

ENGLISH

[Reader and Supplementary Reader]

Standard VIII

**A Publication under
Government of Tamilnadu
Distribution of Free Textbook Programme
(NOT FOR SALE)**

Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman

**TAMILNADU
TEXTBOOK CORPORATION**
College Road, Chennai – 600 006.

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First Edition - 2005

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This book has been prepared by The Directorate of
School Education on behalf of the Government of Tamilnadu

This book has been printed on 60 G.S.M. Paper

THE NATIONAL ANTHEM

FULL VERSION

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

SHORT VERSION

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

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

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

THE NATIONAL INTEGRATION PLEDGE

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

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

INVOCATION TO GODDESS TAMIL

Bharat is like the face 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.

PREFACE

This book - an extension of Standard VII is offered with warmth and friendliness to the teaching / student community. The book has been prepared with utmost care keeping in mind the life-experience and the linguistic requirements of the children.

We have identified ten competencies under each unit and presented them through interesting inputs. Exciting tasks and activities are given so as to enable the children to consolidate the linguistic skills already attained.

The units included in this book are not just chunks of information. Each unit has an in-built human value. Language is not just a communicative tool. Through the best use of the language, one not only goes places in life but also builds bridges between mind and mind, and heart and heart. The thematic progression handled so perfectly in each unit will certainly capture the imagination of pupils. Hope this book will be an agreeable companion to strengthen the children's bond with English language.

- Overall reviewer

NOTE TO THE TEACHER

The English language has been functioning in India for over 150 years. It has been the international medium of exchange for science and technology, business and commerce, sports, etc. There is no field of activity where the presence, influence and impact of the language is not felt. This is the language of social mobility. Communicative ability is what matters today for anyone to succeed in life.

The vast majority of children look up to the teachers for developing their communicative skills. This book affords plenty of scope for the teachers to impart and improve the communicative skills among children. Exploited properly, the teachers will find this book, the most effective tool. The teachers are requested to involve the children in the tasks in as many communicative activities as possible. Hope the teachers will find in this book a trusted linguistic companion.

NOTE TO THE PARENT

This book is offered to your children with the hope of protecting their language rights and enriching their communicative abilities. Properly used, this book will give them the much needed confidence in using language for academic, class room, social and other communicative purposes.

The topics have been chosen with a sense of social commitment and sense of responsibility. Sit with your children and try to appreciate the language input given and the human values highlighted in every unit.

பெற்றோர்களின் கவனத்திற்கு

உங்கள் குழந்தைகளின் மொழி உரிமையை பாதுகாக்கவும், ஆங்கில மொழிப் பயன்பாட்டுத் திறனை மேம்படுத்தும் நோக்கத்துடனும் இப்புத்தகம் வழங்கப் படுகிறது. தக்க முறையில் இப்புத்தகத்தைப் பயன் படுத்துவது, தன்னம்பிக்கையுடன் உங்கள் குழந்தைகள் இம்மொழியை வகுப்பறையில் கற்பதற்கும் சமுதாயத்தில் பயன்படுத்துவதற்கும் ஏதுவாக இருக்கும். ஒரு சமுதாயக் கடமை உணர்வுடனும், குறிக்கோளுடனும் பாடங்கள் தேர்வு செய்யப்பட்டிருக்கின்றன. உங்கள் குழந்தைகளுடன் அமர்ந்து பாடங்களில் கையாளப்பட்டிருக்கும் மொழிப்பயன் பாட்டையும், பண்பாட்டுத் திறன்களையும் அனுபவித்து மகிழுங்கள்.

CONTENTS

READER

Unit	Title	Page
I	PROSE – THE VILLAGE PHARMACY POEM – TREE *	5 22
II	PROSE – HE STILL LIVES POEM – THE BRIDGE BUILDER	28 51
III	PROSE – THE CHILD’S RETURN POEM – I CANNOT REMEMBER MY MOTHER	56 75
IV	PROSE – HOCKEY WIZARDS POEM – HOW THE LITTLE KITE LEARNED TO FLY * (Last 3 stanzas only)	81 104
V	PROSE – STAR WAR POEM – THE MOON *	109 133
VI	PROSE – LOYALTY - THY NAME IS DOG! POEM – A DOG IS A DOG	138 156
VII	PROSE – THE MUSIC MAESTRO POEM – ON HEARING A SYMPHONY OF BEETHOVEN	162 178
	APPENDIX	180

* Memoriter Poems

SUPPLEMENTARY READER

1	FIVE MONSTROUS CREATURES	187
2	THE CHAMPIONS	195

UNIT-I

COMPETENCIES

- A LISTENING:** Discriminating problem sounds
(diphthongs /eɪ/əʊ/)
- B SPEAKING:** Narrating stories
Asking about/expressing preference
- C READING:** Predicting
- D VOCABULARY:** Referring to the dictionary
Using words denoting diseases, specialists and professionals
Identifying words in extensive reading and relating them
meaningfully
- E STUDY SKILLS:** Referring to the dictionary for
grammatical information
- F GRAMMAR:** Using basic sentence patterns
- G WRITING:** Filling in forms
- H OCCUPATIONAL COMPETENCY:** Reading and
understanding the content of travel time tables (bus timings)
- I STRATEGIC COMPETENCY:** Discussing views on
language
- J CREATIVE COMPETENCY:** Writing about one's city/
village

A. Listening

The teacher will read a dialogue. Listen carefully.

(The teacher reads)

Now, answer the following questions orally.

1. What did Joan offer Jane?
2. Did she eat those cakes?
3. Does Jane hate cakes?
4. What does she really hate?
5. What cakes did Jane's mother ask her to order?

Task 1: The teacher will read the following words. Listen carefully and repeat.

- | | | | |
|----------|---|--------|---|
| 1. cakes | / | keɪks | / |
| 2. dates | / | deɪts | / |
| 3. Jane | / | dʒeɪn | / |
| 4. Joan | / | dʒəʊn | / |
| 5. phone | / | fəʊn | / |
| 6. mango | / | mæŋgəʊ | / |

Task 2: Your teacher will read the following pairs of words. Listen and repeat.

- | | | | | | | | |
|-------|---|-------|---|------|---|-------|---|
| laid | / | leɪd | / | load | / | ləʊd | / |
| sail | / | seɪl | / | soul | / | səʊl | / |
| raid | / | reɪd | / | road | / | rəʊd | / |
| cane | / | keɪn | / | cone | / | kəʊn | / |
| lane | / | leɪn | / | loan | / | ləʊn | / |
| bail | / | beɪl | / | bowl | / | bəʊl | / |
| paste | / | peɪst | / | post | / | pəʊst | / |

gale	/	geɪl	/	goal	/	gəʊl	/
gate	/	geɪt	/	goat	/	gəʊt	/
rate	/	reɪt	/	wrote	/	rəʊt	/

Task 3: *Your teacher will read out five sets of words. In each set of three words, one word will be heard differently. Circle the corresponding number. The first one has been done for you.*

- | | | | |
|----|---|---|---|
| a. | ① | 2 | 3 |
| b. | 1 | 2 | 3 |
| c. | 1 | 2 | 3 |
| d. | 1 | 2 | 3 |
| e. | 1 | 2 | 3 |

B. Speaking

I. The teacher will read a story. Listen carefully.

(The teacher reads)

Task 1: *Recall the story you have just heard. Narrate it to the class in your own words.*

Task 2: *Now, some students from the class can take roles and enact the first story from the Supplementary Reader. After they complete enacting, one student should come forward and narrate the story to the class.*

Task 3: *Narrate any story that you know to the class.*

II. The teacher will read the following dialogue. Listen carefully.

(It is a telephone conversation between Ramya and the receptionist at the youth hostel, Pitchavaram.)

Ramya : Hello, I'd like to visit Pitchavaram on 15th August.

Receptionist : *Would you like to have accommodation here?*

Ramya : Yes.

Receptionist : Would you like a single room or a double room to be booked?

Ramya : *I would rather have* a double room booked. I would like to stay for two days. I would like to go boating in the lake in the mangrove forest there.

Receptionist : *Which would you prefer,* a rowing boat or a mechanised one?

Ramya : *I'd prefer* a rowing boat.

Receptionist : That's fine. We'd arrange for the room and for boating.

Answer the following:

1. Which place would Ramya like to visit?
2. How long would she stay there?
3. Where would she like to go boating?
4. Which would she prefer, a rowing boat or a mechanised boat?

Task1: Take turns playing the roles of Ramya and the receptionist.

Task2: Look at the words/phrases in italics in the dialogue. They are used to ask about or to express preference. Now, practise the dialogue in pairs. Then practise the dialogue, making use of the cues given.

Arul : What would you like to have, coffee or tea?

Abdul : I prefer tea to coffee.

Now, what would you like to have, apples or oranges?

..... *buttermilk or tender coconut*

..... *chappathi or idli*

C. Reading

THE VILLAGE PHARMACY



It was already six in the evening. Neema, a student of standard VIII, had not yet returned home from school. Iniyavan, her father, a paediatrician at the city hospital, her mother, Vembu and her grandparents who had come from the village were very much worried. Neema entered just then, with a sapling in her hand.

ALL : What happened to you? Why are you so late from school?

Neema : It was a tearful homage that we paid at our school to the ninety four children who died under the most tragic circumstances in Kumbakonam.

Vembu : It was a terrible accident!

Grandma : Neema, how did your school children pay homage?

Neema : Grandma, we have planted 94 neem saplings in our school campus in memory of the departed souls. We

see in the saplings the images of the children whose lives were mercilessly nipped in the bud. I have brought home one sapling to be planted in our garden.

- Vembu : That's a fitting gesture on the part of your school.
- Iniyavan : Yes, I agree. By the way, Neema, do you know that the neem has a lot of medicinal values?
- Neema : No, I don't. I would certainly like to know.
- Grandma : I think your grandpa will be the right person to tell you about it. He has lived in the village all his life, and he knows better than anybody else, that it is the 'village pharmacy.'
- Neema : Grandpa, do tell me about the medicinal value of the neem. In fact we have a Science exhibition in our school next week. Maybe our class could prepare something on the 'Neem.'
- Grandpa : It's true that we villagers call the neem tree our 'village pharmacy.' To begin with, look at my teeth. I am eighty. Can you believe? Thanks to the neem twigs that I use to clean my teeth every morning. Look at my skin - still blemishless as a child's. Thanks again to the neem paste that I apply regularly. I'm hale and hearty even at eighty. Thanks once again to the neem juice that I drink. It purifies the blood and cures all ailments. Do you know what motivated your father to become a doctor? Well, he used to watch my father preparing medicines from various parts of the neem - its bark, seeds and leaves. That

created an interest in 'medicine'. Traditionally, in India, the neem has been used widely as a medicine, for many centuries. It can fight inflammation, hypertension and ulcers. It can combat diabetes and malaria. Boils, rashes and wounds disappear in no time. Jaundice, leprosy, chicken pox, measles, cancer, AIDS and what not! You name it and the neem cures it. It cures even your incurable diseases. It is the panacea for all ailments. Even as early as 4000-4500 years ago, various parts of the neem tree were used in cosmetics and medicinal products by the ancient East Indian Harappans. Evidences of these uses exist in the remains excavated at the Harappan site. These days, even toothpaste, soap and shampoo are made from the neem. And I must tell you something here about Mahatma Gandhi. The prayer meetings at the Sabarmati Ashram were conducted under a Neem tree and neem leaf chutney was a part of his everyday diet. And Neema, if you thought that the Neem had medicinal properties alone, you would be mistaken. The neem is a natural air purifier and helps improve the fertility of the soil. Thus it is eco-friendly. It is a good insect repellent. In fact research has proved that its chemical makeup is such that it is resistant to more than two hundred different types of insects. It has also proved to be a good pesticide. Neems are thus agro-friendly too. They protect crops from harmful insects, viruses and bacteria. The litter of its fallen leaves is rich in organic content and hence serves as good manure. The neem

is also an ideal source of timber for carpentry, for its wood is termite resistant. You would be surprised to know that during the hot summer months, the temperature under the neem tree is 10° C less than the surrounding temperature. Even 10 of your air conditioners operated together may not match the cooling effect of the neem. A ‘free air-cooler service!’ These evergreen, perennial trees can grow in any type of soil. They grow very fast. They can reach a height of 30 feet in 5 years. And if they escape your axe, they can survive for even 200 to 300 years. Is that all you want to know, or ...

Neema : Oh, grandpa! How blessed I am to be named NEEMA!

Vembu : No wonder the neem is known as the ‘wonder tree’!
And you’re a wonder girl too!

Could we request all the readers of this piece, to throw some more light on the other uses of the neem?

Note: The term ‘neem’ comes to Hindi through Sanskrit.

Glossary

paediatrician	/pi:dɪə'triʃn /	- a child specialist
homage	/'hɒmɪdʒ /	- dutiful reverence
pharmacy	/'fɑ:məsi /	- a place where medicines are prepared and given out
measles	/'mi:zlz /	- an infectious viral disease marked by red spots on the skin

chicken-pox	/ˈtʃɪkɪn pɒks/	- a disease especially of children causing fever and red itchy spots on the skin
diabetes	/daɪəˈbi:tɪz /	- a condition in which a person's body cannot control the level of sugar in the blood
AIDS	/eɪdz /	- Acquired Immune Deficiency Syndrome (ACRONYM)
panacea	/pænəˈsiə /	- remedy for all troubles

(**Note:** For other technical terms refer to a dictionary or an encyclopaedia.)

Comprehension

I. Answer the following questions in one or two sentences.

1. How did Neema's school pay homage to the Kumbakonam fire accident victims?
2. How does the neem serve as a village pharmacy?
3. How does Neema's grandfather keep fit even at eighty?
4. The neem trees are our friends -How?
5. Which diseases are cured by medicines extracted from the neem?
6. How does the neem help the farmers?
7. Is Neema happy about her name?

II. Say whether the following statements are TRUE or FALSE:

1. Our ancestors had known the uses of the neem.
2. The neem does not cure AIDS.
3. Neem trees grow up to 5 feet in 30 years.
4. Neema's grandpa doesn't practise what he preaches.
5. India is yet to realise the importance of the neem trees.

III. Guess the meaning of the underlined words in the following sentences. The context should help you. Circle your answers.

1. The lives of the children were mercilessly nipped in the bud.
1. taken away 2. destroyed at an early stage 3. plucked
2. They cure all sorts of ailments.
1. illnesses 2. misfortunes 3. comforts
3. They give us timber which keep the termites away.
1. material 2. tools 3. a large piece of wood

IV. Match the following words with their meanings:

1. sapling - the hard outer covering of a tree
2. memory - a young tree
3. awareness - the remembrance of a person or thing
4. bark - knowledge

V. Choose the correct antonyms.

e.g. tearful x joyful

1. sweet x(easy, bitter, tasty)
2. harmful x(powerless, careless, harmless)
3. friendly x(hostile, fondly, rarely)
4. modern x(recent, ancient, model)

VI. Find the synonyms of the following words.

departed, regularly, traditional, ideal, twig

VII. Read the following incomplete story.

Once there was an old farmer. He was about to die. Before he died, he wanted to teach his three sons how to be successful farmers. So he called them to him and said, "My boys, before I die, I want you to know that there is a great treasure buried in our

barren land. Promise that you will look for it when I am dead”

The sons promised. The farmer died. The sons started digging the land in search of the treasure. They laboured and toiled day and night. They dreamt that they would be getting boxes of gold coins, diamonds and jewels

Task 1: *Read the above passage once more. Try to predict how the story will end.*

.....
.....

Task 2: *Here are three guesses about the ending of the story. Which guess do you think is the least likely ending? Which do you think is the most likely ending?*

1. They sold the land and became poor.
2. They found the treasure and became rich.
3. They had a good harvest. They became rich.

D. Vocabulary

I. Solve the following riddles: (Just for fun)

1. The man with whom you have to speak with your mouth wide open
2. The man who checks your body and checks your pulse and purse
3. The man who is closer to your heart and treats you
4. The man who “hits the iron when it is hot”
5. The man who is not happy with the proverb, “All that glitters is not gold.”

II. With the help of your teacher, refer to the dictionary and find the meanings of the following words. Before that, arrange the words in alphabetical order.

dentist, blacksmith, cardiologist, doctor, goldsmith, plumber,
lawyer, banker, priest

III. Fill in the columns below. Get guidance from your teacher and refer to the dictionary.

Specialist/professional	What he does
1. dentist	treats the teeth
2. doctor	
3. cardiologist	
4. blacksmith	
5. goldsmith	
6. lawyer	
7. banker	
8. priest	
9. plumber	

IV. Read the following story and identify the words with which you are not familiar. Find out how these words are used in this context.

The Cherry Tree

When George Washington was about six years old, he was presented with a small axe. Like most little boys, he was extremely fond of it. He went about cutting everything that came his way.

