anybody, it is fear of my money-mad fellow-men. How much is he worth? Collective money-madness of mankind (Do this in your note-book).

3

**Listening:**

Your teacher will read aloud last two stanzas. You listen to him/her and fill in the blanks without looking at the poem.

\_\_\_\_\_ should be free,

Shelter \_\_\_\_\_ .

\_\_\_\_\_ should be free

to all and anybody \_\_\_\_\_, all over the \_\_\_\_\_.

We must \_\_\_\_\_ our sanity about \_\_\_\_\_  
before we \_\_\_\_\_ killing one \_\_\_\_\_ about it.  
It's one \_\_\_\_\_ or the \_\_\_\_\_ .

4

**Speaking:**

Chain-drill the following

- (i) Bread should be free  
Shelter should be free  
Fire should be free.
- (ii) We must regain our sanity about money  
(Follow the steps- Teacher vs Students, Students vs Students)

5

**Vocabulary/ Use of dictionary:**

Make a list of all the words/phrases in the poem related to madness. Next see their meanings in the dictionary. Some such words are given to begin with.  
mad, madness, insanity . . .

6

**Writing:**

- (a) Look at task 2. You have arranged the words, phrases and sentences under three heading relating to three parts of the poem. Now write the summary of the poem writing these words in sentences (you can see the poem while doing the task). Some lines are provided for the part 1 as an example.

The multitude is mad. Money is our vast collective madness.

- (b) Do you agree with what the poet says? Wholly or partly? Is money that useless and harmful if used with control? Now read this small poem.

Money, money, money

Brighter than sunshine

Sweeter than honey

Money, money, money

The title of this poem in your lesson is 'Money Madness'. How will you title this little poem- "Money Gladness"? Now let's write a parody of this poem by making very little changes. Some lines are done for you.

Money is our gladness, our vast collective gladness.

And of course, if the multitude is glad

the individual carries his own grain of sanity around with him . . . . .

(Do this in your notebook)

7

### **Mental Talk**

Repeat mentally the first three lines of the last stanzas

### Note for the Teacher

The selector should not have selected this poem for +2 students. The theme is not suitable. It is very difficult to set questions and to prepare interesting language activities from the poem that is why probably the editors have not given any language activity. The tai-piece poem given, suits the theme of the poem. But as the very theme is not interesting for the +2 students and for most of us for whom the money is so important, we have encouraged the students to write a parody of the poem.