



Government of Tamilnadu

ENGLISH

IX - STANDARD

**Untouchability
Inhuman- Crime**

Department of School Education

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தேசிய கீதம்

ஐன கண மன அதிநாயக ஐய ஹே
பாரத பாக்ய விதாதா
பஞ்சாப ஸிந்து குஜராத மராட்டா
திராவிட உத்கல பங்கா
விந்திய ஹிமாசல யமுனா கங்கா
உச்சல ஜலதி தரங்கா
தவ சுப நாமே ஜாகே
தவ சுப ஆசிஸ மாகே
காஹே தவ ஜய காதா
ஐன கண மங்கள தாயக ஐய ஹே
பாரத பாக்ய விதாதா
ஐய ஹே ஐய ஹே ஐய ஹே
ஐய ஐய ஐய ஐய ஹே!

- மகாகவி இரவீந்திரநாத தாகூர்.

THE NATIONAL ANTHEM

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

- Rabindranath Tagore.

SHORT VERSION

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

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

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

தமிழ்த்தாய் வாழ்த்து

நீராரும் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!

உன் சீரிளமைத் திறம் வியந்து
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– 'மனோன்மணியம்' பெ.சுந்தரனார்.

INVOCATION TO GODDESS TAMIL

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

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

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

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

THE NATIONAL INTEGRATION PLEDGE

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

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

A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

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

Vande mataram!

IV

Signature

CONTENTS

Unit	Title	Page No.
1.	Buds to Blossoms [Prose]	1
*	Laugh and be Merry [Poem]	12
	A Man Who Had no Eyes [Supplementary]	14
2.	Gaia Tells her Tale [Prose]	17
	Earth [Poem]	27
	Amrita Devi – The Guardian Angel of Woods [Supplementary]	29
3.	The Will to Win [Prose]	32
	Don't Quit [Poem]	43
	A Race in the Space [Supplementary]	44
4.	The One Minute Apology [Prose]	47
*	The Apology [Poem]	60
	The Tears of the Desert [Supplementary]	61
5.	The Marvellous Machine [Prose]	63
	Be Glad your Nose is on your Face [Poem]	76
	Visit to the Dentist [Supplementary]	78
6.	Miriam's Letter [Prose]	82
*	A Sonnet for my Incomparable Mother [Poem]	98
	The Stroke of Genius [Supplementary]	99
7.	When Catastrophe Strikes [Prose]	101
	The Flying Wonder [Poem]	113
	The Thief [Supplementary]	115
*	Memoriter Poems	

NOTE TO THE TEACHER

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

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

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

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

UNIT-I

The learners are on the threshold of adolescence. An attempt has been made in this unit to motivate the learners to set goals, develop certain qualities and positively condition the mind to achieve the same. It is suggested that the teacher narrates more stories for grooming the personality of students. The learners may be encouraged to read the biographies of great achievers and listen to the inspirational speeches and motivational talks of living legends. The poem and the supplementary chapter are thematically related. In the supplementary story, Mr. Parsons and Markwardt portray a vivid contrast. One man has decided to make the best of his handicap whereas the other has become bitter, pitying himself because of his handicap. Each has made his choice. This story brings out two types of human mentalities: that of the victim and the victor.

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

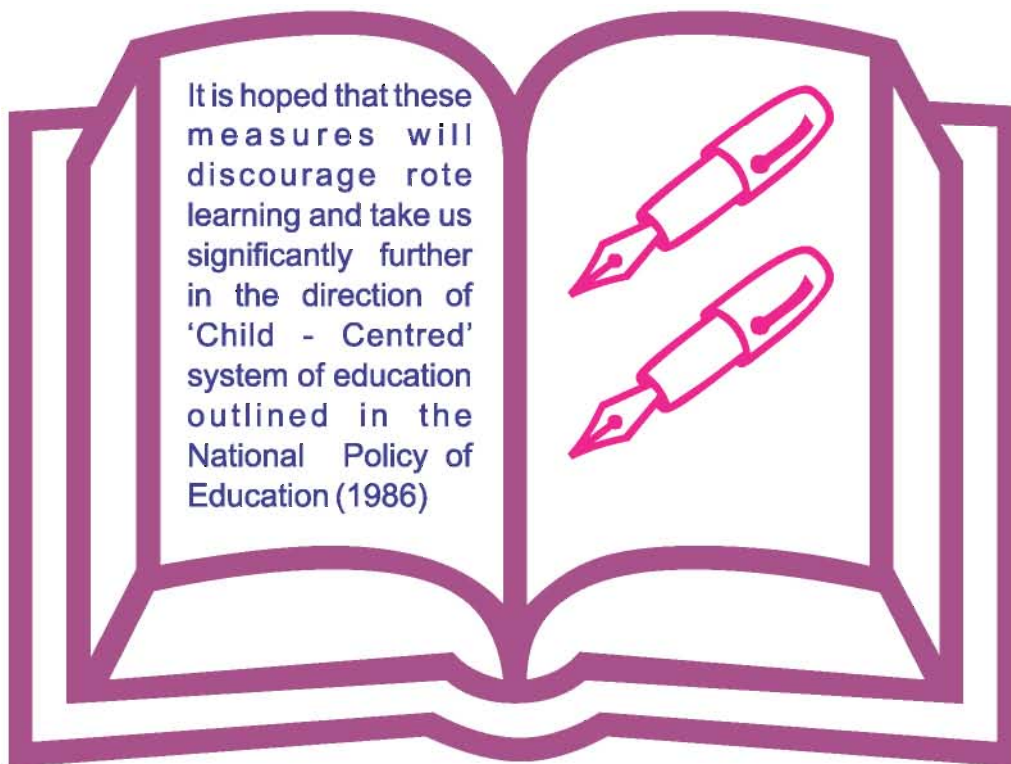
This unit deals with health and hygiene. An attempt has been made to unravel the mysteries of certain functions of our body. The unit also opens the learners' mind to some superstitious beliefs that have been there for ages. Linked closely to a person's features is his nose. A humorous poem written by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

UNIT - VI

This unit throws light on man's family bondage and his relationship with the society. Relationships are like seeds. They have to be nurtured and developed. The story "Miriam's Letter" portrays the love of a father to his daughter. He spends the rest of his life longing to hear from her. The poem "A Sonnet For My Incomparable Mother" depicts the admiration of a daughter for her mother. The supplementary lesson "A Stroke of a Genius" is an imaginary story that tells us about the master plan of Birbal.

UNIT - VII

This unit deals with the real life adventure that took place in an aeroplane. The presence of mind, courage and the conviction exhibited by the lead character would inspire the young minds and teach them to face any situation in their life. The poem highlights the adventurous spirit of the Wright brothers and 'to live and never say die' attitude of the siblings. The supplementary lesson is a science fiction with an element of surprise at the end. It kindles the creative competence of the young minds.



Buds to Blossoms

'A flower is the promise of a fruit'



Warming up

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

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

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



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

One day an old lion happened to pass by the place, where this young lion stayed. As was natural, the old lion roared seeing another lion. But he did not respond with a roar. The old lion was astonished. He roared again and again but there was no response from the young one. The old lion looked around and when he saw the sheep, he soon understood the reason for the cub's strange behaviour.

1. How did the lion cub join the sheep?
2. Why did the old lion take the young one to the pool?
3. How did the young lion react on seeing his image in the water?