One day, as he was wandering about the garden, he happened to find a beautiful, young cherry tree. His father had planted this tree. Naturally he was very fond of it. George tried the edge of his

axe on the bark of the tree. Ultimately the cherry died. Sometime after this, his father found out what had happened to his favourite tree. He came home in great anger and wanted to know who the guilty person was. But nobody could tell him anything about it.

Just then George, with his little axe came into the room. “George,” said his father, “do you know who killed my beautiful little cherry, yonder in the garden?”

This was a difficult question for George to answer. He was silent for a moment. But quickly recovering himself, he answered, “I don’t want to hide the fact from you father. Sorry, I was the one who cut it with my new axe.”

The anger subsided. Taking the boy lovingly in his arms, George’s father said, “My son, you should not be afraid to tell the truth. Telling a lie is as sinful as cutting a 100 trees.”

E. Study Skills

One would get the following grammatical information if he refers to a standard dictionary.

1. the part of speech of a word
(whether it is a noun, verb, adjective, adverb, etc.)
2. If it is a noun whether it is countable [c] or uncountable [u]
3. If it is a verb, whether it is transitive [vt] or intransitive [vi]
4. The derivatives if any

Task: Write the dictionary entries for the following words.

modern, oasis, provide, sleep, medicine, grow

F. Grammar

Look at the following sentences.

1. Trees/ preserve/ the soil.
S V O

2. The neem trees / are grown/ in villages and towns.
 S V A
3. We/ have planted/ neem saplings/ in our school campus.
 S V O A
4. Trees / give / us / shade.
 S V IO DO
5. The villagers / call / the neem tree / their village pharmacy.
 S V O C
6. The neem trees / are / useful / in many ways.
 S V C A

Note: A sentence is a group of words arranged in a specific order which makes complete sense. It comprises smaller units called elements. They are: Subject (S), Verb (V), Complement (C), Object (O) and Adjunct (A).

Subject : It denotes the person or thing about which something is said. It can be a noun, a pronoun, an infinitive, a gerund, a noun phrase or clause.

Verb : Write, read... are called transitive verbs. Transitive verbs have objects. Sleep, come, go, become.... are called intransitive verbs. They have no objects. If the transitive verbs have two objects (answer to what and to whom) they are called ditransitive verbs.

Object : The object that answers the question 'what' is the DO. The object that answers the question 'to whom' is IO.

Complement: It completes the predicate of a sentence. It is an essential part. The subject complement describes or

characterises the subject. The object complement describes or characterises the object.

Adjunct : It gives additional meaning. It answers to the question how (manner), when (time), where (place) etc.

Task 1 : *Read the following anecdote. Identify the sentence patterns. Circle the number corresponding to the correct pattern of the sentence. The first one is done for you.*

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

A penguin joke

- | | |
|--|---------------|
| 1. A man and his wife were walking along a street. | 1 2 ③ 4 5 6 7 |
| 2. They came across a penguin. | 1 2 3 4 5 6 7 |
| 3. They were surprised. | 1 2 3 4 5 6 7 |
| 4. They thought for a while. | 1 2 3 4 5 6 7 |
| 5. They took it to the police station. | 1 2 3 4 5 6 7 |
| 6. The policeman asked them to take it to the zoo. | 1 2 3 4 5 6 7 |

- 7. The policeman was walking down the same street the next day. 1 2 3 4 5 6 7
- 8. He saw the couple again. 1 2 3 4 5 6 7
- 9. He saw the penguin in their hands. 1 2 3 4 5 6 7
- 10. They gave him the explanation. 1 2 3 4 5 6 7
- 11. "We took her to the zoo yesterday." 1 2 3 4 5 6 7
- 12. "We take her to the Golden beach now." 1 2 3 4 5 6 7

Task 2: *Make sentences of your own using the sentence patterns SVC, SVO, SVA, SVOA, SVCA. Use the given picture to make sentences.*



G. Writing

1. *Think of the few occasions when you have to fill in a form.*

- 1. Admission
- 2. Bank transaction
- 3.
- 4.
- 5.

	Female	Male
6. Gender	<input type="text"/>	<input type="text"/>
7. Name of School	<input type="text"/>	
8. Class studying in	<input type="text"/>	
9. Subscription paid	<input type="text"/>	
10. Hobbies	<input type="text"/>	
11. Signature	<input type="text"/>	
12. Date and Place	<input type="text"/>	

H. Occupational competency

Given on the next page is the time table of Tamilnadu State Express buses departing from Chennai to various destinations. Look at it carefully.

Your class is to make field trips to Courtallam, Thanjavur and Tiruchendur in three batches. You are the group leader. Decide for your group the place of visit, the bus number and the timings.

Tamilnadu State Express Buses -
Departures from CMBT
 (Chennai Mofussil Bus Terminus), Koyambedu, Chennai.

Destination	Route No.	Via	Departure Time
Salem	422	Kallakurichi, Athur	07.30, 10.20, 21.30
Salem	422S	Kallakurichi, Athur	09.50, 21.00, 21.50
Sayalgudi	167V		18.45
Sengottai	184S	Madurai, Courtallam	19.30
Sengottai (Video)	184V	Madurai, Courtallam	17.00, 18.30
Sengottai	184S	Madurai, Courtallam	19.15, 20.00
Thanjavur	323	Neyveli, Kumbakonam	05.30, 06.30, 07.30 08.40, 09.40, 10.20, 10.45, 11.15
Thanjavur (by-pass)	323F	Neyveli, Kumbakonam	09.30, 21.30
Tiruchendur	191S	Madurai, Tirunelveli	17.15, 18.30

I. Strategic competency

Read the following statements. Give your opinion on each of the statements by marking the relevant box:

- | | Agreed | Not Agreed | Neutral | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. English is an international language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. | The English language is a unifying factor in India. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | It is a gateway to higher education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | It provides employment opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Fluency in English is better than accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | English should be made the medium of instruction in all Govt. Schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | We give too much importance to English at the cost of our mother tongue. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Education through mother tongue is a better option. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Task 1: *Share your opinions with your group members.*

Task 2: *Find out the opinion of your teacher.*

Task 3: *State how your school literary association helps you.*

J. Creative Competency

Read the following passage. Jayanth, a student, describes his village.

Veerapandianpatanam is my village. It is a coastal village, situated on the coast of Gulf of Mannar. It is between Tiruchendur, one of the six abodes of Lord Muruga, and Kayalpatnam, a town where most of the people are Muslims. My village too sets an

example for communal harmony. Here, people of different religions and castes co-exist peacefully. We take pride in calling our village a “village of gardens”. Naturally our village people are ecofriendly. My village is very green. Neem trees line all the streets. All houses boast of kitchen gardens. Above all, the cool sea breeze makes my village a pleasant place to live and an ideal place for living.

Task 1: Write a passage describing your village.

Task 2: Tell your friends about your village and know from them about their villages.

POEM

TREE

Under the greenwood tree
Who loves to lie with me,
And turn his merry note
Unto the sweet bird's throat,
Come hither, come hither, come hither:
Here shall he see
No enemy
But winter and rough weather.

Who doth ambition shun,
And loves to live i' the sun,
Seeking the food he eats,
And pleased with what he gets,
Come hither, come hither, come hither:
Here shall he see
No enemy
But winter and rough weather.

- W Shakespeare

William Shakespeare (1564-1616) is a great playwright and poet. He has written a number of plays and poems. He has also written 154 sonnets. Here, in this poem, he invites us to be friendly with Nature where there is always joy and harmony and no enmity. This is taken from the play 'As You Like It'.

Glossary

greenwood	/ˈɡri:nwʊd	/	-	an area abounding in trees
note	/nəʊt	/	-	tune
hither	/ˈhɪðə	/	-	here
ambition	/æmˈbɪʃn	/	-	strong desire

Answer the following

1. Where does the poet invite us?
2. What shall one see in the world of Nature?
3. What should one keep away from to become one with Nature?
4. Does the poet live in the greenwood?

II. Pick out the words that rhyme with :

e.g. tree - me
note -
shun -

III. What is the theme of the song?

UNIT - II

COMPETENCIES

- A LISTENING:** Listening and doing
- B SPEAKING:** Telling jokes and riddles
Describing an experience
- C READING:** Understanding explicitly stated information
Understanding information not explicitly stated
- D VOCABULARY:** Using syllabification for reading and spelling purposes
Giving the correct spelling for words
Giving the correct spelling for adjectives
- E STUDY SKILLS:** Referring to the dictionary for grammatical information
- F GRAMMAR:** Using the past perfect, past perfect continuous, future perfect and future perfect continuous tenses
- G WRITING:** Expanding headlines
- H OCCUPATIONAL COMPETENCY:** Reading and understanding the content of travel time-tables (train timings)
- I STRATEGIC COMPETENCY:** Recording one's speech for the purpose of self assessment
- J CREATIVE COMPETENCY:** Writing about one's neighbour

A. Listening

The teacher will read about one of the greatest individuals the world has ever seen. This unique individual overcame multiple physical handicaps and proved to be an exceptional achiever.

(The teacher reads)

The teacher will now read the first paragraph about the individual. Listen carefully.

(The teacher reads)

Task 1: The teacher will now read the first paragraph with some words missing. Fill in the blanks.

..... became a in her own Had it not been for her teacher, would never have achieved the she achieved. Everyone knows that was, and right from her month.

The teacher will now read the second paragraph. Listen carefully.

(The teacher reads)

Task 2: The teacher will now read the second paragraph with some words missing. Fill in the blanks.

The uniqueness of is that in spite of being partially, she pulled out the unwilling mind of a from the dark silent in which it was

The teacher will now read the third paragraph. Listen carefully.

(The teacher reads)

Task 3: *The teacher will now read the third paragraph with some words missing. Fill in the blanks.*

..... taught with a and learnt with a and what a it was!

B. Speaking

I. a. 'Laughter is the best Medicine.'

Teacher : Have you ever heard of Isaac Newton?

Student : Yes, Madam.

Teacher : What did he discover?

Student : Law of Gravity.

Teacher : Let me tell you how he stumbled upon this discovery. He was sitting on the ground looking at an apple tree. An apple fell on his head. This led to the discovery. What do you understand from this?

Student : Had he been sitting in a class like this and listening to you as we are doing now, he would never have discovered the law of gravity.

Task 1: *Role play the above joke.*

Task 2: *Say a few jokes to the class. (Note: Take care that the jokes do not hurt anyone.)*

I. b. See if you can solve the following riddles.

- (i) Three men stand under an umbrella but nobody gets wet. How could it be?
- (ii) What's black and white that is / red /?
- (iii) Anger is risky because it is one letter short of
- (iv) What's the longest word in English?

Answers to riddles:

- (iv) Smiles
 (iii) Danger
 (ii) Book
 (i) It is not raining

I. c. Wilma Rudolph was born in 1940 in Tennessee. The twentieth of 22 children, she was born with polio and suffered from serious bouts of pneumonia and scarlet fever as a young child. All these ailments contributed to a bad leg that some said would prevent her from ever walking. Wilma narrates her experiences as a child and as an athlete:

My doctors told me I would never walk again. I walked with braces until I was at least nine years old. My life wasn't like the average person who grew up. I spent most of my time trying to find out how to get my braces off. My mother taught me very early to believe I could achieve any accomplishment I wanted to. The first was to walk without braces. Then, I ran and ran and ran every day. I said to myself, "I want to be the fastest woman on the track on this earth". I was very determined. I told myself that I would never, never give up. By the time I was 12, I was challenging every boy in our neighbourhood at running, jumping, everything. Finally when I won three gold medals at the 1960 Olympics at Rome, it became history: That a paralytic woman became the fastest woman on earth. Triumph can't be had without struggle. And I know what struggle is. And I believe in me more than anything else in this world.

(braces: leg support; callipers)

Task: Narrate an experience of your own.

1. My first day at school.
2. A quarrel with my best friend.
3. A journey by train.
4. My first visit to a town / village.
5. The first prize I won.

C. Reading

HE STILL LIVES

‘He hath not lived that lives not after death.’

(In this lesson, **it is the message more than the matter that matters.**)



(The domestic terminal at Meenambakkam Airport in Chennai was buzzing with excitement. One could see people of different hues and moods. Mrs. Radha Kannan, a low-profile social worker and Founder-Director of a foundation for the differently abled, boards an aircraft bound for Delhi. When she settles in her seat and buckles up her seatbelt she notices a young lady sitting next to her seat sobbing. Mrs. Kannan, quite unusual of herself, gets into a conversation with her).

Mrs RK : Excuse me. What has happened? Has anything gone wrong? You almost broke down. If it's not too personal and if it's not too much for you to take me

into confidence you can share your feelings with me.
Sharing after all, lessens one's burden.

The Lady : Thanks for your concern, Madam. I am Catherine Rudolph from Vienna. I'm reserved and slightly reticent by nature. I don't take to strangers easily. At the same time I understand your concern. Somehow or the other I feel that I should open up to you. May I know your name, please?

Mrs RK : I'm Radha Kannan, a small-time social worker with a big vision. We run a foundation in Chennai, for the differently abled. You may call me Radha.

Cathy : Thank you, Radha. I had two children – a boy and a girl. I lost my daughter who was beautifully named Philo. She died of Cystic Fibrosis, an incurable congenital disease that affects young children, especially girls.

Mrs RK : Is it such a deadly disease?

Cathy : Yes it's a killer disease. It affects the pancreas, and the lungs are blocked with thick mucus. My daughter was just two years when the symptoms showed and she survived another two years. Only a month ago we lost our precious child. The thought of my lost child is all over me all the time. It's painful, Radha, very painful. Do you know what she asked us when she knew that she was going to die?

(drops of tears roll down the cheeks of Catherine)

Radha : Compose yourself, Cathy.

Cathy : She asked us what would happen to her after her death. We told her that she would go to heaven and become an angel. After this every morning she would ask us why she had not grown wings yet as she had read in stories that all angels had wings. We assured her that she would get her wings the moment she reached heaven, and that God would personally fix the wings on her sides.

(Radha's eyes moisten as tears well up in her eyes.)

Cathy : Why do you cry, Radha? Has my story disturbed you? Are you moved?

Radha : I stopped crying six years ago, when our only child Velan left this world. That was the last time I cried. But the fate of your child did move me to tears. I don't cry in self-pity or for my lost child any more. I was only trying to draw a parallel between your daughter's plight and my son's fate.

Cathy : Tell me about Velan, Radha.

Radha : Oh, dear! Our son Velan was born in 1978. He was so dear to us and endeared himself to everyone with whom he came into contact. He just lived for 20 years and left behind his memory to be cherished forever.

Cathy : Was it a sudden end?

Radha : He was a normal child till the age of two and a half. On one fateful morning, he started crying uncontrollably. We thought it was a mere question of indigestion. But it was not to be. That was perhaps

the beginning of the end. Doctors said it was a serious problem of the intestine and an emergency operation was recommended. Even as a child he showed a lot of endurance and was able to put up with all the physical pain during the post operative period. How he bore the sufferings bravely!

Cathy : How painful it must have been both for him and for you!

Radha : Yes. And as he grew up we could see that he was different from the other children. He never ran as other children did. He walked with an awkward gait. He could not climb the stairs at one stretch as other children of his age would do. By the time he was seven years old we had got almost all clinical tests done on him. And we had the shock of our life when he was diagnosed with the genetic disorder – ‘Duchenne’, - one of the two types of ‘Muscular Dystrophy’. And the doctors said that he wouldn’t live long.

Cathy : My! How did you take it?

Radha : As knowledgeable parents we had to accept it. But we had moral support and help from all quarters. His teachers in the school were very accommodative, understanding and cooperative. He came home from school one day and walked towards me complaining of pain in the calf muscles - then, my God, (*with her voice broken*) my son slumped in front of me like a paper doll never to walk again.

- Cathy : How old was he then?
- Radha : Ten. From that day onwards his life was confined to a wheelchair, but to our surprise, he accepted it and moved about freely in his wheelchair as if it was the most natural thing to do!
- Cathy : I thought I was the one who was most unfortunate. But you have had worse sufferings.
- Radha : We gave him the best possible medical treatment. You should be knowing how expensive medical treatment is nowadays. Fortunately we could afford it. We took him to Ohio State Specialty Hospital in the USA. The tests were repeated and the diagnosis confirmed his muscular dystrophy. The doctors broke the news, in the presence of Velan. Even though Velan knew of the gravity and severity of the disease, he was composed and collected. He never showed any signs of panic. The doctors also said that he wouldn't live long even to be twenty-five.
- Cathy : May be this is what Shakespeare meant when he wrote, "As flies to wanton boys are we to the gods,
They kill us for their sport."
- Radha : No, Cathy. I would take it this way - 'Those whom the gods love, die young.' On our return to India, Velan went about his studies with his usual enthusiasm, why, with even renewed vigour. He cleared the school final examination with first grade. His ambition was to become a doctor - must have

been inspired by his grandfather's reputation in the field of medicine. By sheer dint of his merit, he could secure a seat in Medicine, but as ill luck would have it, he couldn't be admitted because of his physical disability. This did not deter him from joining B.Sc. His academic performance in the first year of his course was flattering. When he was in his second year, he had fluctuations in his health. Suddenly, he developed breathing problems.

Cathy : When did he develop this problem?

Radha : To be exact, that was on the 15th of December 1997. We rushed him to hospital. There he was put on ventilator. From that day till he breathed his last on the 21st of May '98 he had to be in hospital. 21st May 1998 was the 'most cruellest' day for us. The icy cold hands of fate snatched away from us, our only child during the prime of his youth. What would have been a very exciting life was extinguished prematurely.

(Radha pauses for a moment)

Cathy : How could life be the same for you, after this tragedy?

Radha : Tragedies offer us a challenge to rebuild our lives. Man must choose and not accept his fate. Even when Velan was alive, we had established a foundation whose aim is to make the world 'disabled-friendly'. Velan used to take a very keen interest in the activities of this foundation. His words of

encouragement are still ringing in my ears, ‘Your mission impossible today will become mission possible tomorrow’. How prophetic his words are! His words have come true.

Cathy : How do you go about with your social work in this foundation?

Radha : We do a lot of work. Our major venture ‘Project Ramp’ is a big success - success in terms of value and quality. The disabled should be given their due in the society. We should not stop with just paying lip service to their needs and demands. So we want every public building to be ‘disabled-friendly.’ The airport, railway stations and all government buildings are going to have ramps. We are also into ‘rural medicare’ in a big way. The government both at the Centre and the State are sympathetic and helpful to our cause. We have made a humble beginning.

Cathy : How do you manage to raise funds for running the foundation?

Radha : There is no question of raising funds at all. It’s the moral support of a number of celebrities – musicians, sports persons and others who have made a name in their respective fields, and the innumerable well wishers with some social commitment, that sustains the foundation.

Cathy : So Velan lives through your noble work.

Radha : Yes, you’re right Cathy. Velan used to say, “I believe life is short, so play / work hard.” I believe in that.

He is not dead. 'It is Death is dead and not he', in his case. But in a moment of motherly weakness, I ask myself this question, "Why is it, that it has to be 'me'?" But inscrutable are the ways of God and for Him it has to be somebody, and God thought that that 'somebody' had to be me. Probably I was the 'chosen one' to take on this stoically and philosophically.

- Cathy : Is it only because of Velan that you started this foundation?
- Radha : Maybe Velan is the immediate cause. But even otherwise, we would have taken up this cause as part of our social commitment towards the physically less privileged sections of the society. We see Velan in all those we work for.
- Cathy : How supportive is your husband to your cause?
- Radha : We are one in this cause. And how blessed I am to have such a husband! After all Velan was our son.
- Cathy : You said it's six years since Velan passed away. Isn't time the best healer?
- Radha : No, Cathy the wound will never heal. I have to live with the pain however much I try to control my feelings. If there is a re-birth, I wish I were again Velan's mother.

(The plane touches down, taxies along the runway and comes to a halt. All the passengers disembark. Cathy takes leave promising to keep in touch.)

[Note: This is a true-life story of Velan. (The other names have been changed for obvious reasons.) We always look up to the alien stock, distant past and remote history for inspiration and citing

examples for accomplishments and achievements, forgetting that nearer home well within our midst there are Stephen Hawkings, Helen Kellers and Wilma Rudolphs who have gone unsung, unhonoured and unwept. It's high time that we became real natives in our thoughts, ideas and spirit to learn a lesson or two on chivalry, endurance, valour and grit.]

Glossary:

incurable	/ɪn'kjʊərəbl /	/	- that which cannot be cured
congenital	/kən'dʒenɪtəl /	/	- at or from birth
pancreas	/'pæŋkrɪəs /	/	- glands that produce insulin
mucus	/'mju:kəs /	/	- a thick liquid produced inside the nose and other parts of the body
compose	/kəm'pəʊz /	/	- steady oneself
disabled	/dɪs'eɪbld /	/	- (here) physically challenged
awkward	/'ɔ:kwəd /	/	- unsteady
gait	/geɪt /	/	- stride, the way one walks
genetic	/dʒe'netɪk /	/	
disorder	/dɪs'ɔ:də/	/	- improper combination of genes
Dystrophy	/'dɪstrəfi/	/	- bodily disorder owing to the wasting of tissues
slumped	/slʌmpt /	/	- fell suddenly because of weakness
diagnose	/'daɪəgnəʊz /	/	- find out the disease
wanton boys	/wɒntən bɔɪz /	/	- boys who deliberately do things
exude	/ɪg'zju:d /	/	- radiate
ventilator	/'ventɪleɪtə /	/	- a machine which makes persons breathe
ramp	/ræmp /	/	- a slope to move wheelchairs or wheeled stretchers

Comprehension

I. Answer each of the following questions in one or two sentences.

1. What is a domestic terminal?
2. Why does Mrs. Radha Kannan get into a conversation with her co-passenger?
3. Why did Cathy's daughter want wings?
4. Why did Velan start crying uncontrollably?
5. What was the age of Velan, when his parents knew about his ailment?
6. Why did they go to Ohio State in the USA?
7. What was the ambition of Velan?
8. Who support and sponsor the foundation?
9. What was Velan's philosophy of life?
10. Name the problem Velan was suffering from.

II. Find the synonyms of the following words taken from the text.

- | | |
|-------------|---|
| incurable | - |
| congenital | - |
| cooperative | - |
| unfortunate | - |
| sympathetic | - |
| touch down | - |

III. Find the antonyms of the following words.

- | | |
|---------------|---|
| disturb | x |
| blessed | x |
| success | x |
| encouragement | x |

awkward x
worse x

IV. Discuss the following in a paragraph each.

1. Mrs. Radha Kannan as a mother
2. If you were a member of Mrs. Radha Kannan's foundation what other services would you suggest?

Understanding explicitly stated information

Read the following passage:

The Paralympic Games are a biennial event for athletes with any disability. The Paralympics are conducted once in two years, with both summer and winter Games. The Paralympic Games are the equivalent of Olympics for athletes with physical, visual or mental disabilities. Sir Ludwig Guttman organised a sports competition in 1948. It came to be known as the Stoke Mandeville Games. World War II veterans with spinal cord injuries participated in the games. The first Olympic Style games for athletes with a disability were held in Rome in 1960. Thus was born the Paralympic Games. The first Winter Paralympics were held in Sweden in 1976. The Games are now always held alongside the Olympic Games. The International Olympic Committee (IOC) and the International Paralympic Committee (IPC) agreed to conduct both the games together. The IPC logo symbolises 'Mind, Body and Spirit.'

The last Paralympic Games were held in Athens, Greece in 2004. This was the 12th Paralympic Summer Games. The 2008 Paralympics will be held in Beijing, China. The 2002 Winter Paralympics was held at Salt lake City, USA, and the 2006 Winter Paralympics will be held at Turin, Italy.

Task 1: Answer the following questions:

1. What is the passage about?
2. What do you understand by the term, 'Paralympics'?
3. Can any individual participate in these games?
4. What is Sir Ludwig Guttman's contribution?
5. What injuries did the World War veterans have?
6. When and where was the first Olympic style Paralympics held?
7. What does the abbreviation IPC stand for?
8. What does the IPC logo symbolise?
9. Where was the first Winter Games held?
10. When and where will the next Summer and Winter Paralympics be held?

Weren't you able to answer these questions pretty easily?

Well, it's because the answers to all these questions are very explicitly stated in the passage. *Explicitly stated information is that which is very obvious, evident and apparent.*

Task 2: Read any report from the sports column of a newspaper and get answers for the following questions:

1. What sport does the column talk about?
2. What is the date of the match/tournament?
3. What is the date of the report?
4. What are the names of the sportspersons mentioned?
5. What is the result of the match/tournament?

Understanding information not explicitly stated

Read the following passage:

The little boy was afflicted with polio. Right from his second year, he couldn't walk without the help of crutches. Because of his

affliction he couldn't attend school. All he could do was hungrily pore through the books of his siblings. How he longed to go to school!

As he grew up, he wanted to be self-reliant. He set up a type-writing institute and taught a number of students. After sometime he closed it down. Then he ran and managed a petrol bunk. He gave it up too and founded a school which was to be rated the best in the District.

Task 1: Answer the following questions:

1. Who is the person mentioned in the paragraph?
2. Why did he close down the type-writing institute and manage a petrol bunk?
3. Why did he give up the petrol bunk and start a school?

Were you able to answer these questions?

You weren't able to, because *the information is not explicitly stated. One will not be able to get answers from such information, for the answers are hidden and not clearly stated. One has to make inferences in order to comprehend and arrive at answers.*

Well, the person is C D Sanathkumar who battled the odds to add meaning not only to his life but to that of others as well. He closed down the type-writing institute because he was offered the license and permit for the petrol bunk. He accepted the offer so that he could earn some money which he could invest in a school which he had been wanting to set up. He gave up the petrol bunk because he was afraid that he might have to resort to unethical practices, to keep the concern going. He started the school because he wanted to offer the others what had been denied to him. He has succeeded in a very large measure in giving quality and value-based

education to the children who come under his fold. Today he is an achiever in his own right.

Task 2: *Read the paragraph on Wilma Rudolph under 'Speaking' and see if all the information is explicitly stated. If not get to know more about her from the Internet through your computer teacher.*

D. Vocabulary

I. Syllabification

You learnt in Std.VII that a syllable is a unit of pronunciation usually longer than a sound and shorter than a word.

1. Words with one syllable are called monosyllabic.
e.g. run, had, kids, cry, tell, thought
2. The following have two syllables.
They are disyllabic words.
e.g. mu-cus, ma-dam, Ve-lan, pain-ful, vi-gour
3. The tri-syllabic words have three syllables each.
e.g. stu-dy-ing, Ca-the-rine, vi-en-na, dis-tur-bing
4. The words with four syllables are called tetra syllabic.
e.g. con-ver-sa-tion, con-ge-ni-tal

Syllabification helps us to remember the spelling of long words without much difficulty.

e.g. cul-ti-va-tion, ac-cep-ta-ble
ap-pli-ca-tion, un-sui-ta-ble
in-vi-ta-tion, im-pro-ba-ble
de-ter-mi-na-tion, un-der-pri-vi-legged
e-xa-mi-na-tion, mul-ti-pli-ca-tion

(Note : Words with more than two syllables are called polysyllabic for the convenience of learning and teaching.)

Task 1: Find out the number of syllables the italicised words in the following sentences have:

Akila is a *photographer*.

Hema has a *photogenic* face.

Bharath specialises in *photojournalism*.

Sriram is an *intelligent* boy.

Task 2: Syllabify the following words:

information, ration, biology, language, ground,
stadium, match, century, goal, geography, travel,
carnival, adjective, adverb, grammar

II. Spelling is learnt more through the eyes. So the best way to register the spelling of words is to see and read the word all the time. Spelling cannot be taught, but it is to be sought.

III. Correct spelling for adjectives

Read the sentences aloud.

Sachin is a fat child.

Rahul is fatter than Sachin.

Rajesh is the fattest boy in the class.

In these sentences the base form of the adjective is 'fat.' So in the positive form it is 'fat.' Fat is monosyllabic. It ends in a consonant sound.

But in the comparative and superlative forms the consonant letter doubles but the pronunciation of the consonant sound does not change.

Positive	Comparative	Superlative
fat	fatter	fattest
fit	fitter	fittest
sad	sadder	saddest
big	bigger	biggest
dim	dimmer	dimmest
hot	hotter	hottest

(However, normally only monosyllabic words have this doubling of consonants but not calm, green because of two consonants and two vowels.)

Task: *Refer to a dictionary and pick out similar words, and make a list. (Don't take verbs – take only adjectives.)*

E. Study skills

Over the ages, the 'handicapped' have been given different labels. Once they were referred to as 'disabled'. Then they were called 'exceptional' and 'special'. The term 'challenged' was then used (visually challenged, orthopaedically challenged, etc.). Now they are called 'differently abled', with reference to their special abilities.

Task: *Refer to a dictionary and fill in the details in the following table.*

Word	Parts of speech	Meaning
disable		
handicapped		
exceptionally		
challenging		
gifted		
special		

F. Grammar

Read the following dialogue.

Munuswamy : I'm afraid that the rains that had failed us for three years in succession might fail us this year too ... hm!

Mannarsamy : Don't be so pessimistic Munnu. We had been receiving copious rainfall all these years. Finally we had to incur the wrath of the rain god because we had been senselessly wasting water.

Munuswamy : I understand Mannu. But now that we have realised our folly and have made enough amends, the rains may come anytime now. If it rains well, next year by this month I shall have performed the marriage of my children, Uppili and Saroja.

Mannarsamy : And I shall have completed the concrete building for the high school in our village.

Munuswamy : Oh! By next year, the school shall have been existing here for twenty years!

.....

In the conversation given above we saw four types of tense forms. Past perfect, past perfect continuous, future perfect and the future perfect continuous. Now let's see them one by one.

a. Past perfect tense : had + past participle

The past perfect tense expresses an action in the past that was completed before another action in the past.

e.g.

- a. 1. When we arrived at the central railway station, the Brindavan express had already left.
2. They arrived at the bus station after the bus had left.
- b. As a past supposition which does not in fact occur.
e.g. If I had written the test I would have passed.
- c. In the indirect form of the present perfect.
e.g. She asked her if she had done her work.
- d. Sometimes, the time expression relating to its past may be implied.
e.g. A holiday was declared because a minister had died.
- e. In negatives, there is a helping verb “had” which helps to form negatives.
e.g. The bus hadn’t yet arrived, when we reached the bus station.

Task: *Fill in the blanks with past perfect form of the verbs given in brackets.*

1. When I went out again, the rain (stop).
2. The crowd (start) to leave even before the speaker began her speech.
3. The Nurse (leave) by the time the doctor arrived.
4. He refused to go till he (see) the filmstar.
5. By the time I woke up from my bed the sun (rise) above the horizon.
6. When we reached the stadium the match (begin) already.

b. Past perfect continuous : had + been + v-ing

a. This tense is used to show that a certain action began before a certain point in the past and continued upto the time.

- e.g.*
1. The telephone had been ringing for five minutes before it was answered.
 2. John had been doing his home work for two hours when suddenly the lights went out.

b. A repeated action can sometimes be expressed by past perfect continuous.

e.g. She had been trying for an hour to get him on the phone.

Task: Fill in the blanks with the correct form of the verbs given in the brackets.

1. John (read) for five hours before he went to bed.
2. Nirmala (wait) for two hours for her friend at Egmore Station before her friend came to pick her up.
3. Dimple Maria (suffer) from pneumonia for more than two months last year.
4. She (work) from morning till night, naturally she was tired.
5. After they (play) for an hour they stopped to take some rest.
6. He (play) for the country for 15 years and finally the board retired him.

c. Future perfect tense: shall / will have + past participle

e.g. shall have gone / will have gone

Future perfect tense refers to an action which will be completed before a point of time in the future.

- e.g.
1. By the end of next month, she will have lived in this beautiful village for twenty years.
 2. The new building will have been completed before the reopening of the school.

The future perfect is used with time expression introduced by 'before', 'at', 'by', 'on' etc.

e.g. She hopes she will have mastered all the lessons by the time the examination begins.

Task: *Fill in the blanks in the following sentences with future perfect form.*

1. He hopes they (repair) the house by next month.
2. She surely (reach) New York by now.
3. She (grow) taller since we saw her three years ago.
4. I'll return the book to you tomorrow for I (finish) reading it by then.
5. At the end of this year I (be) a student of this school for 8 years.
6. In 2010 our school (celebrate) its centenary.

d. Future perfect continuous tense: shall / will have + been + v-ing

The future perfect continuous is used to stress the duration of an action that takes place before another future event.

- a. When the action is continuous

e.g. I shall have been living in this house for 15 years by next May.

b. When the action is expressed as a continuous action

e.g. By the end of next year he will have been teaching English for 25 years.

Note: This type of future perfect continuous is rare in speech or writing. But it exists in grammar.

G. Writing

Task: *Read the following headlines and expand them with the help of your teacher. One has been done for you.*

e.g.: Counselling for parents of exceptional children.

A one-day counselling session for parents of exceptional children is to be held at 'UR Special' Bheemapuram, on 07.09.2005. Admission free.

1. Two from India for Paralympics.
2. Visually challenged wins music competition.
3. Ramps for orthopaedically handicapped at major airports.
4. Differently abled school girl plays the good samaritan.
5. Special child's paintings displayed.
6. Human qualities need of the hour.

H. Occupational Competency

Nivedha's friend Charu is participating in an interstate meet for the differently abled at Bangalore. They have to book their tickets.