Glossary

shudder: shiver

crouch: lower the body with the limbs close to the chest



The old lion wanted the young one to realise his true nature. So he took him to a nearby pool and made him look at his own reflection in the water. A **conditioned** mind finds it difficult to believe its original nature, even when it meets the reality eye to eye. The little lion too was not different. As he saw his image in the water he asked the old lion, "Is it me?" "Yes" replied the old lion and said, "It is none other than you." The old lion continued and said, "Now roar like me. You'll be a true lion." So saying the old lion roared and roared again. Gradually the young lion repeated the roar and after several attempts he gave such a **ferocious** roar that his sheep friends panicked and ran away. When he roared like a true lion, his lion instincts returned to him. He leaped about in joy upon realising his true nature. The young lion, accompanied by the older one, walked away majestically like the king of the jungle.

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

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

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



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

1. What did Helen Keller and Arjun Bajpai accomplish ?
2. How should you face the impediments ?

Glossary

conditioned : habituated
ferocious : fierce, wild
impediments : obstacles
irrefutably : convincingly

Each one of you has an indispensable role to play in this world. Without you, this world will be short of one person and his/her contribution. Having set your goal high, visualise marching towards it each day of your life. Develop a passion for your goal. Have faith in yourself like the little girl in the following story.

Once, a village was **afflicted** by drought. The king summoned his subjects for a mass prayer to invoke the blessings of the Rain God. People assembled in large numbers with flowers, incense sticks and lamps. One little girl alone brought an umbrella. "Why did you bring this?" an old man asked. The little one said, "When we unite in prayer, it is going to rain like as never before. I have brought this umbrella to get back home without getting wet!" No wonder, there was a **torrential downpour** that day. This is a simple story that reveals the power of strong faith. So commence your work with faith and proceed with hard work and optimism.



A man was once told of a pot filled with gold at the foothills of the mountains. He collected his tools, went to the place indicated and began digging for gold. He kept digging at it for a week. But then a little suspicion started nagging him. He wondered whether he would really find gold or if he was on a fool's errand. On the eighth day he gave up digging. The very next day a stranger passing that way stopped and enquired why a big pit was there. He was told that somebody had been digging there for gold. The stranger thought to himself, "Why not give it a try? The work is already half done anyway." He dug with great faith and after the passage of a couple of days, he found gold. The first man who had tried earlier said with great regret, "Had I but dug for two more days, I would have secured that pot of gold." Many of us give up just before reaching the goal. Thomas Edison says, "Many of life's failures are experienced by people who did not realise how close they were to success when they gave up." Remember, '**perseverance** pays'. All your hard work and positive energy will create a **ripple** of change across the world.

A farmer used to fetch water home in two buckets. One bucket had a small hole in it. Therefore everyday, the farmer reached home with one bucket full and the other half full. The bucket with a hole was pained at being unable to fulfill its purpose as efficiently as the other.

1. Why are you indispensable to the world?
2. Why did the girl bring an umbrella?
3. What made the man get suspicious?
4. Why was the bucket with a hole unhappy?

Glossary
afflicted : troubled
torrential downpour : heavy rain
perseverance : continuing with determination
ripple : wave

But the other bucket said, "Look at the path over which you have travelled home every day. You have transformed a gravelled road into a beautiful trail of green grass and colourful flowers." This story demonstrates the importance of seeing the things and people around you in a positive way.

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

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

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

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



Answer each of the following in a paragraph not exceeding 100 words.

1. What message do you get from the story of the young lion?
2. Are you conditioned by your circumstances? Justify your response.
3. List out the steps that you should follow to reach your goal.

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

Glossary

endowed : blessed
attributes : qualities
charisma : power to inspire
dormant : hidden

Vocabulary

I. Choose the most appropriate synonyms of the italicised words from the four alternatives given with each sentence.

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

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

1. Always *commence* your work with faith.
a. conclude b. continue c. complete d. start
2. All the sheep *panicked* and ran away.
a. cried b. calmed c. scattered d. threatened
3. Take *pride* in your individual nature.
a. joy b. honour c. humility d. pity
4. A village was affected by *drought*.
a. summer b. winter c. floods d. famine
5. Remember that you are *unique*.
a. special b. simple c. different d. common

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



b) Use the suffixes with the words given below to form new words and use them in sentences. [Suffixes are a letter or letters, we add to the end of a word to make a new one.]

ferocious
potential
success
astonish
reason
reflect

real
punctual
human
personal
visual
great

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

4. Similar Sounding Words

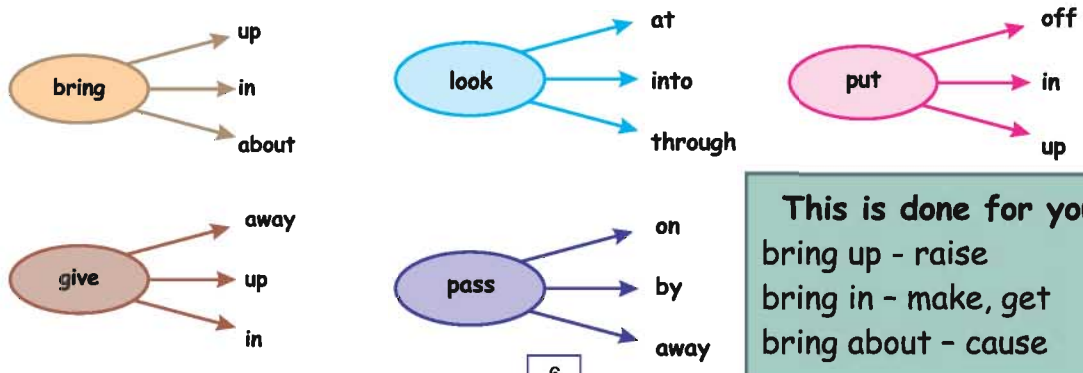
Fill in the blanks with the suitable word choosing from the pairs given in brackets.

1. The driver applied the hand _____ to stop the car. (break, brake)
2. The hungry lion went in search of its _____. (pray, prey)
3. The _____ is pleasant today. (whether, weather)
4. Sundar ate the _____ cake yesterday. (hole, whole)
5. My uncle _____ a strange sound last night. (herd, heard)

5. Phrasal verbs

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

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



This is done for you
bring up - raise
bring in - make, get
bring about - cause

The children must be **brought up** with love and care.
 The south-west monsoon will **bring in** lots of rain.
 We are trying to **bring about** a change in our education system.

Now find out other phrasal verbs from the lesson and use them in sentences of your own.

6. Singular-Plural

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

Singular	Plural
son-in-law	sons-in-law
commander-in-chief	commanders-in-chief
man-of-war	men-of-war
passer-by	passers-by
Inspector – General	Inspectors – General

(b) Certain words brought into English from other languages have different plural forms.

Singular	Plural
nucleus	nuclei
bacillus	bacilli
crisis	crises
datum	data
radius	radii

c) There are some words that remain the same in both singular and plural forms.

Here are some of these words.

sheep, scenery, stationery, luggage, deer, swine, information, news

d) Give the plural forms of the following words.

axis, analysis, thesis, basis, fungus, index, vortex, medium, phenomenon, formula

Reading skill



Skimming and Scanning:

We **skim** a passage for general information. When we read the headlines of a newspaper to know general information, we are skimming.

We **scan** a passage for specific information. For example, we scan the school notice board for the specific dates of our examination.

Skim through the following passage and answer the questions that follow.

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

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

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

Grammar



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

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

b. Look at the following passage and understand the prepositions of time and place.