Task: *Look at the following table and help Nivedha and Charu select the correct train. (Note : Dep. - Departure, Arr. - Arrival)*

1. Where do they have to board the train – Central or Egmore?

2. Which trains go to Bangalore?
3. If Charu has to be in Bangalore at 09:00 a.m. on a Wednesday, which trains should she take?
4. Which of the two night trains to Bangalore leaves early?
5. The timings given under ‘arrival’ column denote
(a) arrival at Chennai (b) arrival at destination

At Chennai Central				
Train No.	Name	Schedule	Dep.	Arr.
2007/2008	Chennai-Mysore Shatabdi Express	Except Tuesday	0600	2125
2675/2676	Chennai-Coimbatore Kovali Express	All days	0615	2115
2639/2640	Chennai-Bangalore Brindavan Express	”	0715	2015
2615/2616	Chennai-New Delhi Grand Trunk Express	”	1630	0615
2657/2658	Chennai-Bangalore Mail	”	2250	0505
6222/6221	Chennai-Mysore Express	”	2300	0435
At Chennai Egmore				
2635/2636	Chennai-Madurai Vaigai Express	All days	1225	1430
6121/6122	Chennai-Kanya-kumari Express	”	1715	0730
6127/6128	Chennai-Guruvayoor Koodal Express	”	0720	2035

I. Strategic Competency

Task: Practise saying the following proverbs. Seek your teacher's help for any pronunciation problems. Say the proverbs aloud and tape them. Play them back and assess your own pronunciation.

1. Labour has a bitter root but a sweet taste.
2. Laughter is the best medicine.
3. Health is not a condition of matter but of mind.
4. Punctuality is the soul of business.
5. The first step is always the hardest.
6. A work well begun is half done.
7. Nothing is a substitute for hard work.
8. Honesty is the best policy.
9. Success comes before work only in the dictionary.
10. It is a poor heart that never rejoices.

J. Creative Competency

Shall I tell you about my neighbour? She is a wonderful person. She always gives a helping hand to those in need. We are treated to a nightingale's notes every morning – for that is what her voice is. Tall and graceful – she is a symbol of dignity. A loving mother, an affectionate wife – her qualities are the envy of every neighbour. Honesty, concern for fellow human beings, modesty – she is all this and more. It is she who makes ours a friendly neighbourhood. She is a very special person. Yes, special because she is visually challenged.

Task: Write a short paragraph on your neighbour. Highlight the person's good qualities.

POEM

THE BRIDGE BUILDER

An old man, going a lone highway,
Came, at the evening, cold and gray,
To a chasm, vast, and deep, and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim;
The sullen stream had no fears for him;
But he turned, when safe on the other side,
And built a bridge to span the tide.
“Old man,” said a fellow pilgrim, near,
“You are wasting strength with building here;
Your journey will end with the ending day;
You never again must pass this way;
You have crossed the chasm, deep and wide –
Why build you the bridge at the eventide?”

The builder lifted his old gray head:
“Good friend, in the path I have come,” he said,
“There followeth after me today
A youth, whose feet must pass this way.
This chasm that has been naught to me,
To that fair-haired youth may a pitfall be.
He, too, must cross in the twilight dim;
Good friend, I am building the bridge for him.”

- *Will Allen Dromgoole*

(Will Allen Dromgoole (1860-1934), was born in Tennessee. She had published thirteen books, 7,500 poems and 5,000 columns of essays, making her one of the most prolific of Tennessee writers.)

Glossary

lone	/ləʊn	/	- all alone
chasm	/kæzm	/	- a deep, narrow opening in rock or ice
sullen	/sʌlən	/	- in an unhappy mood
tide	/taɪd	/	- the alternate rising and falling of the sea
twilight	/'twɑɪlaɪt/		- darkness setting in the evening
span	/spæn	/	- distance between two points, especially time
eventide	/ɪ:vntaɪd/		- (here) old age
naught	/nɔ:t	/	- nothing
pitfall	/'pɪtfɔ:l	/	- an unexpected difficulty.

Comprehension

I. Answer the following questions:

1. How did the old man cross the chasm?
2. What did the fellow pilgrim ask the old man?
3. What is the old man's reply to the pilgrim?

II.

1. Do you think the old man was right in building the bridge? If yes, why do you think so?
2. What do we learn from the old man's gesture? How can we apply it in our own lives?

UNIT - III

COMPETENCIES

- A LISTENING:** Listening to the announcements at the airport
- B SPEAKING:** Describing a process
- C READING:** Understanding the use of connectors / discourse markers
Understanding the relation between elements of a sentence
- D VOCABULARY:** Giving the correct spelling of irregular verbs
Giving the correct spelling of words with prefixes and suffixes
Giving the difference between spelling and pronunciation
- E STUDY SKILLS:** Abstracting information
- F GRAMMAR:** Using basic modal verbs
Using tag questions in imperative and 'let' sentences
- G WRITING:** Writing a parallel paragraph (of a process)
- H OCCUPATIONAL COMPETENCY:** Reading and understanding the content of travel time-tables (Air timings)
- I STRATEGIC COMPETENCY:** Recording one's voice for the purpose of self assessment
- J CREATIVE COMPETENCY:** Writing about a favourite relative

A. Listening

Bharathi meets her friend Saira Banu at the International Airport, Chennai. Bharathi is waiting in the lounge to receive her son, Sanjeevi who is returning from Singapore. Saira Banu is waiting for her flight to Sharjah.

The teacher will read a dialogue. Listen carefully.

(The teacher reads)

Task 1: Now answer the following questions orally.

1. Where is Saira leaving?
2. Who is Sanjeevi?
3. Why and where did Sanjeevi go?
4. What is the visit called?

Task2: Now your teacher will read the announcement regarding the arrival and departure of the flights, once again. Listen carefully. Answer the questions.

1. Where did Bharathi and Saira meet?
2. To which gate should Saira Banu proceed?
3. Is the AIR INDIA AI-447 arriving on time?

Task 3: Fill in the information in the table below:

Flight No.	Destination

Your teacher will read the announcement again for you.

Check your answer.

B. Speaking

Today is Sunday. Sugi and Abi are reading quietly. Mother is sick. Father's friends have suddenly arrived. As mother is sick, she asks her daughters to make coffee.

Mother : Sugi, Abi you know your mother is not well. For once, could you make coffee for the guests?

Sugi : Dear me! What do we do?

Mother : It's very simple. Let me tell you how. Listen.

Sugi : OK, Ma. Come Abi. You will help me. Won't you?

Abi : Yes, I'll.

Mother : Let me tell you how coffee is made. Three spoonfuls of coffee powder is taken in the percolator. One cup of water is boiled. The boiled water is poured into the percolator. Water percolates through the coffee powder and the decoction gets collected in the bottom container. 2 cups of milk is boiled in a separate container. Then the decoction is added to the milk. Then, 3 teaspoonfuls of sugar is taken and added to the coffee. Then it is stirred.

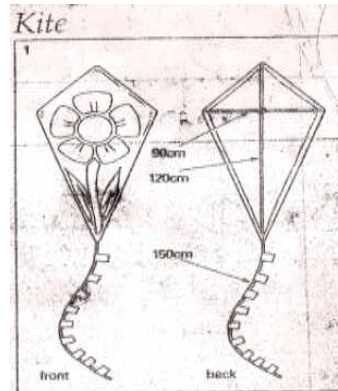
Sugi : OK, Ma, it's done.

(Coffee is served with a smile and the guests are pleased.)

Father : Ah! For a change, coffee was prepared by my daughters today and it tastes good.

Task 1: Take turns and practise the dialogue, which talks about the process of coffee making.

Task 2: *The different stages of making a kite is given below. The sentences are jumbled. Arrange them in order and tell your class the process of kite making.*



- The frame is covered with colour paper.
- At the bottom of the frame, a 150cm long tail is attached.
- A frame is made out of 90cm x 120cm sticks.
- Nine small rectangular pieces of coloured paper are attached to the long tail.

C. Reading



THE CHILD'S RETURN

*(Adapted from 'The Child's Return'
written by Rabindranath Tagore)*



Raicharan was twelve years old when he came as a servant to his master's house. He was given his master's little son to be looked after. As time went on, the boy Anukul grew up, got a degree in law and joined the judicial service. Then he got married and had a boy baby. Raicharan, with his total loyalty, earned the love of the child and the confidence of Anukul's wife.

Presently the child was able to crawl and venture outside the house. Raicharan was amazed at the child calling his father Ba-ba and his mother Ma-ma and Raicharan Chan-na. He enjoyed playing with the child. About this time, Anukul was transferred to a district on the banks of the river Padma. He took charge of the boy and had great pride in taking him out.

Then came the rainy season. The flooded river Padma swallowed villages and cornfields. After a few days the rain stopped and it was cool and bright. The boy climbed into the go-cart for a ride. There was absolute silence on the bank of the river. Suddenly the boy pointed the Kadamba tree in front of him and cried – ‘Chan-na, Pitty fow!’

Raicharan sensing the danger of crossing the mud, tried to divert the child’s attention but it was in vain. He warned the child not to get out of the go-cart. After plucking a handful of flowers, Raicharan reached the go-cart and found it empty. He looked all around but the child was not to be found anywhere. Raicharan froze in fear. He cried, “Master, Little Master,” but no voice answered ‘Chan-na’.

As the evening crept on, Anukul’s mistress became very anxious. She sent people everywhere to search for Raicharan and the baby but they could find only Raicharan.

Besides the opinion that the Padma had swallowed the child, there was suspicion over the gypsies around the village. But the mother suspected that Raicharan might have taken away her son. Anukul persuaded her not to suspect Raicharan. Yet Raicharan was dismissed.

Raicharan went back to the village of his birth and joined his

wife. After a year his wife gave birth to a son and died. He felt that it had come as a usurper in place of the little master. He thought it would be an offence to be happy with a son of his own after what had happened to his master's little child.

Every action of his son, Phailna, reminded him of his master's child. He was constantly reminded of the accusation of Anukul's wife. He firmly believed that Anukul's son had been reborn in his house.

He began to bring him up as if he were the son of a rich man. He sold his small piece of land and went to Calcutta. He found employment as a servant and sent Phailna to school. He was determined to give the best to him. Meanwhile he himself lived on a mere handful of rice.

Twelve years passed by. He became incompetent at his work and decided to go to Anukul's place. When he went there he found Anukul's wife still grieving over the lost child. Anukul was ready to take him back as a servant but his wife was not prepared to forgive him. He decided to bring back happiness to Anukul and his wife by informing them that the child was still alive. He made a false confession, "It was not the Padma that stole your baby. It was I. He is with me. I'll bring him the day after tomorrow".

As promised he brought Phailna to them. Anukul's wife, without questioning his identity, took the boy into her arms and was wild with excitement. Though Anukul brimmed over with a sudden gush of affection, he asked for proof. Raicharan only replied, "It was not I that did it. It was God. It was my fate." Though Phailna was angry initially for having been denied his noble birthright, probably he wanted to be grateful and asked his father to forgive Raicharan and recommended a monthly pension.

On hearing this, Raicharan became speechless. He looked at his 'son' for the last time and left. He felt gratified that he had made enough amends for his carelessness. Then he went out and mingled with the numberless people of the world.

At the end of the month Anukul sent some money to Raicharan's village. But the money came back, for no person in the name of Raicharan could be found there.

Glossary:

amazed	/əmeɪzɪd/	- surprised
absolute	/'æbsəʊl.ju:t/-	complete
anxious	/'æŋkʃəs/	- worried
suspicion	/sə'spiʃn/	- doubt
persuaded	/pə'sweɪdɪd/	- convinced
usurper	/'ju:'zə:pə/	- one who takes up someone's position
determined	/dɪ'tə:mɪnd/	- made a firm decision to do something

(Pitty fow - stands for pretty flower in a child's language)

Comprehension

I. Answer the following questions in one or two sentences.

1. Who is Raicharan?
2. Where did Raicharan take the baby on the go-cart?
3. Why did he leave the baby alone?
4. What happened to the baby then?
5. Say whether the following statements are TRUE or FALSE?
 - a) The baby had drowned into the river.
 - b) The gypsies had stolen the baby.
 - c) The mother had the suspicion that Raicharan had stolen the child.

II. Answer briefly.

1. How did Raicharan feel on the birth of his son?
2. Describe how Phailna was brought up by his father?
3. What is the difference between the father's entry and the son's entry into Anukul's house?
4. Why did Raicharan visit Anukul's house after twelve years?
5. How did each of the following react when Raicharan restored Phailna to the Anukuls?
 - a) Anukul
 - b) Anukul's wife
 - c) Phailna
6. What is the significance of the term 'restore' in the previous question?

III. Choose the correct Synonyms.

- | | | | |
|------------|---|-------|------------------|
| confidence | - | ..... | (secret, trust) |
| swallowed | - | ..... | (gulped, ate) |
| offence | - | ..... | (crime, mistake) |
| gush | - | ..... | (flow, pour) |
| mingled | - | ..... | (jumbled, mixed) |

IV. Choose the correct Antonyms.

- | | | | |
|-------------|---|-------|-----------------------|
| cool | x | ..... | (hot, warm) |
| bright | x | ..... | (dark, light) |
| accusation | x | ..... | (defence, protection) |
| incompetent | x | ..... | (competent, able) |
| sudden | x | ..... | (gradual, slow) |

V. Read the first three paragraphs of your reading passage carefully.

(Raicharan..... Pitty fow!)

This is a short story. It begins with the noun, 'Raicharan'. And the sentences that follow have the personal pronoun 'he'. The pronoun 'he' is the substitute for the noun in the preceding sentence. It serves as a connector. Similarly note the words or phrases in the beginning of sentences – 'As time went on,' 'Presently', 'About the time', 'Then came', etc. They are used to give meaning and hold sentences together.

Connectors are words and phrases that help to bring about the logical connection between sentences.

Task: *Read the following paragraph carefully.*

It is about a man from South India who came to Karnasuvarna, which was a city somewhere near the modern Bhagalpur, in Bihar. This man, it is written, wore around his waist copper plates, and on his head he carried a lighted torch. Staff in hand, with proud bearing and lofty steps, he wandered about in this strange attire. And when anyone asked him the reason for his curious attire, he told him that his wisdom was so great that he was afraid his belly would burst if he did not wear copper plates around it. And because he was moved with pity for the ignorant people around him, who lived in darkness, he carried the light on his head.

Now underline the connectors in the above passage.

VI. *Let us understand the relation between the different elements of a sentence.*

Normally a sentence comprises five units. They are 1. Subject (S) 2. Verb (V) 3. Complement (C) 4. Object (O) 5. Adjunct (A) or Adverbial.

Raicharan warned the child.

S

V

O

61

He became incompetent at his work.
 S V C A

You have learnt the different elements of a sentence, with examples, in your earlier classes. Try to understand more about sentence structure and how it is used in the written and spoken contexts.

Task: *The elements of sentences are given below. Pick out sentences for each pattern from the previous units of your course book and see how each element is complementary to the other.*

1. S V O
2. S V C
3. S V C A
4. S V O C

D. Vocabulary

I. *Look at the base form of the verbs and their other forms given below.*

Present tense	Past tense	Past Participle
look	looked	looked
play	played	played
jump	jumped	jumped
climb	climbed	climbed

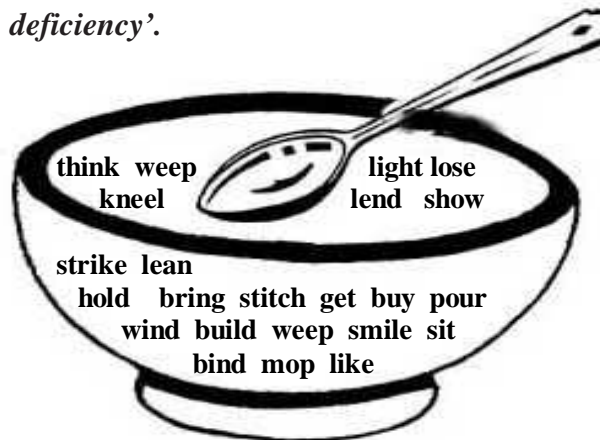
The above verbs in the present tense have taken the suffix ‘-ed’ in the past tense and past participle form. The majority of English verbs do so.

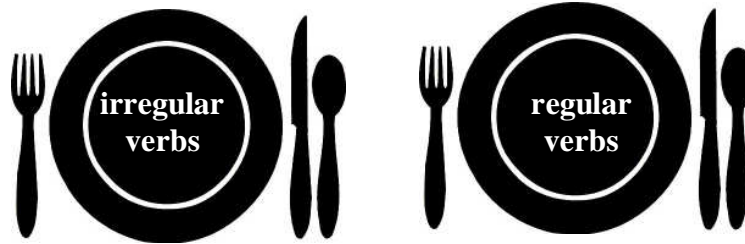
Now look at the table below.

make	made	made
bleed	bled	bled
lose	lost	lost
creep	crept	crept
lend	lent	lent
leave	left	left
spend	spent	spent
shoot	shot	shot
think	thought	thought
win	won	won
find	found	found

Here, the past tense and past participle of the verbs are realised through a slight change in the base form of the verbs.

Task: *The irregular and regular verbs are mixed in the bowl kept below. Sort them out into regular verbs and irregular verbs. Serve this to people with ‘vitamin verb deficiency’.*





II. Look at these words.

incompetent

speech**less**

A **prefix** is a syllable, which we put at the beginning of a word to form a new word. For example by putting the prefix ‘in’ before the word ‘competent’ we form the word ‘incompetent’. Similarly a **suffix** is a syllable, which we put at the end of a word to form a new word. For example by adding the suffix ‘-less’ to the word ‘speech’ we form the word speechless.

Task: *Add suitable prefixes / suffixes to the words in capitals at the end of each sentence, to fill in the blanks.*

Look at the examples first.

- e.g. 1. The dog was beaten
by its owner for its..... OBEDIENCE
2. Sita’s mother shouts at
her for hernature WILL

Answer: (1) disobedience (2) wilful

1. The audience expressed their.....
by shouting and booing. PLEASURE
2. Our teacher is very strict.
She will not allow anyone to BEHAVE

3. After our we are no longer on speaking terms. AGREE
4. We wish to apologise to passengers for anycaused. CONVENIENCE
5. I am sorry about the room being TIDY
6. Marks will be deducted in the examination for grammatical ACCURACY

III. *Your teacher will read the following sentences. As she utters the sentences listen carefully to the pronunciation of the underlined words. Does she pronounce the letter 't' in the words?*

1. Mani waited for the postman near the lamppost.
2. Kanniga stood with her pot at the milk depot.
3. Aditya fastened his belt and ran fast.
4. When the children built sandcastles, the fishermen cast their nets in the sea.

Task:



debut
whistle
buffet
bouquet

IV. *Read the sentences given below.*

Sithara has a passion for music. If she has dedication, she will become a great musician one day.

Look at the underlined words in the above sentences.

The last syllables ‘-ssion’, ‘-tion’ and ‘-cian’ are pronounced in the same way, though they take different spellings.

Task 1: *Find out a few words ending with the syllables ‘-ssion’, ‘-tion’ and ‘-cian’ from the units of Standard VII course book.*

Task 2: *With the help of the teacher understand the meaning of the following proverbs and practise saying them aloud.*

1. Every drop of water makes a mighty **ocean**.
2. **Prevention** is better than cure.
3. Fads and **fashions** change every **generation**.
4. Not **possessions** but use is the only riches.
5. To disregard money on suitable **occasions** is often a great profit.
6. Govern your **passions**, otherwise they will govern you.
7. Self **preservation** is the first law of nature.
8. An old **physician** and a young lawyer are the best.

E. Study skills

You have already learnt to abstract information / gist from a longer passage. Use your experience and read the following story and understand the main theme. Write the gist in four or five sentences.

THE LITTLE RED HEN

There was a little Red Hen. She was in the farmyard with her chickens when she saw a grain of wheat. “Who will plant this wheat, I wonder?” said she.

“Not I,” said the goose

“Not I,” said the duck.

“I will, then,” said the little Red Hen, and she planted it.

As soon as it was ripe she said, “Who will take it to the mill?”

“Not I,” said the goose

“Not I,” said the duck.

“I will, then,” said the little Red Hen, and she took the wheat to the mill.

She came home with the flour and said: “Who will make this flour into bread?”

“Not I,” said the goose

“Not I,” said the duck.

“I will, then,” said the little Red Hen.

When the bread was baked she said: “Who will eat this bread?”

“I will,” said the goose.

“I will,” said the duck.

“No, you won’t,” said she, “I shall eat it myself. Cluck, Cluck,” said she, to her chicks, “Come and help me to eat my bread”.

F. Grammar

I. Read the following dialogue.

Naren Keshav comes home after six months of stay at a residential school to spend his short holidays with his mother, Chellam.

Chellam : Hello Naren, how was your journey? It was raining heavily. How did you come from the station?

- Naren : I walked the distance.
 Chellam : What? Walked three kilometers!
 Naren : Don't you know ma, I am in the NCC? I **can** walk even ten kilometres on a given day.
 Chellam : When I was young, I too **could** walk four or five kilometres to fetch water from the river. Well. You **must** have a wash now. Go to the bathroom. Let me make your favourite noodles.
 Naren : **Can** I have lime soda along with it, Ma?
 Chellam : No. Don't you know you're allergic to lime? Instead you may have mango milkshake. By the way, I plan to take you to your aunt's place for a change.
 Naren : Sorry ma, I **ought to** complete a lot of assignments before I return to school. Don't you think that you **should** consult me before you decide?
 Chellam : Right son, you **may** go and do your homework before it gets dark.
 Naren : Why ma?
 Chellam : The power **might** fail anytime.

In the above dialogue, the words 'can', 'could', 'must', 'ought to', 'should', 'may', 'might', are known as modals. The following table shows these modals (Column A) and their functions (Column B) as used in the above context.

A Modals	B Functions
can	ability
could	ability in the past
must	compulsion

can	request
ought to	obligation
should	compulsion
may	permission
might	possibility

Task: *Fill in the blanks in the following story with the modals given in brackets.*

(can, will, may, might, must, should, ought to)

“..... you get rid of the rats in our town?” the Mayor asked the Pied Piper of Hamelin. “You give me a bag of gold, if I get rid of your rats.” “We give you two bags of gold but do you think that you get rid of all the rats?” asked the Mayor. The Piper said, “I get rid of all the rats.” The Mayor said, “You go now.” The Piper got rid of the rats but the Mayor did not keep his word. The Piper was angry. He said, “You give me, my bag of gold.” The Mayor was stubborn. The Piper played a tune and took away all the children from the town. The townsfolk felt very sad and said, “The Mayor have kept his word.”

II. Read the following dialogue:

(Tharun is going away to a summer camp.)

Mother : Let’s pack your trekking bag, shall we?
 Tharun : Yes, let’s.
 Mother : Don’t forget your trekking shoes, will you?
 Tharun : No, I won’t.
 Mother : Don’t talk to strangers, will you?

- Tharun : No, I won't.
 Mother : Send grandma a postcard, won't you?
 Tharun : Yes, I'll.
 (Tharun is about to leave)
 Mother : Wait a minute, can you?
 Tharun : Yes, I can.
 Mother : Take some home-made sweets. You must share it with your friends. Won't you?
 Tharun : Yes, ma. Bye!

Note: When we make a suggestion, the question tag 'Shall we' is used.

When we use a negative imperative, we can only use 'will you' as a question tag.

When we use an imperative, we can be more polite by adding one of the following question tags.

will you	won't you	would you
----------	-----------	-----------

Task: Tie the tags given on the right with the imperative sentences.

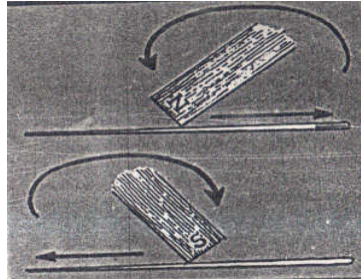
1. Don't get wet.....
2. You must ring us up when you arrive.....
3. Let's go for a walk.....
4. Get me a bed sheet.....
5. Let's get in.....
6. Take me to the hospital.....

shall we? will you? can you? don't you? won't you?
--

G. Writing

Read the following experiment:

The process of magnetising a needle.



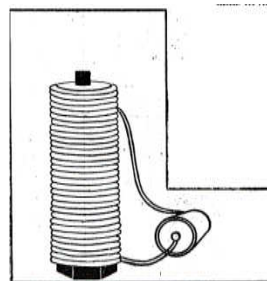
Requirements:

One long needle and a bar magnet.

The Process:

A needle is taken. From its middle point to its eye, it is rubbed with the North Pole end of the bar magnet. It is rubbed again in the same manner by lifting the magnet. This process is repeated several times. Now from the middle of the needle up to its pointed end it is rubbed with the South Pole end. Whether rubbing the needle by the magnet's north pole or south pole, it should be kept in mind that the magnet should be lifted high from the middle of the needle every time. Only then is the needle perfectly magnetised.

Task: *Now you write the process of making an electromagnet using the hints given.*



Requirements:

Iron piece, insulated copper wire and a battery.

Process:

Iron piece – coil insulated copper wire – around – one end to the other – scrap off the insulation upto 6-8cm – both the ends – battery terminals.

H. Occupational competency**FLIGHT TIMINGS****INDIAN AIRLINES****INTERNATIONAL SECTOR**

Sector	Flight no.	Frequency	Dep.	Arr.
Bangkok	IC979-980	3,7	0005	0710
Bangkok	IC987-988	5	0005	0710
Colombo	IC573/574	daily	1230	1635
Kuala Lumpur	IC955-956	daily	0235	1035
Dubai	IC951-952	daily	1820	0700
Kuwait	IC575	1,5	1255	—
Muscat	IC973	2,4,6	1830	—
Muscat	IC974	3,5,7	—	0655
Sharjah	IC967	2,4,6,7	1000	—
Sharjah	IC968	1,3,5,7	—	0600
Singapore	IC555/556	daily	0050	0940
Singapore	IC557/558	daily	1330	2225

Note: Take help from your teacher to read and understand the flight time table.

Your school has been chosen as the best in the city by a popular television channel. The award is an exclusive air trip for the first rank holders of Classes VI – X.

Class VI	-	Trip to Bangkok
Class VII	-	Trip to Singapore
Class VIII	-	Trip to Kuala Lumpur
Class IX	-	Trip to Colombo
Class X	-	Trip to Muscat

Task: *The flight timings are given in the table. Check out the flight timings for your destination and inform your teacher about it.*

I. Strategic competency

Task: *Here are a few tongue twisters. Practise saying them. Check your pronunciation with your teacher. Read aloud and tape it. Play it back and listen to your own voice and enjoy.*

(If there are any pronunciation errors to be corrected, approach your teacher.)

1. She sells seashells on the seashore for six shillings.
2. Peter Piper picked a peck of pickled pepper.
3. Betty bought some butter
The butter was bitter
She bought some better butter
To make the bitter butter better.

J. Creative competency

Read the following passage:

(Anju describes her grandma Sarojini.)

My grandma is eighty years old. She is kind and generous to everyone. She cooks delicious food for us. She spends her leisure time knitting. Like any other grandma, she is a good story-teller and her bed-time stories are unique and interesting. I love her. I not only remember her bed-time stories but also enjoy her real time stories. Her rich and varied experience over the years teaches many things to youngsters like me.

Task: Write a passage describing your grandpa. Use the hints given below.

My grandpa – reads newspaper – knowledgeable – National Geographic on Television – walking / strolling - inspiration – I dislike – snuff, bad habit - snoring – healthy.

POEM

I CANNOT REMEMBER MY MOTHER

I cannot remember my mother
only sometimes in the midst of my play
a tune seems to hover over my playthings,
the tune of some song that she used to
hum while rocking my cradle.
I cannot remember my mother
but when in the early autumn morning
the smell of the shiuli flowers floats in the air
the scent of the morning service in the temple
comes to me as the scent of my mother.
I cannot remember my mother
only when from my bedroom window I send
my eyes into the blue of the distant sky,
I feel that the stillness of
my mother's gaze on my face
has spread all over the sky.

- *Rabindranath Tagore*
from 'Sishu Bholanath'

Rabindranath Tagore, popularly known as Gurudev (1861 - 1941) was a Bengali poet, dramatist and novelist. Tagore won the Nobel Prize for literature for his work, Gitanjali. He founded the 'Shanthiniketan' to promote Indian Culture, Art and Music. Tagore lost his mother when he was a child.

This poem 'I can't remember my mother', is about a child who does not remember his dead mother. But the child perhaps carries some associations of the mother's image in his mind.

Glossary

hover	/ˈhɒvə/	- hang about, linger
rocking	/ˈrɒkɪŋ/	- moving gently
hum	/hʌm/	- sing with closed lips
distant	/ˈdɪstənt/	- far away
gaze	/geɪz/	- look fixedly

Comprehension

Answer the following questions.

1. Who wrote the poem?
2. What is the poet reminded of when he saw his playthings?
3. How does the poet feel the presence of his mother?
4. What do you think would have happened to the poet's mother?
5. Bring about your feelings about your mother.

UNIT – IV

COMPETENCIES

- A LISTENING:** Listening to running commentary
- B SPEAKING:** Asking for / giving advice
- C READING:** Understanding tabulated information
Understanding instructions
- D VOCABULARY:** Forming words using different prefixes /
suffixes from the base

Using these words in speech/writing
- E STUDY SKILLS:** Drawing / interpreting charts
- F GRAMMAR:** Using conditional clauses

Using the degrees of comparison (simple type)
- G WRITING:** Writing formal letters relating to school contexts
- H OCCUPATIONAL COMPETENCY:** Interpreting charts
and diagrams
- I STRATEGIC COMPETENCY:** Reading aloud
meaningfully
- J CREATIVE COMPETENCY:** Picking out rhyming words
and adding words to the list

A. Listening

Task 1: *The teacher will read aloud a running commentary of a sensational match between England and Brazil. Listen to the commentary, take notes and answer the questions.*

(The teacher reads)

1. Who had the ball in the beginning?
2. Whom does Edu pass the ball to?
3. Who does Ronaldo first pass the ball to?
4. How many goals does Ronaldo score?
5. How many goals does the English team score?

B. Speaking

Given below is a dialogue between a student who is selected to represent Tamilnadu at the National Level Hockey Tournament at Bhubaneshwar and her school Physical Education Teacher.

Vaishnavi : Excuse me, Ma'am. May I come in? Good Morning Ma'am.

PET : Yes? Goodmorning Vaishnavi. How are you Vaishnavi? How is your practice?

Vaishnavi : There is a slight let up, Ma'am.

PET : What's the matter, my girl? Why do you look so dull?

Vaishnavi : Ma'am I'm afraid my mother is not very happy about my missing classes for one week. She feels my studies will suffer. I'm confused, Ma'am. **What would you advise me to do?**

PET : Well... What do you propose to do?

Vaishnavi : Ma'am you know how eager I'm to play in such an

important tournament.

PET : In that case, **I think you should** talk to your subject teachers. Request them to teach in advance what they are going to teach the class during your absence. Ask them if they can teach you, when both of you are free. Then talk it out with your mother. I don't think your mother will have any objection then.

Vaishnavi : Oh! Thank you Ma'am. I feel greatly relieved. I'm sure the teachers will not say 'no' to my request.

In the conversation given above, the expression '**Goodmorning**' is used to fulfil the function **Greeting**. Similarly '**What would you advise me to do?**' is the expression used to fulfil the function **Seeking advice**. '**I think you should...**', is the expression used to **Give advice**.

Task 1: *Take turns and practise the conversation given above.*

Task 2: *Read the following sentences and put them under A and B.*

- a) I think you should reduce your weight.
- b) Do you think I should take up science stream?
- c) Should I run the risk of playing inspite of my injury?
- d) What would you advise me to do now?
- e) I would advise you to open an account in the bank.
- f) You might consider meeting your friend before it is late.

Seeking advice - A	Giving advice - B

Task 3: *Fill in the blanks in the following conversation choosing the appropriate expressions given in brackets, to seek and give advice. Then practise the dialogue taking turns.*

[A boy and his father's friend in a shopping complex]

- Boopathy : Hello Mahesh! What brings you here?
- Mahesh : Good evening uncle. I've come to buy a gift for my brother Karthik. He has won the District Level Chess Championship.
- Boopathy : That's great. Have you bought the gift?
- Mahesh : Yes, uncle. I've bought a box of Swiss chocolates.
- Boopathy : How much does it cost?
- Mahesh : It's just Rs. 200/- uncle.
- Boopathy : realise the value of money.
- Mahesh : I should not have bought a gift for him?
- Boopathy : bought something useful for him. you could've bought something better for the money?
- Mahesh : Oh, yes uncle, you are right.me to do now?
- Boopathy : you to ... mmm... Maybe a book on chess.

(What would you advise, I think you should, Don't you think, You should have, I would advise, Do you think)

Task 4: *How would you seek and offer advice in the following situations? Discuss in pairs, write dialogues and practise them taking turns.*

1. An athlete talking to his coach seeking his advice to improve his performance.
2. An English teacher's advice being sought by a student to improve her communicative skills.
3. An obese man seeking the doctor's advice to reduce his weight.

C. Reading

HOCKEY WIZARDS

“Adversity causes some men to break; others to break records.”

- William A Ward



Hockey is the national game of India. The game has a glorious past in India. The Indian Hockey Team has the unique distinction of winning gold in six consecutive Olympics. But its present is

dismal. Why? Because Hockey has been given a raw deal. But still the flag of hockey was and is held aloft. Thanks to two of the players - 'Hockey Wizard' Dhyan Chand and the 'Black Stallion' Dhanraj Pillay.

Kallar,
28.07.'04

Dear Amma,

How are you? I am taking part in an essay contest on 'Indian Hockey'. Being a State Hockey player yourself during your college days, I feel you can help me out.

Yours,
Gopi

To

Mrs.Kamala Ranganathan,
Q-5, Race Course Road,
High Ground, Madurai-7.