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

3. Choose the appropriate prepositions of time and place from the list and fill in the blanks. (before, after, during, since, till/until, at, on, often, in, below, above)

Sharad has been living _____ New York _____ 1990. _____ 1990 he was studying _____ the Punjab University. He lives _____ an apartment with his wife and children. His apartment is _____ the third floor. He does not work _____ a farm, but is employed _____ a business firm. This business firm is located _____ a short distance from his house. Sharad has two friends, Surya and Vikram. They also stay _____ the same building. Surya stays _____ Sharad's apartment and Vikram's apartment is _____ Sharad's. They meet _____. Sharad misses his parents who live _____ Chandigarh _____ India. He visits them _____ the season of Spring. He has no plans to return to India _____ he retires from service.

IV. Listening skill



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

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

Comprehension questions

1. What were the father and son doing?
2. Why did the son scream?
3. What made the son get angry?
4. Does this story deliver any message? If yes, what is it?
5. Supply a suitable title for the passage.

Speaking skill



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

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

A few tips for speaking

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

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

Writing skill



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

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






Follow the CODER to enhance your writing skills. What is CODER?

C- Collect ideas. [from various sources: library, encyclopedia, internet, teachers, newspapers, magazines, your elders]
O- Organise the ideas.
D- Prepare a rough draft.
E- Evaluate and edit the rough draft.
R- Revise and rewrite a fair draft.

b. Spot the errors in the following sentences and rewrite them correctly.

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

c. Punctuate the following sentences.

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

Language Functions.



- a. Translate the first paragraph of your prose lesson into Tamil.
- b. Frame a dialogue for the following situation.
Your younger sister / brother has not done well in her / his examination. She / He is upset over her / his poor performance. Cheer her / him up with words of encouragement.
- c. Look at the picture and describe it in a paragraph.



* Laugh and be Merry

- John Masefield



John Masefield was born in Ledbury in 1878 in Herefordshire. After an unhappy education at the Kings School in Warwick, he entered the merchant navy at the age of 16, deserted ship and became a vagrant in America. He returned to England in 1897 and settled as a versatile writer. A few of his earlier works are 'Salt Water Ballads', 'Manchester Guardian' and 'The Everlasting Mercy'. In 1930 Masefield became poet laureate. He died in the year 1967.

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

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

in the teeth of a wrong - against injustice
pageant of man - splendid human race

rhyme - short poem
mirth - laughter

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

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

jubilant - joyful
sweeping by - moving gently
outpoured - overflowing

akin - similar in nature
inn - a public house
lilt - a strong rhythm

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

A. Answer the following.

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

B. What is the rhyme scheme of the first stanza of the poem?

It is aabb.....

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

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

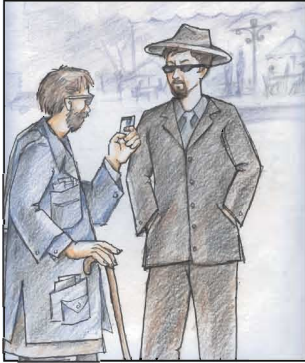
C. Figures of Speech

A figure of speech is an extraordinary mode of expression used in poetry to produce a greater effect.

- (1) **Alliteration** is the repetition of the same consonant sound in several words in the same line.
"So we must laugh and **drink** from the **deep** blue cup of the sky,
Join the **jubilant** song of the great stars sweeping by"
'Drink - deep' and 'join - jubilant' are alliterated words.
In the first line, /d/ is repeated (**d**rink-**d**eep), and in the second line /j/ is repeated (**j**oin-**j**ubilant).
Find out two more instances of alliteration in the poem.
- (2) **Simile** is a comparison made between two objects of different kinds which have some resemblance. A simile is usually introduced by a word of comparison such as – like, so, as, as...so.
- (3) **Metaphor** is a condensed or an implied simile.
"Laugh till the game is played....." – Metaphor is used here. Life is compared to a game. When we say "Life is like a game", then it is a simile.

A Man Who Had No Eyes

- Mackinlay Kantor



A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel. He was a blind beggar, carrying the traditional **battered** can, and thumping his way before him with the cautious, half-furtive effort of the sightless.

He was a **shaggy**, thick-necked fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane's crook with a futile sort of clinging. He wore a black pouch slung over his shoulder. Apparently he had something to sell.

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

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

Glossary

battered - worn out

shaggy - hairy

immaculate - clean and tidy

whedled - persuaded

boorish - rude

inquisitive - curious

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

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

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

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

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

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

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

Glossary
reminiscence -
remembrance
trample - walk over
quivering - shaking

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

fiendish - wicked
stare - look fixedly

I. Comprehension Questions.

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

II. Arrange the following jumbled sentences in coherent order to make a paragraph.

1. The beggar wanted to extract more money using his handicap.
2. Mr. Parsons purchased the article to help the beggar out.
3. A beggar came down the avenue to sell some article.
4. The beggar fumbled the article into Mr. Parsons' hand.
5. Mr. Parsons pitied the blind beggar.

III. Complete the sentences choosing the right options.

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

Gaia Tells Her Tale

Warming up

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

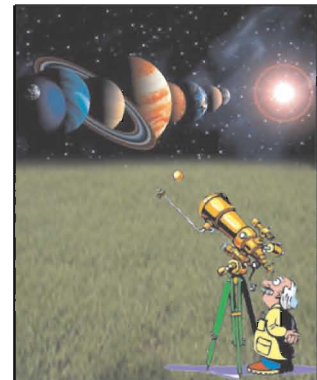


Here, we have someone talking to you with an intention of awakening your sensibilities. Her speech is not a lament and it is not an appeal. Neither is it a complaint. Actually she feels sorry for you. She is all concern for you. She offers all her bounties with great generosity. Can you guess who she is? Oh, you're right! She is Mother Earth – the mother of all living creatures! Let's listen to what 'that' she has to say!

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

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

There was peace and there was **abundance**, assuring the survival of every creature.



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

Glossary

primordial - ancient /primeval

peering - looking carefully

abundance - plenty

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



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

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



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

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

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

Glossary

reverence - great respect
exploit - use unfairly and selfishly
accommodate - to find place for
ravage - to cause great damage
replenish - to fill up again
canopy - an overhanging shelter
considerable - fairly large

Don't you have the wherewithal to bring back the glorious past? Nothing is impossible for you, but the choice is yours. As a mother it is my duty to warn you of the impending dangers of neglecting me. Even your own scientists concur with my views. How can I put up with the sight of my own children being poisoned and their safety being threatened? You may be careless, but how can a mother be indifferent?

You have to put a stop to this slide for your own welfare. To begin with, I shall suggest certain measures that you can easily implement in your everyday life.

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



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

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

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



Glossary
commemorate - to honour the memory of someone

Do you know?

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

**Remember the 3 R's:
Reduce, Recycle and
Reuse Resources.**

Answer each in a paragraph of 100 words:

1. Highlight the importance of forest conservation.
2. List the measures you can implement in your daily life to protect your environment.

Vocabulary

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

Differences in Vocabulary

Differences in Spelling

British English	American English	British English	American English
lift	elevator	favour	favor
holiday	vacation	honour	honor
film	movie	centre	center
autumn	fall	theatre	theater
petrol	gasoline	realise	realize
flat	apartment	visualise	visualize
purse	wallet	offence	offense
taxi	cab	traveller	traveler
tap	faucet	focussed	focused
sweets	candies	peddler	peddler

B. Choose the correct synonym for the underlined word from the options given.

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

C. Choose the correct antonym for the underlined word from the options given.

1. I am known by many names in different languages.
a) strange b) similar c) diverse d) popular
2.my glaciers are melting.
a) moving b) breaking c) freezing d) vanishing
3. There existed a natural rhythm.
a) artificial b) fake c) abnormal d) unpleasant

4. I a superior creature had come to protect me.
a) greater b) mediocre c) minor d) inferior
5. Don't you have the wherewithal to bring back the glorious past?
a) wonderful b) graceful c) shameful d) dreadful

D. Abbreviations

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

- WWF – World Wide Fund
- ZSI – Zoological survey of India
- GPM – Green Peace Movement

Learn some more abbreviations and their expansions.

WHO World Health Organisation.	NGO Non Governmental Organisation
UNO United Nations Organisation.	IAS Indian Administrative Service
CWG Common Wealth Games	BBC British Broadcasting Corporation
WWW World Wide Web	UPSC Union Public Service Commission
RBI Reserve Bank of India	UGC University Grants Commission

Find out the expansion of the following abbreviations:

1. FAO
2. NRI
3. ISF
4. CPU
5. IPS
6. MBA
7. MLA
8. UNICEF

E. Idioms

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

Match the following Idioms with their appropriate meanings.

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

Reading skill



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

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

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

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

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

Note-making: Conservation of Energy

- A. How to conserve Energy?
 - 1. use energy resources wisely and economically
 - 2. design vehicles not using diesel or petrol
 - 3. using water & wind power to generate electricity
- B. Alternative use of fuels
 - 1. use of animal and plant waste
 - 2. production of biogas
 - 3. windmills
- C. Use of Solar Energy
 - 1. Sun – perennial source of light & heat
 - 2. transform into electricity

Summary

Conservation of Energy

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

Tips for note-making

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

Tips for summarising

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

Grammar:



Basic Sentence Patterns

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

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

- Eg.
1. The stars / twinkle / in the sky / at night.
S V A A
 2. Man / hunts / animals / mercilessly.
S V O A
 3. The Earth / is / a ball / in the space.
S V C A
 4. Trees / give / us / fruits / year after year.
S V IO DO A
 5. Science / has made / man's life / comfortable / these days.
S V O C A
 6. Due to gravity, / the Earth / could hold / everything.
A S V O

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

Make sentences with the following patterns:

1. S.V.O.A 2. A.S.V. 3. S.V.C.A 4. A.S.V.IO.DO
5. S.V.O.C.A 6. S.A.V.C. 7. A.S.V.O.



Listening skill

What is a map and how is it made?

Listen to the teacher and answer the questions:



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

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

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

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

Speaking skill



1. Group Activity

Form small teams. You can choose your team mates. Instruct your team to collect the following details on their way back home from school.

- ⇒ List the things that they see on the street that cause environmental pollution. Of these, make out the things that can be recycled.
- ⇒ What suggestions would you make to the residents to keep their street clean?
- ⇒ What are the sources of help you would seek to keep your village/town clean?
- ⇒ Compile the details gathered in your respective teams. Prepare a report and present it to the class.

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

3. Pair and Share:

Choose a partner of your choice. Discuss with him/her about the advantages of rural life over urban life.

Writing skill



1. Rearrange the following sentences in logical order to make a meaningful paragraph:

- ✓ When pollution occurs the atmosphere becomes contaminated.
- ✓ Pollution is the making of air, water or soil, impure with harmful substances.
- ✓ Otherwise it will pose a serious threat to human health.
- ✓ It is the result of the increase in population.
- ✓ Measures should be taken to control pollution.

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

Language Focus / Functions:



1. Translate the passage you have arranged in logical order under writing skill into Tamil.

2. Make notes and summarise the following passage. You have seen a model of that exercise under reading skill.

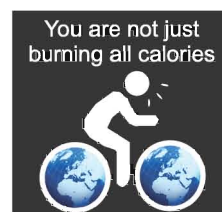
Oils are of three main kinds – vegetable, animal and mineral oil. Vegetable oil is obtained from squeezing oil seeds. Mineral oil is pumped out from deep under the earth. Animal oil is got from the fat of animals. To extract vegetable oil, the dried oil seeds are put in the crushing machine and oil is squeezed out and collected. We get oil cake as residue. The oil cake is used as animal feed.

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

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

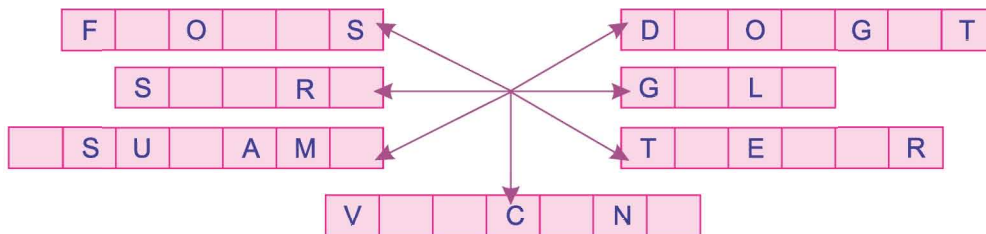
Weekend Activities: Project Work.

1. A Poster is a notice or advertisement for display usually stuck on a wall. It may have a simple picture or painting or photograph or cartoon that brings out the idea in a visual way with catchy captions / slogans. Prepare wall posters to promote the following. Display them on school notice-boards:



- a) Save Trees – Do not take hard copies, when not really needed.
- b) Carbon footprints are road to environmental destruction.
- c) Go the eco-friendly way: Avoid use of plastics.

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



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

- <http://bsienvi.nic.in>
- <http://zsienvi.nic.in>
- <http://www.nbaindia.org>

Earth

- Khalil Gibran

'What is learned with pleasure,
Is truly learned in full measure.'

Warming up

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

The poem 'Earth', a beautiful tribute to the Earth, is taken from a collection of poems and essays entitled "The Eye of the Prophet".

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

.....

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



.....

You are the mouth and lips of Eternity,
The strings and fingers of Time,
The mystery and solution of life.
How generous you are, Earth, and
How strong is your yearning for
Your children lost between
That which they have attained
And that which they could not obtain



.....

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



We extract your elements to make
Cannons and bombs but out of
Our elements you create lilies and roses
How patient you are Earth, and how merciful!
Are you an atom of dust raised by
The feet of God when He journeyed from
The East to the West of the Universe?

Who are you, Earth, and what are you?
You are "I", Earth!
You are my sight and my discernment.
You are my knowledge and my dream
You are my hunger and my thirst.
You are my sorrow and my joy.
You are the beauty that lives in my eyes
The longing in my heart, the everlasting life in
my soul!
You are "I" Earth,
Had it not been for my being,
You would not have been!

Figures of Speech:

1. "You are the mouth and lips of Eternity.
The strings and fingers of Time."

The figure of speech used here is **Personification**. Personification attributes life to inanimate objects or abstract qualities. The words 'Eternity' and 'Time' are personified here. Usually the personified words begin with a capital letter.

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

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

Glossary

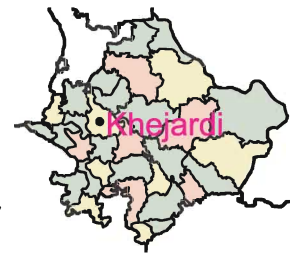
sublime - grand and great
submission - humbleness
splendid - magnificent
tranquility - peacefulness
eternity - an endless time
mystery - difficult to explain or understand
yearning - longing, great desire
bosom - chest or heart
balsam - a pleasant-smelling liquid or resin-like substance obtained from certain trees.
sheaves - a bundle of corn
discernment - realisation

Amrita Devi - The Guardian Angel of Woods

Thakur Surat Singh, of Kharda Thikana, a small estate in Jodhpur-Pargana, was granted the estate of Khejarli in the same Pargana by Maharaja Abhai Singh of Jodhpur in 1726 AD and he became the first "Thakur of Khejardi". The name of the village Khejarli or Khejardi (26 Km South East of the city of Jodhpur in Rajasthan) is derived from the Khejri trees which were in abundance in the village.