Q-5 Race Course Road,
High Ground, Madurai-7,
31st Aug.'04

Dear Gopi,

I'm pleased to note your interest in the game. If only India showed half your interest in hockey, it would mean a lot to the game.

Can I tell you about two of the game's all time greats? An essay on Indian hockey is incomplete without them. Well... one of them is none other than the 'Hockey Wizard' Dhyan Chand, who worked magic with his wooden stick. Once his stick was broken to check for a magnet. Such was his magic touch.

Born at Allahabad in Uttar Pradesh on 29 Aug. 1905, Dhyan joined the army in 1922. He was included in the army team. He was selected for the National Hockey Team for the 1928 Amsterdam Olympics in which India won its first-ever gold. India first routed Japan 11-1 and then trounced America by a record score of 24 -1 in the 1932 Olympics at Los Angeles. Dhyan's contribution was 4 against the Japanese team and 8 against the American.

Dhyan captained the Indian Hockey Team at the 1936 Olympic games in Berlin. Something interesting happened here. Dhyan along with the Black American Jesse Owens forced the German Fuhrer to eat humble pie. In the finals between India and Germany, Dhyan stunned a crowd of 40,000 as he scored goal after goal to give India a massive victory 8-1. Witnessing the wizardry of Dhyan, Hitler offered to promote him to the rank of Colonel if he migrated to Germany.

But Gopi... such a genius died a 'painful' death in 1979. The pain was not physical. It was emotional, for he was not given his proper due during the last years of his life. The opening lines of his autobiography say, "I am doubtless a common man. He wasn't. But he died like one."

However, he received the ultimate tribute from a sports club in Vienna that has built Dhyan Chand's statue with four hands and four sticks. The Indian government released a postage stamp on December 3rd, 1980. Gopi, you must read his autobiography 'Goal' to know more about this player who has scored nearly 1000 goals.

Let me now tell you about Dhanraj Pillay, the most feared Centre Forward of contemporary hockey. Have you ever watched Pillay as he traps the ball and begins to run? It is as though electricity has taken human form. He reminds one of a thorough-bred black stallion when he sprints down the field with his long mane flying

behind him and the legs pumping furiously as he sidesteps a defender.

Born in a humble background, on the 16th of July at Kirkee, Maharashtra, Pillay learnt his skills with broken sticks and discarded balls. His first formal training came in Kirkee, the nursery for hockey in Pune, where he discovered his passion for hockey.

Pillay is the only sportsman in India to have received all the three awards - viz the Arjuna Award, Rajiv Gandhi Khel Ratna Award and Padmashree Award. He is the only Indian to play in four Olympics, three World Cups and three Asian games. He has been in the Olympic team - 2004 Athens, 2000 Bussan, 1996 Atlanta and 1992 Barcelona.

Dhanraj as a captain scored 10 goals in the Bangkok tournament where India won the title. When these ten goals are considered his best, the worst awaited his team. When the team landed in Delhi, gold medals and all after a remarkable victory, they found no senior official from the IHF to receive them.

Pillay is a first class sportsman in a sport that receives second class treatment. It is said that he can pierce through any defence. His dream is to be part of a gold winning Olympic team. Isn't Pillay the greatest hockey player of our times?

(Without being parochial we can take a legitimate pride in the fact that his roots are in Tamilnadu and his mother-tongue is Tamil.)

Yours,
Kamala

To

Gopi Chandran, VIII 'A',
Satchidananda Jothi Niketan,
Kallar, Mettupalayam (post),
Coimbatore (Dt).

Glossary

distinction	/dɪ'stɪŋkʃn/	- excellence
a raw deal		- an unfair treatment
aloft	/ə'loʊft/	- high in the air
wizard	/'wɪzəd/	- one who is specially good at something
routed	/'raʊtɪd/	- defeated completely and easily
the German Fuhrer	/'fjʊərə/	- the title used by Hitler
to eat humble pie		- to admit that one is wrong about something
massive	/'mæsɪv/	- huge
Colonel	/kə:nl/	- an officer of high rank in the army
migrated	/'maɪgreɪtɪd/	- moved and settled
IHF		- Indian Hockey Federation
viz		- namely
thoroughbred	/'θʌrəbrɛd/	- of high quality

Comprehension:

I. Answer each of the following questions in one or two sentences.

1. Where and when was Dhyan Chand born?
2. In which Olympics did India win its first gold?
3. What was Dhyan's contribution in the 1932 Olympics?
4. How do you understand that even Adolf Hitler was impressed with Dhyan's performance?
5. What are your impressions about Dhyan? Was he a common man or wasn't he? Give reasons.
6. What image does Pillay's sprint bring to one's mind?

7. List any three achievements of Pillay.
8. What is Pillay's dream?

II. Choose the correct answers.

1. Dhyan captained the Indian Hockey Team at the 1936 Olympic games in
a) Amsterdam b) Los Angeles c) Berlin
2. Dhyan received the ultimate tribute from a sports club in
a) Vienna b) Delhi c) Athens
3. Dhyan Chand's autobiography is
a) 'Score' b) 'Goal' c) 'Hockey'

III. Say whether the following statements are true or false.

1. Dhyan Chand joined the Navy in 1922.
2. Dhyan was born at Allahabad in Uttar Pradesh.
3. Once Dhyan's stick was broken to find out what it was made of.
4. Pillay is a recipient of Padma Bhushan Award.
5. Pillay scored 10 goals in the Bangkok tournament.

IV. Guess the meaning of the italicised words in the following sentences taken from your lesson. The context should help you.

1. The game has a *glorious* past in India.
a) great b) high c) big
2. But its present is *dismal*.
a) lonesome b) gloomy c) dirty
3. I am taking part in an essay *contest*.
a) fight b) competition c) struggle

4. India... *trounced* America by a record score of 24-1 in 1932.
 a) walked over b) defeated c) thrashed
5. Hitler offered to promote him to the rank of Colonel if he *migrated* to Germany.
 a) moved b) wandered c) drifted

V. Match the words in column A with their synonyms in column B.

A	B
consecutive	honour
ultimate	craze
tribute	successive
furiously	greatest
passion	fiercely

VI. Find the antonyms for the following words from the lesson.

- e.g.* small x massive
- pleasurable x
- insignificant x
- old (past) x
- prosperity x
- offence x

Understanding tabulated information

Look at the table on the next page carefully:

India vs Pakistan

ODI summary

	Played	Ind won	Pak won	Tie	NR
In India	14	4	10	0	0
In Pakistan	20	6	12	0	2
At neutral venue	57	23	32	0	2
Total	91	33	54	0	4

(The statistics are fairly accurate.)

A table is a list of information arranged in a special order, usually in rows and columns. Tables are summaries of information.

From the table given above, we can get a lot of information. For *e.g.*, we understand the fact that,

1. India and Pakistan have played 91 matches against each other.
2. Out of the 91 matches, 14 were played in India.

Task: *Based on the facts given in the table above, make at least 5 sentences.*

Understanding Instructions

Task: *Read the instructions given below about hockey and answer the questions that follow it. (Please seek the assistance of your PET if necessary.)*

1. Form two teams of 11 players each.
2. Take your respective positions in the field.
3. The match starts with a bully-off.
4. Take the ball to the other half. Don't dribble the ball too much.
5. Don't keep the ball to yourself all the time.

6. When tackled by the opponent, pass the ball to your teammate immediately.
7. You may stop the ball with your stick and not with your foot or hand. The goalkeeper alone may kick the ball.
8. Don't resort to foul play or manhandling. Don't use your stick dangerously.
9. Carrying, back stick, are fouls in the game.
10. Any deliberate foul inside the 'D' results in a penalty stroke.
11. Don't question the umpire's decision.
12. Severe and deliberate fouls result in green, yellow and red cards.

Questions:

1. How many players make a team in the game of hockey?
2. Where should the team take the ball?
3. Which member of the team can kick the ball?
4. When does a team get a penalty stroke?
5. What do severe fouls result in?
6. Is the umpire's decision final?

D. Vocabulary

The following is a paragraph on Ann Lumsden, the first woman hockey player in India to receive the Arjuna Award.

Ann was an outstanding player and an **impressive** performer. Though the standard of the women's game in her home state of Bengal was not high, Ann used her own talent to excel both at the **national** and at the **international** scene.

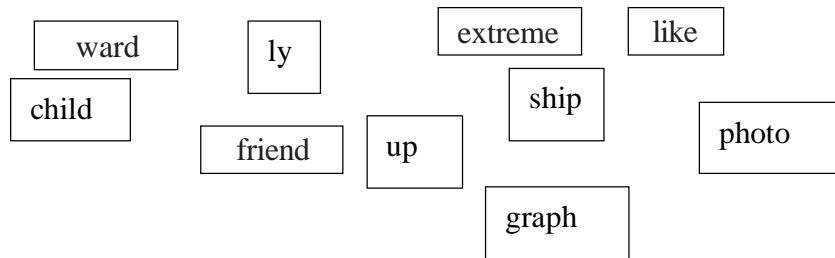
In the passage above, **im-** and **inter-** are prefixes, **-ive**, **-er** and **-al** are suffixes and press, perform and nation are the base forms to which they are added.

a) Form new words using the appropriate prefixes given in brackets.

(mono-, poly-, under-, vice-, tele-)

clinic, graduate, serial, tonous, captain

b) The base forms and suffixes are mixed up. Form new words and list them below.



c) Can you guess?

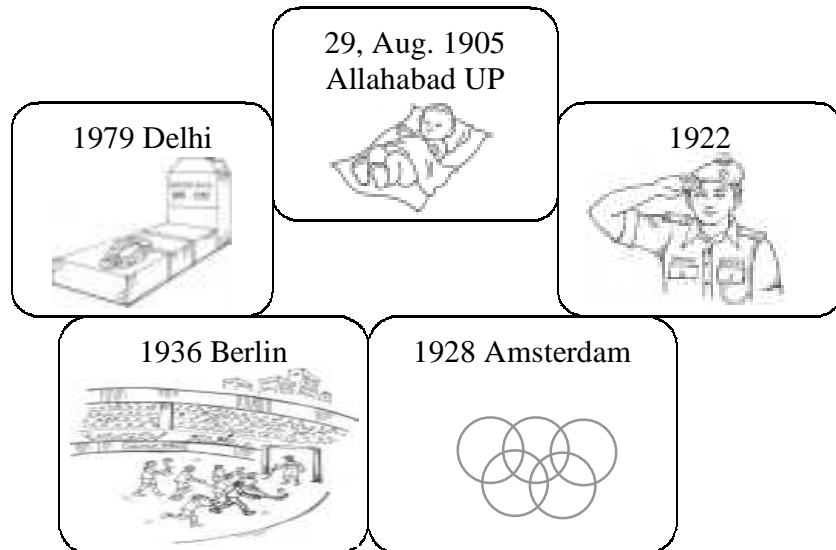
What is -

1. the ship that never breaks?
2. the hood that cannot be worn?
3. the graph that cannot be drawn?

E. Study Skills

Look at the picture chart given on the next page. It is a diagrammatic representation of the important events in the life of Dhyān Chand. Picture charts are a visual representation of information. They aid retention of facts.

Task: Form groups. Decide on one prominent sports personality. Gather information about him/her from all possible sources. Draw a picture-chart. Compare notes with the other groups.



F. Grammar

I.

THANK YOU FATHER

...If I were a fish in a sea,
 I'd wriggle my tail and giggle with glee.
 If I were a crocodile,
 I'd thank you Lord for my big smile.
 And if I were a fuzzy-wuzzy bear,
 I'd thank you Lord for my fuzzy-wuzzy hair.

But I just thank you father for making me, me.

In this poem (prayer), the poet **imagines** certain situations and their outcome. These situations are 'contrary to assumption' *i.e.*, the poet is not a fish, crocodile or a bear. He is a human being.

We use **unreal/hypothetical clauses** to express something **imaginary** or **hypothetical**.

These conditional clauses can refer either to the present or

future. When this type of clause refers to the **present**, it is **contrary to assumption**. When it refers to the **'future'**, it is **'contrary to expectation'**.

e.g.

1. If only India showed half your interest in hockey, it would mean a lot to the game. (Present: the assumption is that Indians do not show any interest now.)
2. If Pillay came to our village tomorrow, his fans would be thrilled. (Future: But we don't expect him to come tomorrow).

In form, an unreal condition is expressed by the hypothetical past tense in the **'if'** clause (the past form of **be** is **were** in all persons here) and the main clause has a modal in its past form.

Task 1: *Underline the hypothetical past tense expressed in the first three lines of the poem and in the two examples given above.*

Task 2: *If you solved this crossword it would mean you are great.*

1	5		6
2			
3			
4			

Clues

Across

1. If I were you, I wouldshouting.(4)
2. If you were fat, you would say '.....' to oily food.(2).
3. If you wanted to use another word for 'otherwise', you could use this (2).
4. If you began this work as planned, I would say, "..... begun is half done" (4).

Down

5. If you this envelope open, you would read a piece of good news.(4)
6. If I were you, I would the onions after putting them in water. (4).

Task 3: Fill in the blanks below with the correct tense forms of the verbs given in brackets.

1. If I (have) the money, I would buy a car.
2. If we (go) late, we might not get the tickets.
3. If I (be) a hockey player, I (will) like to score goals like Dhyan and Pillay.

II. Look at the last sentence of your lesson. It reads, “ Isn’t Pillay the greatest hockey player of our times?” Balaji has been reading the lesson aloud at home. It sparks off an argument between Balaji, a cricket fan and his sister Avanthika, a hockey fan.

Avanthika : I don’t think Pillay is merely the greatest hockey player. I would say he is the greatest sportsperson.

Balaji : Oh, come on Ambika, Is he **greater than** Sachin? I don’t think so.

Avanthika : Balaji don’t confuse popularity with greatness. Pillay may not be popular. But he is atleast **as great as** Sachin is.

Balaji : How can he be popular if he is not great?

Avanthika : I don’t mean to say that Sachin isn’t great. I only mean to say that Pillay is as great as Sachin but

not as popular. But he is **one of the greatest.** **Very few** players are **as great as** Pillay is. He is certainly **greater than many other** players.

Balaji : In the beginning you said that Pillay is the greatest sportsperson. It means that **no other** sportsperson is **as great as** Pillay. Do you mean to say that he is **greater than any other** player?

Father : Stop arguing and just listen to me for a moment. Each one is great in his own way.

Various ways of comparing things or persons are expressed in bold in the conversation given above.

- (i) When we compare two persons or things which have the same degree of the quality compared, we use **as... as**.
- (ii) When we compare two persons or things, unequal in the quality compared, we often use '**than**' after a comparative.
- (iii) When we compare one person or thing in a group with two or more other persons or things we use the superlative form of the adjective. We normally use **the** with superlatives.

Read these sentences.

1. Pillay is **the greatest** sportsperson.
2. Pillay is **greater than any other** player.
3. **No other** player is **as great as** Pillay.

The three sentences express the same meaning but use different degrees of comparison. We can transform sentence 1 into sentence 2 or 3, sentence 2 into sentence 1 or 3 and sentence 3 into sentence 1 or 2.

Now read these sentences.

1. Pillay is **one of the greatest** players.
2. Pillay is **greater than many other** players.
3. **Very few** players are as great Pillay.

These sentences too express the same meaning, but use different degrees of comparison. Therefore, we can transform any one of them into either of the two.

Task 1: *Now answer these interesting questions about your classmates in complete sentences.*

1. Who amongst your classmates has the longest nose?
2. Which hand of yours is stronger than the other?
3. Is your friend's smile as charming as yours?
4. How many of your friend's voices are as sweet as yours?
5. Who has the sharpest brain in your class?
6. Who is the slowest eater in your class?

Task 2: *Read the table on the next page on the fastest men on earth and answer the questions.*

As per the table –

1. Who has run the fastest?
2. Who have run faster than Carl Lewis?
3. How many athletes are faster than Linford Christie?(Use the expression '**Many other ...adj+er**)
4. How many athletes are faster than Dennis Mitchel?(Use the expression. '**Few other ...adj+er**)
5. Is Leroy Burrell(USA) **faster than** Carl Lewis?
6. Who could run as fast as Justin Gatlin?

S.No.	Athlete	Nationality	Year	Time (sec)
1.	Leroy Burrell	USA	1994	9.85
2.	Carl Lewis	USA	1991	9.86
3.	Maurice Greene	USA	1999	9.79
4.	Dennis Mitchell	USA	1991	9.91
5.	Davidson Eginwa	Nigeria	1992	9.91
6.	Linford Christie	UK	1991	9.92
7.	Tim Montgomery	USA	2002	9.78
8.	Jesse Owens	USA	1936	10.2
9.	Justin Gatlin	USA	2004	9.85

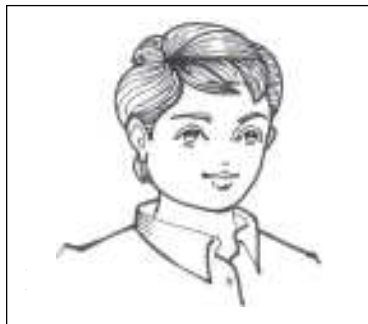
Task 3: *Look at the pictures and the self description given against each of them. Then answer the questions given below:*



I am a faster swimmer than Raj, but he's a better singer than I am. His English isn't as fluent as mine, and you should see his handwriting – My handwriting is much more legible.