It was a Tuesday, black Tuesday in Khejardi, the 10th day of the bright fortnight of September in 1730 A.D. Amrita Devi, a mother of three - Asu, Ratni and Bhagubai - was at home with her daughters. Suddenly she came to know that Giridhar Bhandari, the Minister in Abhai Singh's Court, had come to the village. His mission was to cut down Khejri trees to burn lime for the construction of a new palace for the king.

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



Soon the news spread like wildfire. The king's men continued with their felling spree. Bishnoi community's men, women and children from 83 villages came to stop cutting down trees. They held fast, hugged the trees and got killed. In all 363 villagers - young and old, men and women, married and unmarried, rich and poor - had already become martyrs. The king reproached the minister for the slowness of work and declining load of wood everyday. The chief of the woodcutters explained the strange love of the people to trees and how smilingly they gave up their lives. He explained that their axes have been tainted by human blood and they were weary of killing so many for a few trees. He explained that they could not go on making human sacrifices for felling wood for the king's palace. He asked the king to provide a solution.



Hearing the courage of the Bishnoi Community, the king immediately ordered to stop the felling of trees. He met the tribal chief in person and apologized for the mistake committed by his officials. The tribal chief casually told the king that his tribe did its duty to the life - sustaining holy trees. Apparently moved by the uncomplaining nature of simple and kind-hearted people, the king issued a royal decree, engraved in a copper plate ordering the following:

✍ All felling of green trees and hunting of animals within the revenue boundaries of Bishnoi Village was strictly prohibited.

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

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



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

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

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

Source:

The women of Chipko staying alive : Women ecology and development by Vandana Shiva, Published by Zed Book 1988 - ISBN 0862328233 p.67. Khejarli Massacre in 1730 - Business Standard, Anand Sankar, New Delhi Mar - 9, 2008.

I. Let's answer the following:

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

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

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

III. Complete the sentences choosing the right options:

1. The Khejri trees were cut down for the construction of a _____.
a. fort b. hospital c. palace d. choultry
2. September 10, 1730 A.D was considered a black Tuesday because _____.
a. Amrita Devi and her daughters lost their lives
b. the Khejri trees were destroyed in wild fire
c. the minister arrested the tribal chief
d. the village was hit by a tidal wave
3. Amrita Devi objected to the cutting of Khejri trees as it was against their _____.
a. chief's order b. king's order c. religious belief d. sentiments
4. Colonel James had made a mention of the _____ in his book.
a. Chipko Movement b. Bishnoi community
c. Abhai Singh's decree d. Khejarli Massacre
5. The Chipko Movement was started in _____ in Chamoli District.
a. 1970 b. 1972 c. 1974 d. 1976

The Will to Win

Some things may be difficult but nothing is impossible

Warming up

Discuss these questions in the class.

- ☐ Are you in a girls' school / boys' school or in a mixed school?
- ☐ Do you have, in your village / town, girls going to high schools?
- ☐ Do you know girls who have stopped going to school?
- ☐ Have you ever helped a girl continue her schooling?
- ☐ What do girls in your place do after dropping out of school?



Read this inspiring account of an individual

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

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

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

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



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

What does the sentence "Life was not a bed of roses for Anita" mean?

Glossary

ails - gives pain
prudence - showing care for future.

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

And the day dawned! It had to! One day, Anita with all her **inquisitiveness** entered the village school. She sat behind the children in a class. She was thrilled. Once she entered the school, there was no looking back. Anita was determined not to follow the herd. She wanted to be different from the 'happy at home' girls who always ran errands, did the daily **chores** and were resigned to their fate.

She gathered all courage to speak her mind to her parents. In villages, it is considered an unruly behaviour to speak against the parents. A gross disobedience! Sin-rather! Yet, Anita begged, pleaded, and persuaded her parents. One of the school teachers convinced Anita's parents. Finally Anita won her parents' approval.

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

The real climax in her story was on the day when she noticed the litchi trees in full bloom and hundreds of honey bees hovering around. An idea flashed. "Why can't I do the bee - keeping, sell honey and make money?" She attended the course run by the government on bee – keeping. With the 5000 rupees she saved from the evening class earnings, she was able to buy two boxes for 4000 rupees for rearing bees. She spent the rest of the money on buying sugar to make syrup for the bees and cleaning the beehives. That was in a September. By December, she had to double the number of boxes because the 'winged visitors' doubled their numbers. She was delighted.

1. What was the nagging question in Anita's mind?
2. Do you think Anita was 'unruly' in disobeying her parents?
3. Who helped Anita to win her parents' approval?
4. What was her goal in school?
5. Which is the turning point in Anita's life?
6. Who are the 'winged visitors'?

Glossary

destined - be fixed for a purpose.

inquisitiveness - eagerly seeking knowledge

chores - routine or boring task

Dhidhi - elder sister (Hindi)

She continued to learn the techniques of bee – keeping. Often she got stung by the bees. Her face and hands got swollen. She was **ridiculed** for trying her hand at bee – keeping, a domain predominantly held by men. **Undeterred** by the pain and inconveniences, she continued to perfect the art of bee – keeping. Now, she wants to become a wholesale trader of honey, so that she can **procure** honey from her villagers for the correct price. She cycles her way to attend many village meetings. Because of Anita, the entire village is progressing. Isn't Anita really a 'Girl Star'? In fact she is the 'Morning Star' leading the villagers from darkness to light. Her bicycle moves on and on and on... and the entire village too.



Glossary

ridicule - make fun of.

undeterred - not stopped by failures, setbacks.

procure - collect, get

Read Anita's story again and answer these questions:

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

VOCABULARY

A. Choose the appropriate Synonyms from the four alternatives:

1. inquisitive
(a) willing (b) curious (c) meek (d) submissive
2. procure
(a) collect (b) dispose (c) take (d) sell
3. approval
(a) opinion (b) displeasure (c) denial (d) consent
4. chores
(a) song (b) hymn (c) lesson (d) routine
5. plead
(a) request (b) argue (c) order (d) forgive

B. Choose the appropriate Antonyms from the four alternatives:

1. freedom
(a) liberty (b) bondage (c) slavery (d) empowerment
2. different
(a) indifferent (b) equal (c) similar (d) varied
3. prudence
(a) intelligence (b) carelessness (c) pride (d) wisdom
4. unruly
(a) arrogant (b) haughty (c) disciplined (d) undisciplined
5. success
(a) failure (b) dejection (c) achievement (d) victory

C. What would the words 'narrow', 'slender', 'lengthen' and 'decrease' say, if they could talk? Write sentences telling what each would say.

Reading Skill



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

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

The Arctic Tundra

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

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



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

Grammar



Revision of tense forms

Do you know? The word with more than fifteen letters in which the only vowel is 'e'. It is the synonym for the state of being weak. Find the answer at the end of the unit.

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

The present perfect tells you the result / effect of the past action. The action is over, perfect, complete but the result of the action is still present. So we express such results using present perfect tense.

e.g:

When will you ask – ‘Who has switched off the fan?’
When you feel sultry and you wake up because somebody has switched off the fan. The result of the action 'switching off' is given importance here.

It is not wrong to say – ‘Who switched off the fan?’
Here your focus is on the person who did the action.
So the choice of the tense depends on which part you want to give importance to.