I wish I could sing as beautifully as Mohana - unfortunately I've got a very bad singing voice. But I speak better English than she does, and my handwriting is most legible.



Poor Parimala - She can hardly sing at all, and she doesn't swim very fast either - not as fast as I do. But she speaks English more fluently than I do.

1. Who can sing better than Mohana?
2. What is Parimala's wish?
3. Which of these three children is the fastest swimmer?
4. Which one is the best singer?
5. Which one is the most fluent in English?
6. Which one has the neatest handwriting?

Did you know ?

1. The longest snake on earth is the Royal Python. It measures 10.7 metres.
2. The most intelligent of mammals next to man is Chimpanzee.
3. The laziest animal in the world is Koala. It's average hours of sleep is 22 hrs.

G. Writing

Given below are two letters. Read them carefully paying special attention to the form and language used.

Letter-1

42, Eswaran Lay out,
Red Fields, Madurai,
13th Aug. '04.

Dear Balu,

It is awfully good of you to propose a day's picnic at Kodaikanal. I would wish to join you as I am sick of this heat. But I am sorry to say that I shall not be able to get away because, my cousin is coming down from Chennai, next Monday. Thanks all the same.

Yours sincerely,
G. Sampath

Letter-2

H-72, Periyar Nagar,
Erode-1,
13th Aug. '04.

The Manager,
Scholastic India (Pvt.) Ltd.,
29, Udyog Vihar, Gurgaon-16.

Dear Sir,

I am the Secretary of the library association of my school. I have been authorised by my principal, as part of student empowerment, to place orders for the following books. Please send them as early as possible by VPP to the address given above.

1. David Copperfield
2. Huckleberry Finn
3. Treasure Island
4. Harry Potter and the Order of the Phoenix
5. Tenali Rama
6. Aesop's Fables

Yours faithfully,
Mani

Task 1: *In pairs discuss the layout, style and language used in the two letters. In what ways does each differ from the other?*

Task 2: *Kathir has fractured his leg as well as his hand, while playing football. He has to write an application of leave to the Headmaster of his school. Can you complete it for him?*

Date:.....

From,

.....,
.....,
..... school,
.....

.....

The Headmaster,
..... school,
.....

Sir,

..... I have my right leg while
..... yesterday, the doctor

..... me complete rest for one week. Hence I you
to me for one week, *i.e.*, from 17th
Aug.'04 to

.....,

Yours,

.....

(.....)

Encl: certificate.

Task 3: *Imagine you are the Sports Secretary of your school.
Write a letter to a Sports Company ordering for Sports
goods and equipment your school needs for the
forthcoming Sports meet. You may use the following
expressions:*

*The list of items, At the earliest, Send the invoice, Please
find, M.O. will be sent on receipt of the*

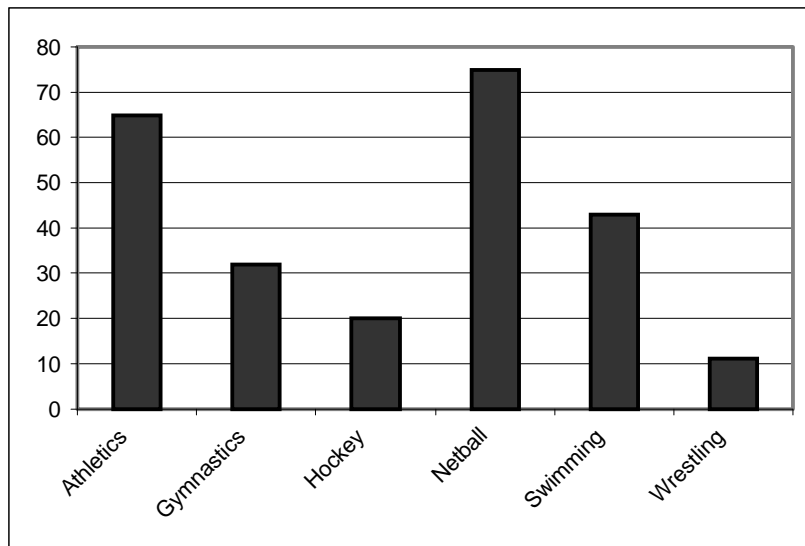
Task 4: *Imagine you are the school football team captain.
Draft a letter to the Football team captain of your
neighbouring school inviting the team to play a
friendly match against your team.*

H. Occupational Competency

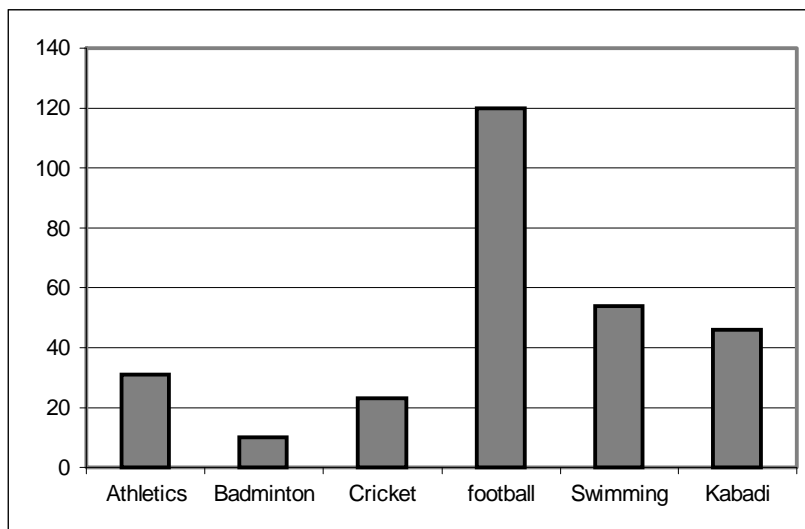
SPORTS/GAMES SURVEY

The bar charts show the results of a survey done in a comprehensive school. Girls and boys were asked: "What sport do you like to take part in most?"

Girls' interests



Boys' interests



Task : *Are these sentences true, false or is there not enough evidence?*

1. Football is the most popular sport with boys.
2. Athletics is the most popular sport with girls.
3. Athletics and swimming are quite popular with boys and girls.
4. More boys like football than all other sports put together.
5. Only one boy likes wrestling.
6. Most girls like playing team games best.
7. More girls like netball than athletics because netball is more exciting.
8. Athletics is twice as popular with girls than with boys.
9. None of the girls likes watching football.
10. The five most popular sports can be seen on television every week.

I. Strategic Competency

Tips for reading aloud effectively:

- Read the text to be read aloud, over and over again.
- Identify the unfamiliar words.
- Look up the dictionary and learn how these words are pronounced. Say those words aloud. (Seek the teacher's help if needed).
- Listen to BBC news bulletins / DD English news and see how the text is read.

Task: *Now read the given text aloud.*

Down Memory Lane

P T Usha, who missed the bronze medal at the Olympics on August 8, 1984, says that the day is still vivid in her memory.

“The initial announcement credited me with the bronze, but

there was dead-pan silence for close to an hour thereafter as the officials pored through the images from the photo-finish camera. Meanwhile, replay after replay was played out on the giant screen and after a while I knew that I had missed a medal by the narrowest of margins. My leg was well past the finishing line but I had failed to dip my body at the tape.”

J. Creative Competency

Read the following poem aloud.

Father we thank thee for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the day so fair.

Help us do the things we should,
To be to others kind and good,
In all we do at work or play,
To grow more loving everyday.

The words at the end of each line in the poem can be paired because they rhyme. *e.g.* night - light

Task 1: Pick out the other rhyming pairs from the poem.

Task 2: Find other words that can be paired with the following words in the poem.

e.g. thank – bank

rest - makes - things -

kind - grow -

Task 3: Think of a simple theme. Compose a short poem making use of rhyming pairs.

POEM

HOW THE LITTLE KITE LEARNED TO FLY

“I never can do it,” the little kite said,
As he looked at the others high over his head.

“I know I should fall if I tried to fly.”
“Try,” said the big kite, only try!
Or I fear you never will learn at all.”
But the little kite said: “I’m afraid I’ll fall.”
The big kite nodded: “Ah, well, good-by;
I am off.” And he rose toward the tranquil sky.

Then the little kite’s paper stirred at the sight.
And trembling he shook himself free for flight.
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite looking down could see
The little one rising steadily.

Then how the little kite thrilled with pride,
As he sailed with the big kite side by side!
While far below he could see the ground,
And the boys like small spots moving round.
They rested high in the quiet air,
And only the birds and clouds were there.

“Oh, how happy I am,” the little kite cried.
“And all because I was brave and tried.”

- Katherine Pyle

Glossary

tranquil	/ˈtræŋkwɪl/	- quiet
stirred	/stɜːd/	- moved
trembling	/ˈtremblɪŋ/	- shaking
whirling	/ˈwɜːlɪŋ/	- moving quickly round and round

Comprehension

I. Answer the following questions in one or two sentences:

1. What did the little kite think it can never do?
2. What did the kite think would happen if it ever tried to fly?
3. How did the big kite react to the fear of the small kite?
4. Who were the only companions to the little kite up in the air?
5. How did the small kite feel when he sailed with the big kite?

II. Answer the following:

1. Why do you think has the big kite left the little one behind?
2. Read the line, ‘.....the little kite’s paper stirred at the sight’? What was the sight that made it stir?
3. Which lines in the poem tell that the big kite did keep an eye on the little one?
4. Pick out the figure of speech in the line, “And the boys like small spots moving ‘round.’”
5. What message does the poem convey?

UNIT – V

COMPETENCIES

- A **LISTENING:** Listening to polite requests and responding
- B **SPEAKING:** Expressing sympathy
- C **READING:** Understanding paragraph organisation
Understanding discourse organisation
- D **VOCABULARY:** Giving the expansion for abbreviations

Using compound words in speech/writing
- E **STUDY SKILLS:** Referring to books for information
- F **GRAMMAR:** Using phrasal verbs

Using the articles appropriately
- G **WRITING:** Writing the synopsis of a passage
- H **OCCUPATIONAL COMPETENCY:** Interpreting graphical representation
- I **STRATEGIC COMPETENCY:** Reading aloud meaningfully
- J **CREATIVE COMPETENCY:** Picking out rhyming words and adding words to the list

A. Listening

I. The teacher will read a few pieces of conversation. Listen carefully.

(The teacher reads)

Now, answer the following questions orally.

1. Where does Uncle Chandran take Surya, Varun and Aakash?
2. Was the entrance still crowded?
3. What does the conductor tell Chandran?
4. open the window?
5. Who asks the vegetable vendor to move the baskets?

‘Could you please’, ‘Would you mind’, ‘Will you please’ are the phrases used here to make polite requests.

Task 1: *Now the teacher will make a few polite requests. Listen carefully and respond.*

Task 2: *Now the teacher will read a few polite requests. Fill in the blanks in the following with the appropriate phrases.*

Father : Bhoomika, your brother is doing his homework.
.....reducing the volume of the television set?

Mother : switch off the fan, Kadhir?

Little Brother : Sister, sharpen this pencil for me?

Grandfather : Kadhir dear, get me my tablets?

Grandmother : Bhoomi darling, bring my spectacles from my bed?

Sister : give me a glass of water?

B. Speaking

**(Here is a conversation between the twin planets,
Earth and Venus)**

- Earth : (Cries and gasps for breath) Oh my! I don't know what will happen to me in the future.
- Venus : Sister! What's wrong with you?
- Earth : For ages man has been felling trees without any concern for the future. I'm afraid, this will ultimately lead to an excess of carbondioxide in the atmosphere. How will I breathe then?
- Venus : **I'm so sorry to** hear that, sister. I'm very much worried about you. Oh! How could I stand the sight of earth being as barren as me, without trees!

'I'm so sorry to ...' is the phrase used here to express sympathy.

**(It is Sports day at Corporation Higher Secondary School,
Puliyur, Chennai-600 024)**

- Usha : Shiny, why didn't you participate in the relay?
- Shiny : I injured my right ankle during the practice.
- Usha : Oh! **I am sorry to** hear that. We will miss our usual star athlete. I wish you would get well in time for the zonal meet.

'I am sorry' is the phrase used here to express sympathy.

Task 1 : Take turns and practise both the above conversations.

Task 2 : How would you express sympathy in the following situations?

1. Your friend has not passed in the examination.

2. Your friend has lost his/her grandfather.
3. Your brother has not been successful in an interview.
4. Your best friend has lost his/her pet.

C. Reading



STAR WAR!



*Tho' I know not what you are,
Twinkle, twinkle, little star!*

*For ages man has been
fascinated by stars. He has been
star-gazing and wondering what they
are. Man owes his very existence to*

a star. How did this romance between man and the stars begin?

B...o...o ... m. A big bang! Our solar system – the sun and the nine planets – was formed from the force of an exploding star. Here is a conversation between Venus and Mars, the Earth's neighbours.

- Venus : Hello, Mars! Do you know that I happen to be the most talked about planet these days?
- Mars : How dare you say that?
- Venus : Well, because of my transits.
- Mars : What is so special about your transit, my Lady?
- Venus : A transit, which is a rare event, is the observed passage of a planet across the Sun. My recent transit occurred in June 2004 and the next one will occur in June 2012.
- Mars : Don't be too proud, my dear. May be you don't know that scientists are more interested in me. As their abode, the Earth, is getting too crowded,

they're trying to see if they could pitch their tents here. They want to know if there are favourable conditions for harbouring life.

Venus : There is nothing interesting in you. Wonder why the scientists are interested in you! They're actually stupid to do so. If at all there's anything interesting, it is your scary crab-like Martians.

Mars : Who said there are scary crab-like Martians here? Definitely not. You killer planet! It's a one-way ticket for space probes trying to land on your surface. You don't allow any of them to touch you. You crush them in minutes. I think you are envious of man's interest in me.

Venus : Me? Envious? Have you ever heard about my brightness? I am the jewel of the sky. I am the morning star and the evening star. I am always the super star. Nasty Mars! You can't match me.

Mars : Look here. I am the most famous planet for eminent writers like Voltaire, Wells, Swift and many more. Moreover I'm an immortal planet in the Solar System. I am not a dead planet like you. You should also know that I am similar to earth in many ways. I too have mountains, volcanoes, plateaus, canyons, valleys and riverbeds on me, whereas you resemble earth only in size. Though I am half of the earth in diameter, I have very impressive features. Thanks to NASA for the amazing pictures!

Venus : Very true. You look like a red devil. But you know I am worshipped as the goddess of love and beauty, and many sky watchers fall for me.

- Mars : You may be the goddess of love and beauty but please don't forget that I am the mighty god of war. Once people thought that you were so beautiful with fluffy yellow clouds, but when they pierced your clouds, they came to know that your surface is filled with nothing but hot lava and acid rains. In fact you are the hottest planet at 500° C. You have proved the proverb, "Beauty is only skin deep."
- Earth : (*Overhearing the conversation of Venus and Mars, thinks aloud*) Why do these two planets argue? I think they have forgotten me. I have natural resources – water, plants, rocks, minerals and what not. More than anything I am home to man and the animal kingdom – a home that all the other planets can only dream of. I alone supply oxygen for him to breathe. How could man ever leave me in search of greener pastures?
- Sun : (*Reading the Earth's thoughts*) I pity the earth. Little does she realise that man is destroying her and in the process destroying himself? Her rich natural resources are being exploited to materialise his whims and fancies. I can hardly see her blues and greens. A dull brown alone is left. Man is cutting down trees and not planting any. He is polluting the air and water. My, my, my! What is poor earth going to do? It's high time that man realised his duty and looked after the Earth and its interests. Let me leave earth to her thoughts for a moment and see what these two are up to. Their argument seems to reach nowhere. Venus and Mars listen to me! Stop your

bickering. Don't keep on arguing. Each of you is unique in your own right. If Venus is beautiful, Mars is mighty. If Venus is hot, Mars is icy cold. If Venus is yellow, Mars is red. For that matter each of the nine planets is blessed in its own way.

Venus & Mars : Yes, I think the sun is right. We are all special in our own way.