Present perfect tense is formed as –

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

A preparatory (or dummy) 'there' can also be used in the subject's position.

e.g. There has been a sudden increase in the price of gold.

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

- e.g. 1. The train has left at 7.30 pm. ✗ 2. The train left at 7.30 pm. ✓
3. The train has left. ✓

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

- * I think I have seen you before.
- * You have made the same request earlier.
- * The children have not returned from school yet.
- * I have read this book already.

- * I have never visited a foreign country.
- * Have you ever seen a cinema shooting?
- * We haven't heard of the doctor's visit till now.
- * Our train has just arrived.

Complete the dialogue using the present perfect tense:

A teacher asked each of his students to draw a picture on a sheet of paper. He went round the class to look at their drawings. One boy showed his work of art to the teacher. The sheet was blank.

Teacher : What _____ you _____ (do)? _____ n't you _____ (draw) anything?

Boy : Sir, I _____ (draw) the picture of a cow grazing.

Teacher : Don't try to fool me! Where is the grass?

Boy : The cow _____ (eat) all the grass.

Teacher : Ok! Where is the cow then?

Boy : As it _____ (eat) all the grass, it _____ (go) home, sir!

Past perfect continuous:

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

The form of the tense is

Subject + had been + V-ing + C

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

Now try to do the following:



- I. a. Raju _____ (watch) TV for an hour before the power _____ (go) off.
b. The police _____ (try) to catch the thief several times when he _____ (catch) finally last week.

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

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

What have you arrived at?

This tense carries two time expressions –

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

Future perfect tense:

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

Modals

We have discussed action sentences in the present, past and future times in their different forms namely general, continuous, perfect and perfect continuous. These expressions are limited to time related concepts. At times we need to add ideas / special meaning to the main verbs to express aspects like ability, necessity, permission, wish etc.

There is no provision for this either in the main verbs or in the group of 'be', 'have', and 'do' Verbs. So we need a special group of helping verbs to do the special function. We have one such band of helping verbs called '**Modal auxiliaries**' or **Modals**. They express added meaning and feeling to the main verb. The following chart shows the list of modals and their normal moods added to the main verbs.

S.No	Modals	Meaning added to the main verb
1	Can	Ability, possibility, request, permission, capacity
2	Could	Request, ability and possibility (past)
3	Will	Intention, surety, willingness, prediction, permission (seeking – in questions)
4	Would	Probability, willingness, regular / habitual, past actions, wishes, request (in questions)
5	Shall	Futurity, suggestion, intention, insistence
6	Should	Obligation, advice, duty, responsibility, necessity, expectation
7	May	Possibility, permission, wishes, concessions
8	Might	Permission, possibility, probability (lesser), concession
9	Must	Necessity, obligation, compulsion, certainty, conclusion (deduction)

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

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

e.g. Can you count the stars? (possibility)

I can ride a bicycle. (ability)

- How much oil can this container hold? ()
- Will you give me your umbrella? ()
- Shall we try another method to solve this problem? ()
- May his soul rest in peace! ()
- Do you see these foot prints? I think a tiger must have crossed this place. ()
- You may do any job but you must not steal. () ()
- The school assembly starts at 8.30. You should be here before that. ()
- I have written a letter to my father. I may get a reply. ()
- I might get a money order. ()



Read and relax!!

A canner can can anything that he can can. But he can't can a can, can he?



Canner – a person who preserves things in containers for sale

Can (mv) – process of preserving

Can (noun) – a container



Listening Skill

Your teacher will read out this newspaper article **twice**. Close your books, listen, discuss and then answer her / his questions.

Chinna Pillai to embark on a major mission: (Vani Doraisamy)



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

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

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

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

Speaking Skill:



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

KALPANA CHAWLA

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

Nationality	:	Indian
Status	:	Deceased
Born	:	1 st July, 1961
		Karnal, Haryana, India
Died	:	February 1, 2003 (aged 40)
		Over Texas, USA
Previous Occupation	:	Research Scientist
Time in space	:	31d 14h 54m
Selection	:	1994 NASA Group
Missions	:	STS-87, STS-107



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

Tips for presenting the report orally.

- ✍ Introduce yourself and your topic.*
- ✍ Organize your expressions – presenting with first, secondly, thirdly....*
- ✍ Restrict yourself to 3 main ideas, because the attention span of listeners may not be long.*
- ✍ Start with an interesting sentence.*
- ✍ Look at the people you are speaking to.*
- ✍ Speak clearly and loudly.*
- ✍ Smile and be confident*
- ✍ Try not to say things like 'and– uh-then or and other stuff'.*

Writing Skill:



Do you have dreams to go to Space?

I. Write a letter to the Director, Indian Space Research Organisation, Sriharikota expressing your desire to visit the Space Research Centre and interview the space scientists of India.

Impress upon the Director that though you are an ordinary person, you want to achieve extraordinary things. Use this short poem by Christina Rossetti to elaborate and emphasise your request.

An emerald is as green as grass;
A ruby red as blood;
A sapphire shines as blue as heavens;
A flint lies in the mud.








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



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

You can work on the following points.






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

Language Function









1. Debate

The topic for debate is 'Should girls be educated?' Get into three small groups. One group can represent parents; the second boys and the third girls. Remember you should not fight or quarrel. Here is a set of ground rules for participating in a debate.

-  Listen carefully to what others say.
-  Respect and accept ideas that differ from your own.
-  Pay attention to the reaction of your listeners.
-  Avoid gesture / remarks that will hurt others' feelings.
-  Wait for your turn patiently.

2. Project

Meet the Self - Help Groups in your village/ town. Collect information on:

-  how they work
-  the areas of focus
-  the assistance they get from the government
-  the plans they have to expand
-  how to enroll as a member
-  the support they get from the community

Write a report and present it to the class.

Poem

Don't Quit

Here is a poem that encourages you to work towards your goal, whatever be the obstacles .



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

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



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

Glossary

trudging -
walking slowly
queer - strange
pace - rate of
movement

- Edgar A. Guest.

Read the poem again, discuss and answer the questions:

1. Identify the words / phrases that convey the tone of the poem.
2. Does 'uphill' have more meaning?
3. 'We do not **always** learn from life'. Which line in the poem expresses this?
4. The poet says, 'You might succeed with another blow'. Does he mean that you give the blow or receive the blow?
5. Which line sums up the whole theme of the poem?
6. Which lines in the poem appeal to you the most? Why?

A Race in the Space

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



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

Read the interview :

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

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

Nakasha Ahmed: Describe a typical workweek at NASA.

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

Nakasha Ahmed: How do you think being a woman or being South Asian has affected either your career or how you handled situations?

Sunita Williams: It's been pretty transparent – may be I've been lucky or avoided acknowledging that I'm different. If you don't acknowledge there is a difference, the people around you won't acknowledge there's a difference. And I think that's beneficial. But I do think that there's a little determination and persistence that came from my dad.





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

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

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

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

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

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

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

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



The only thing missing is – going out to sea. I miss the peacefulness of it.

Nakasha Ahmed: What's the NASA selection process like?

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

Read the interview again and do the following:

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

Here are a few tips for writing a report :



Sunita Williams headed for space again in 2012

Washington: Indian-American astronaut Sunita Williams would travel to space for the second time in June 2012, the NASA announced on Saturday.


Born of Gujarati parents in Euclid, Ohio, Williams, 44, holds the longest space flight of 195 days for space women. Williams would be joined by flight engineers Russian cosmonaut Yuri Malenchenko and Japanese astronaut Akihiko Hoshide on Soyuz 31 flight to the space station in June 2010.

The announcement in this regard was made by—NASA and its international partners, the Russia Federal Space Agency and the Japan Aerospace Exploration Agency (JAXA), which have assigned four new International Space Station crews.

NASA said Williams would become the commander of the International Space Station

in October 2012. Selected by NASA in June 1998, Williams served as a flight engineer aboard the International Space Station. She launched with the crew of STS-116 on December 9, 2006, docking with the station on December 11, 2006. As a member of the Expedition-14 crew Williams established a world record for females with four spacewalks totaling 29 hours and 17 minutes of EVA.

Astronaut Peggy Whitson subsequently broke the record in 2008 with her five total spacewalks. Williams concluded her tour of duty as a member of the Expedition-15 crew returning to Earth with the STS-117 crew to land at Edwards Air Force Base on June 22, 2007. During her increment in space, Williams broke the existing record by Shannon Lucid, setting a new record for females of 195 days in space. AGENCIES



Sunita Williams

First take notes and remember to do these :

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

Answer for **Do you know: The word is 'strengthlessness'*

Unit 4 Prose






The One Minute Apology

The legacy you leave is the one you live



Warming up:

Discuss these questions in the class:

-  Did you ever ignore a friend in need?
-  Did you reject his genuine request for help?
-  Did you feel sorry for what you did?
-  Did you ever express regret to your friend?
-  Do you think an apology and an excuse are one and the same?

Colonel Scott was one of the commanders of the troops guarding the Capitol from attack by the Confederate forces in Northern Virginia. Scott's wife had drowned in a steamship collision while returning home after a journey to Washington to nurse her sick husband. Scott had appealed to regimental command for leave to attend her burial and comfort his children. His request had been **rejected** as a battle seemed **imminent** and every officer was **essential**. But Scott, as was his right, had pressed his request up the chain of command until it reached the Secretary of War, Edwin Stanton. Since Stanton had also rejected the request, the colonel had taken his appeal all the way to the top.



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

Glossary

apology - an expression of regret

legacy - something handed down by people who lived before

rejected - not granted

imminent - nearing

essential - important

constant - repeated

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

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

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



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

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

Source: An extract from the book, "The War years Volume III", Sangamon Edition by Carl Sandburg, copyright 1939/ Harcourt Inc. This particular episode on Abraham Lincoln is titled - 'The Legacy you leave is the one you live.'

Glossary

enforced - applied

override - set aside

trampled - crushed

yield - give in

paramount - most important

broke out - start suddenly

weary - tired

affliction - sorrow

regretful - feeling sorry

wharf - a landing stage along the shore.

Read the lesson again and answer the following questions.

I Say True or False:

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

II. Read the third paragraph of the lesson and explain.

a) ***"It would be wrong of me to override his rules and decision."***

Who does 'me' refer to?

Who made rules and decisions?

b) ***"That there is no room left for them."***

What does 'them' refer to?

What does 'room' here mean?

III. Answer the following questions.

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

Learn some more words.

You know **Homophones** are words that sound similar but have different spellings and meanings. Here are a few from this lesson and a few more that are not in the lesson:

know - no	died - dyed
hour - our	lone - loan
there - their	steel - steal
bear - bare	break - brake
pair - pear	role - roll

A. Pick out the pairs of homophones to complete each sentence.

1. The thief broke open the _____ almirah to _____ the jewels.
2. The old man couldn't _____ the pain walking _____ foot on the rugged road after the rains.
3. It's very hard to say _____ to a person whom you _____ very well.

B. Write the homophone pair that matches each meaning:

- ✓ To indicate possession of third persons _____.
- ✓ To colour the hair or cloth _____.
- ✓ A mixture of Iron and Zinc _____.

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

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

Reading Skill:

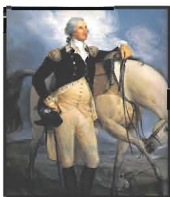


Call Your President

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



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



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

That was George Washington, the first President of America.

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

Grammar



Active voice – Passive voice:

You have done Active voice – Passive voice last year. Here is a quick recap and a few more activities to strengthen your learning.

Locate the following sentences in the story 'The One minute Apology' and complete the details in the brackets.

1. His request **had been rejected**..... (Para----- line-----).
2. -----and the rules **are made** to be enforced.(Para-----line-----).
3. That works of humanity and affection----- **are all trampled** upon and **outlawed** by war?(Para----line-----).
4. Every family in the land **is crushed** with sorrow.(Para-----line-----).

All these sentences are in the passive voice.

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

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

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

II. My First Fishing Expedition

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

The fishermen in our country **catch** fish in nets, which **are made** of string. The nets **are carried** in boats, which take them out to sea and then drop them in.

The nets **do not sink** to the bottom of the sea because they **are held** up by pieces of cork. They **have** pieces of metal at the bottom, so that they **hang** down straight. Such nets **have been used** for hundreds of years and they **will probably be used** for hundreds of years to come.



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

Now the net **is being folded** again. In a few minutes, **it will have been got** ready for the next dropping. And so it **will continue** hour after hour and night after night as long as there **are** fishes in the sea..

Active	Passive
catch	are made

Group Activities

(1) Passive voice used in Newspapers

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

For example.

a) Man struck by lightning in forest
becomes

A man was struck by lightning in a forest.

b) - "Demo banned" (= Demonstration is banned).

You can read the entire report under such headlines and easily make out the passive sentences.

(2) **Describing Changes**

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

e.g. Our classroom has been painted. New trees have been planted.

(Village) - The marshy land has been converted into a paddy field. The lakes have been desilted.

Promises

(3) **Pick out from the newspapers the promises made in the election campaign.**

Write them in your note book.

They are invariably in the passive - in future tense.

e.g. More jobs will be provided for young graduates.

A new industry will be set up.

The main road in this town will be widened.

Overbridges will be constructed to ease traffic congestion.

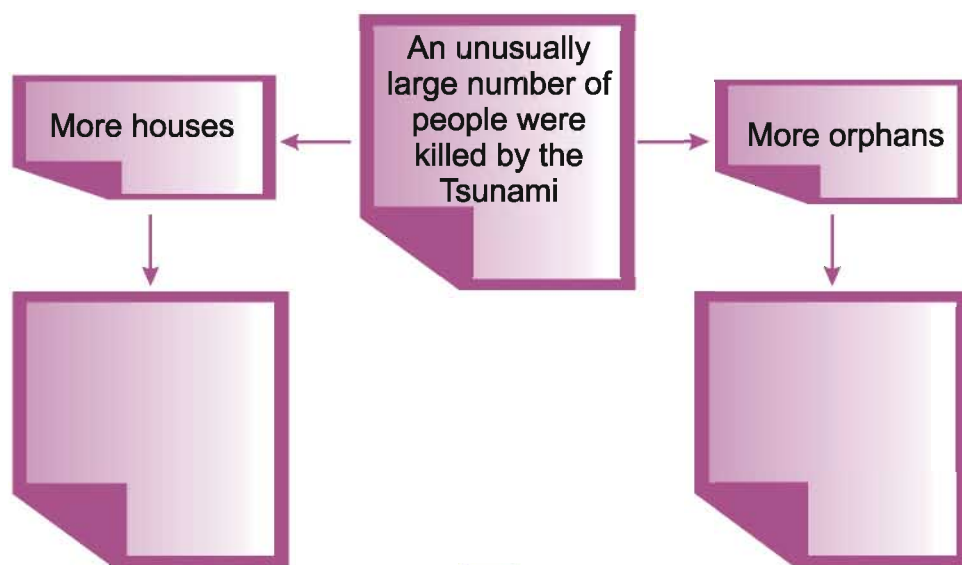
(4) **What is being done?** - passive in the present continuous. On your way to school, you can notice a few things that are being done. Write a few sentences in passive form.

e.g. The road is being mended.

The telephone line is being laid.

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

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



We are going to discuss the **imperative and interrogative** sentences in this part. Read the second paragraph of the story, 'The One Minute Apology'.

Locate these

"Am I to have no rest?"

"Is there no hour or spot, when or where I may escape these constant requests?"

These are questions or interrogative sentences.

Read para 4

Locate this : "Go to the War Department". This is an imperative sentence.

The Imperatives:

Choose a verb from the verb box to complete each command.

Eg: _____ a phone.

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

Verb box:

Explain	Give
Dial	Listen
Answer	Speak
Find	State
Follow	Wait

Activity

Directions for **making a book mark.**

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

One of you can **give these directions** in your group:

1. Draw the head of a bookworm on a paper and cut it out.
2. Draw two eyes and a mouth on the head.
3. Draw circles on the paper and cut neatly.
4. Paste the circles one below the other to make the bookworm's body.
5. Fix the head of the bookworm to the body.
6. Each time you read a new book, add another circle to the bookworm.
7. Watch your bookworm grow.



Giving instructions

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

1. _____
2. _____
3. _____
4. _____

Proverbs are always imperative sentences – list out a few proverbs.

1. Make hay.....
- 2.
- 3.
- 4.

Directing a person: Write the direction in two or three imperative sentences.

e.g. To go to a marriage hall in your town
To go to the VAO'S office / Taluk office.

The interrogative sentences

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

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

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

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

The pattern - Question word + helping verb + subject + main verb + complement.
(qw + hv+ s + mv + complement.)

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

How long can the student wait?
↓ ↓ ↓ ↓
qw ----- hv ----- s ----- mv

Read this:

We shall meet again on Tuesday.

When shall we meet again?
↓ ↓ ↓ ↓
qw hv s mv

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

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

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

a) We **met** last week.

 ↓ ↓
 did meet
 qw+hv+s+mv
 ↓ ↓ ↓ ↓
When did we meet?

b). We **meet** twice a week.

 ↓ ↓
 do meet
 qw+hv+s+mv
 ↓ ↓ ↓ ↓
How often do we meet?

(and not use 'How many times do we meet?')

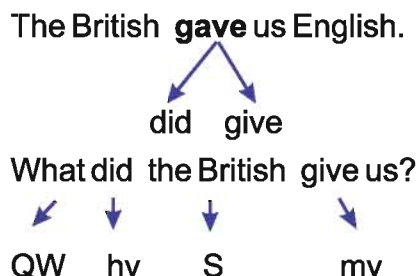
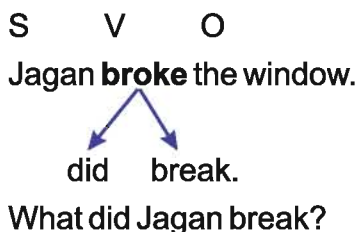
This rule is not applicable to questions for which the answer is the subject in the sentence. For example.

Jagan broke the window. Question: Who broke the window?

The British gave us English. Question: Who gave us English?

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

For example:



You cannot apply this formula to 'be' sentence..

e.g. The cat is on the wall. Question - Where is the cat?

Lincoln was the President of the USA.

The question should be: 'What was Lincoln?' (and not 'Who was Lincoln?')

Activity:

Find someone with the answer:

Prepare slips of 'Wh' questions one in each slip. Get help from your teacher. You can make use of facts from science, mathematics, history and geography.

Prepare the corresponding answer in slips.

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

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

For Example:

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

Activity

You can have a set of questions about persons "**What kind of a person are you?**" and ask your friends to answer. You can work in pairs or in groups and get to know your classmates.

1. Are you –
 - sure of yourself ?
 - interested in other people?
 - usually happy?
 - a hard working person?
2. Do you often help others?
3. Do you feel sorry if people don't like you?
4. Have you got a lot of friends?
5. Can you be patient with all the people?

Question Tags

Let's do a quick revision of what you have learnt in earlier classes. The negative tags are used with positive statements and the positive tags are used with negative statements.

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

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

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

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

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

How to frame proper question tags

It is as simple as framing questions which you have just learnt.

✍ Use the helping verb if one is available in the sentence.

✍ Introduce do, does, and use it in the question tag.

✍ For 'be' sentences use the 'be group' verbs as they are.

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

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

I am not your enemy, am I?

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

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

Activity

Pick out 10 sentences each from the four units you have learnt. Rewrite the sentences with proper question tags. Remember to use the correct punctuation marks.

Listening Skill



Listen to this simple poem carefully.

I cried 1000 tears

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

-Anon

We do not know whom this poem was written for. However, you may think of this in the context of Lincoln and his Colonel. Between them who do you think could have expressed this grief?

Lincoln to the Colonel? (or) Colonel to his wife? Discuss and give reasons for your choice.



Speaking Skill

Read the lesson again. Debate on the following points.

One group may justify the colonel's request.

One group may justify Lincoln's stand.

Each member in the group can contribute an idea.

Groups can pose questions to each other as the following:

- Is it not proper to ask for leave, especially
when the Colonel lost his wife?

The other group can argue in defence of Lincoln.



Writing Skill

In the story, 'The One Minute Apology' Lincoln felt sorry for the Colonel and sent him to attend to the funeral of his wife.

Imagine a situation wherein Lincoln were very firm and would not allow the Colonel to go on leave.

Write a letter. The letter should be from the Colonel to his children. What would be his feelings? Express his feelings in at least ten sentences. You can make use of the following ideas:

- feeling sorry for the mother, for the children
- yet putting duty above the "works of humanity and affection".
- consoling the children
- promising to see them after the battle.

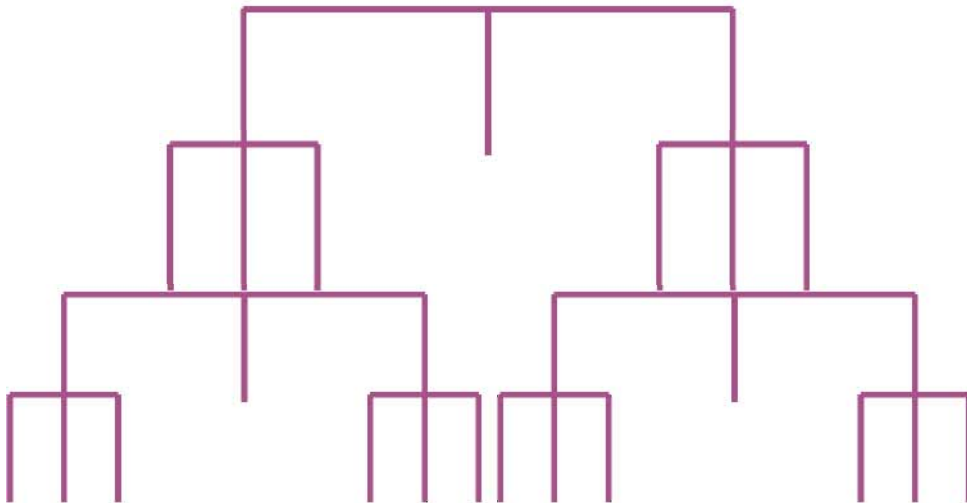
Language Functions



Project:

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

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



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

Write your report and present it to your class.