Glossary:

fascinated	/'fæsineɪtɪd/	- attracted; charmed
exploding	/'ɪk'spləʊdɪŋ/	- bursting with a loud noise
transit	/'trænsɪt/	- passage of a small heavenly body, such as a planet, in front of a larger one, such as the Sun
pitch	/pɪtʃ/	- to set up
scary	/'skeəri/	- frightful; causing fear
Martian	/'ma:ʃən/	- an imaginary person supposed to live in Mars
space probe	/'speɪs prəʊb/	- a device for exploring space
envious	/'enviəs/	- filled with jealousy
nasty	/'nɑ:sti/	- dirty
resemble	/'rɪ'zembəl/	- to look like
impressive	/'ɪm'presɪv/	- causing one to admire
features	/'fi:tʃəz/	- characteristics or qualities
fluffy	/'flʌfɪ/	- soft
pierced	/'pɪəst/	- made a hole and went into
lava	/'lɑ:və/	- hot liquid flowing from a volcano

pastures	/ˈpɑːstʃəz/	- lands covered with grass
exploited	/ɪkˈsplɔɪtɪd/	- used selfishly
whims and fancies	/wɪmz ən fænsɪz/	- sudden desires or ideas
polluting	/pəˈluːtɪŋ/	- making impure
bickering	/ˈbɪkərɪŋ/	- quarrelling; arguing
unique	/juːˈniːk/	- being the only one of its kind; very special

Comprehension

I. Answer each of the following questions in one or two sentences.

1. How was the solar system formed?
2. What is a 'transit'?
3. When will the next transit of Venus occur?
4. Who is the god of war?
5. Who are the eminent writers who wrote about Mars?
6. What is the Earth proud of?
7. How does the sun settle the dispute between Venus and Mars?
8. Will you look after the Earth? In what way?
9. If you are given a chance to visit a planet, which would you choose?
10. The Sun says to Venus and Mars, "Each of you is unique in your own right." Aren't you special in your own way? If so, how special are you?

II. Choose the correct answer.

1. is the goddess of love and beauty.
(a) Earth (b) Venus (c) Mars

2. Many sky watchers fall for
(a) Mars (b) Jupiter (c) Venus
3. Man is polluting
(a) trees (b) water (c) minerals
4. Man is trying to pitch his tent in
(a) Pluto (b) Venus (c) Mars
5. crushes the space probes.
(a) Mars (b) Venus (c) Pluto

III. Match the following words.

Moon	hot
Sun	satellite
Venus	star
Mars	water and plants
Earth	red

IV. Choose the correct synonyms.

1. abode - (cabin, home, ground)
2. harbouring - (shipping, sheltering, boating)
3. eminent - (famous, notorious, immediate)
4. amazing - (surprising, interesting, amusing)
5. mighty - (wealthy, energy, powerful)

V. Find out the correct antonyms from the lesson for the words given below.

1. unfavourable x
2. mortal x
3. different x
4. artificial x
5. creating x

VI. Read the following passage.

Now you have an idea of Venus and Mars. Don't you? Let us get to know about a few other planets.

The first planet we are going to see is Saturn. It is the second largest of the planets. And it is also the loveliest of all. This is because of its rings. They have been described by Galileo as the planet's ears. They are made up of millions of tiny pieces of debris. These chunks are made of rock and ice. Another feature of this planet is that it is less dense than water. Therefore it would float on water. Above all, Saturn has the record for the most number of moons in the Solar System. No wonder, it's the loveliest of all.

The next planet that we move on to is Jupiter. Jupiter is named after the king of the Roman Gods. Probably because of its giant size – it is larger than 1300 Earths! This planet of gas is made up of the same material as the Sun. But unlike the Sun, it rotates and that too rapidly. And you know something? A ferocious storm has been blowing on the Jupiter for over 300 years. Even the lightning bolts are of as giant a size as Jupiter itself. One more important aspect of this planet is that Jupiter along with its moons is almost a Solar System in itself. So the term 'king' fits it well.

Finally, we shall see about Mercury. It is the first planet in our Solar System. One of the features of Mercury is its steep cliffs and craters. Another feature is that it is a very difficult planet to explore. Even the space telescope cannot observe the planet, because the strength of the Sun's rays may damage it. Yet another characteristic feature of Mercury is that during the day, its surface temperature can reach 450°C. However, it can dip to almost – 200°C at night. Because the temperature of Mercury fluctuates from very hot during the day to very cold during the night, the term

‘Mercurial temper’ is used to refer to people whose moods change frequently.

Isn’t it interesting to know about the other planets in our Solar System?

Understanding paragraph organisation

Look at the second paragraph of the above passage. Look at the first line – ‘The first planet Saturn.’ This is the **topic sentence** of the paragraph. The topic sentence is important for any paragraph because it talks about the subject. Here it is clear that it is the planet Saturn.

The pronouns ‘it’ and ‘they’ refer to the nouns ‘Saturn’ and ‘rings’ respectively. ‘These chunks’ refers to the ‘tiny pieces of debris’ in the previous sentence.

The words ‘and’, ‘this’, ‘one other’, ‘therefore’ and ‘above all’, are the connectors or linkers which help connect sentences in a paragraph.

The last sentence in the paragraph, ‘No wonder all’ is the **closing sentence**. It sums up the topic of the paragraph.

Task: *Read the next two paragraphs in the above passage and try to understand their organisation. Pick out the connectors and linkers.*

Understanding discourse organisation

Look at the first two lines of the above passage. These give the central idea of the passage about a few planets. Now look at the first phrase in the following paragraph, ‘The first planet’ when you relate this phrase to the last phrase of the previous paragraph, ‘.....a few other planets’, you get the link.

Similarly the next paragraph begins with the phrase, ‘The next planet’ and this is followed by ‘Finally.....’ in the next paragraph. This tells that this is the last section of the passage. This is how paragraphs are connected in a text. Without this, the paragraphs will appear loose. Moreover, these words/phrases help you to understand the complete meaning.

Task: *Read the lesson in Unit IV and see if you can understand the discourse organisation of the text.*

D. Vocabulary

I. Mars says, “Thanks to **NASA** for the amazing pictures!”

NASA is the abbreviation for

National **A**eronautics and **S**pace **A**dministration

Venus is the hottest planet at 500°C.
C stands for **C**elsius.

The expansions of some more abbreviations are given below:

MP	-	Member of Parliament
GMT	-	Greenwich Mean Time
IAS	-	Indian Administrative Service
IIT	-	Indian Institute of Technology
ITI	-	Industrial Training Institute

Task : *Match the following abbreviations with their expansions.*

CV	-	General Post Office
MLA	-	Indian Police Service
SPCA	-	Integral Coach Factory
GPO	-	Public Works Department

ICF	-	Curriculum Vitae
PWD	-	Video Compact Disc
DVD	-	Member of the Legislative Assembly
IPS	-	Digital Video Disc
VCD	-	Society for the Prevention of Cruelty to Animals

II. The boy who wanted to know

His face was a large round **full moon**. He was always saying, “I want to know”. One day he was squatting down on a nest of duck eggs. When his mother asked him why he was sitting on those eggs, he replied, “I wanted to know if I would hatch the eggs.” As his **school teacher** said he was stupid, he was pulled out of school. His mother taught him at home, though she was busy with her **housekeeping**. His mother became his **science teacher**. When he was a young boy, his mother did not expect that one day he would invent the **electric light**. All because the little boy ‘wanted to know’. The little boy became great one day. Can you guess his name?

Look at the words that are bold in the above passage –

full moon, school teacher, house keeping, science teacher,
electric light – These are compound words.

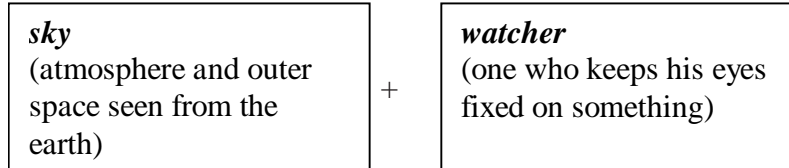
Look at the sentences in the lesson –

Many **skywatchers** fall for me.

He has been **stargazing** and wondering what they are.

‘**Skywatchers**’ and ‘**stargazing**’ are compound words.

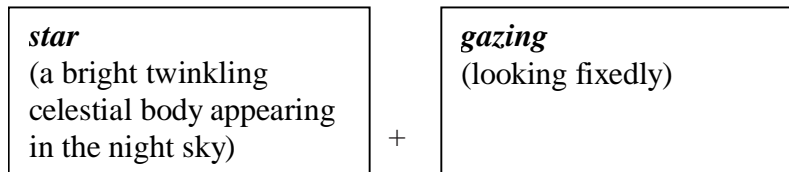
skywatcher:



skywatcher

(A person who keeps his eyes fixed on the sky)

stargazing:



stargazing

(Looking fixedly at stars)

Read the following paragraph:

Nila is a bubbly little girl. She was named after the moon because she was born on a full moon day. Her father is a **radio operator** and her mother is a **language teacher**. While her grandmother is interested in **story-telling**, her grandfather is busy with his **letter writing**. Her brother loves reading. Her uncle who is a librarian gives him a lot of **reading material**. Nila who keeps watching the moon and stars every night, wants to be an astronomer one day.

Object

Agential Noun with 'er'/'or'

Radio

+

Operator

(One who operates the radio)

Language + Teacher
(One who teaches a language)

Object Verbal Noun with 'ing'

Story + telling
(an act of telling stories)

Letter + writing
(an act of writing letters)

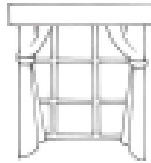
Verbal Noun with 'ing' Object

Reading + material
(material that is used for reading)

Task 1: *Combine the pictures given below with the words given against them to form compound words.*



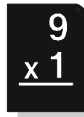
+ composer =
(One who composes.....)



+ cleaner =
(One who cleans a)



+ holder =
(That which holds a)



+ teacher =
(One who teaches)



+ operator =
(One who operates a)



+ vendor =
(One who sells)

Task 2: *Fill in the missing letters in the box and form compound words. Fill in the blank with the compound word.*

d - e - s

 +

making

 =

Devi is a tailor. is her job.

s - g - t

 +

seeing

 =

Antony loves travelling is his hobby.

h - - se

 +

keeping

 =

Mythili is a housewife. keeps her busy.

c - - w - - g

 +

gum

 =

Sam likes chocolates. Sandeep likes

E. Study skills

Do you ever read books other than your course books?

You must cultivate the habit of reading books.

It will help you to increase your knowledge and give you extra information.

A solar eclipse is to take place next week. Your science teacher has asked you to collect information on solar eclipses to be put up on the school notice board. Form pairs and go to the Library. With the help of the librarian locate a book on solar system.

Now, what do you do?

- Go to the 'CONTENTS' page of the book.
- Go through it and locate the topic you want (here, solar eclipse).

- Note down the page number that corresponds to the topic.
- Turn to that page.
- Read it several times.
- Make notes.
- Submit it to the teacher to be put up on the notice board.

F. Grammar

I.

Pussy cat
Pussy cat
Where have you been?
I've been to London
To **look at** the Queen.

Ding-dong bell
Pussy's in the well
Who **put** her **in**?
Little Tommy thin
Who **pulled** her **out**?
Little Tommy Stout.

Jack and Jill **went up**
the hill
To fetch a pail of
water.
Jack **fell down**
And broke his crown,
Then Jill came
Tumbling after.

London bridge is
falling down
Falling down,
falling down
London bridge is
falling down
My fair Lady.

Did you enjoy the rhymes? Look at the words that are bold in the above lines. They are phrasal verbs.

'look at', 'went up', 'fell down', 'put in', 'pulled out' and 'falling down'

Look at the following sentences from the lesson.

Many sky watchers **fall for** me.

Man is **cutting down** trees.

Don't **keep on** arguing.

Here, 'fall for,' 'cut down,' 'keep on,' are phrasal verbs.

Phrasal verbs are combinations of verbs with adverbial or prepositional particles. The meaning of a phrasal verb may differ greatly from the meaning of the individual words (Verb + particle) that go to make the phrasal verb.

Look at the following sentences containing phrasal verbs with their meanings given in brackets:

1. Two thieves **broke in** (entered by force) through the kitchen window.
They started **looking for** (searching for) valuables.
Finding nothing they **gave up** (discontinued) their search.
2. The flight **took off** (rose from the ground) from the Palam airport.
When the flight was in mid-air, a fire **broke out** (started) in the cabin.
Fortunately, the flight crew managed to **put out** (extinguish) the fire.
3. When the students asked permission to celebrate Teachers' day, the principal **thought over** (considered) for a moment and asked them to **go ahead** (proceed).
4. While C **stands for** (represents) Celsius, F stands for Fahrenheit.
5. Before Sudha could tell the good news, Gayathri **hung up** (end a telephone conversation, suddenly).

Task 1 : Choose the best answer.

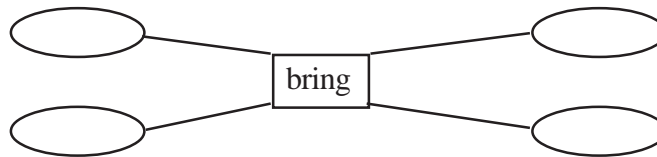
1. During the party all the lights (went out/came in)
2. Rani her children with great care and discipline. (called for/brought up)

3. When the bell rang, the students.....their bags and left. (gave up/packed up)
4. If you for a moment, I'll get him for you. (hold on/and over)
5. The symbol 'x' usually an unknown quantity in mathematics. (stands for/call for)

Task 2 : *With the help of the dictionary, match the following phrasal verbs with their meanings.*

Phrasal verbs	Meanings
bring up	give
look after	come with me
ask for	choose/select
hand over	rear children
wind up	request
hold on	investigate
work out	take care of
pick out	find by calculation or study
come along	end
look into	wait

Task 3 : *Fill in the circles with particles and use the four phrasal verbs formed in sentences of your own.*



Task 4: *Read the following story. Fill in the blanks with suitable phrasal verbs, combining words given in Box A and Box B.*

cutting
fell
flew
called
pulled
drew
took
get

back
out
down
into

A woodcutter was a tree. His axe of his hand and the river. The wood cutter to the god Mercury to help him the axe. Mercury put his hand into the river and an axe made of gold. "Is this your axe?" asked Mercury. The woodcutter said, "No". Then Mercury an axe made of silver. "Is this your axe?" asked Mercury. The woodcutter said, "No". Then Mercury the woodcutter's axe. The woodcutter thanked Mercury. Mercury gave the three axes to the woodcutter. The woodcutter was happy.

II. 'Three men went rowing
A European, a Japanese, an Indian
While it was snowing
Then there came a Martian
Who frightened them away.'

'An Airplane has gigantic wings
But not a feather on her breast,
She only mutters when she sings,
And builds a hangar for a nest.'

'A one o' clock dance
A one o' clock dance
Dance till one o' clock
Right from noon.'

'ABC, paid their fee, for an M.Sc.,
DEF, was a chef, who was deaf,
GHI, let us fly, in the sky,
JKL, ding dong bell, pussy's in the well,
MNO, I saw them go, an hour ago,
PQR, bought a car, went very far,
STU, eyes so blue, I like you,
VWX, met Mr. Rex, gave him some cheques,
Y&Z, off to bed!

Look at the above lines. We use 'a', an indefinite article before nouns beginning with a consonant sound.

a European	a Japanese	a Martian
a hangar	a nest	a feather
a one o' clock	a chef	a car

Look at the following words. Though they begin with a vowel letter, all the three begin with a consonant sound.

a university a European a one-way street

We use 'an', another indefinite article, before nouns beginning with a vowel sound.

an Indian an Airplane an M.Sc., an hour ago

The form 'an' is used before nouns beginning with a mute 'h':

e.g. an honest man an hour

The form 'an' is used before individual letters spoken with a vowel sound.

e.g. an MLA an MP an L-board an 'X'

Note: It is not the letter but the sound (vowel or consonant) that decides whether a word takes the article 'a' or 'an'.

Look at the words taken from the lesson:

a star **a** rare event **a** planet **a** home
a one-way ticket **a** red devil **a** dead planet **a** moment
 an exploding star

Other examples are-

an	orange	but	a	one-rupee coin
an	hour	but	a	hangar
an	honest man	but	a	hungry lion
an	M.L.A.	but	a	Martian
an	X-ray report	but	a	Xerox copy
an	umbrella	but	a	unit

In the following cases, a/an must be omitted-

(i) **Before plural nouns**

e.g. dogs, books, eggs

(ii) **Before uncountable nouns**

e.g. oil, hay, breakfast, water, jam

Task 1 : *Fill in the blanks with indefinite articles 'a' or 'an'.*

Mark 'X' where there isn't any article.

1. empty vessel makes lot of noise.
2. idle mind is devil's workshop.
3. appleday keeps the doctor away.
4. Make hay while the sun shines.
5. birds of feather flock together.

6. stitch in time saves nine.
7. little learning is dang'rous thing.
8. Hope is good breakfast but bad supper.
9. Don't pour oil on troubled waters.
10. beggars can't be choosers.

Task 2: Fill in the blanks with 'a' or 'an'.

..... union of animals

When I stood under eucalyptus tree, I saw –
 amazing ant, busy bee,
 crazy cat, one – horned deer,
 envious elephant, funny fox,
 gentle giraffe, honest hare,
 idle insect, joyous jackal,
 unique kangaroo, angry lion,
 interesting monkey, naughty nightingale,
 one-eyed owl, proud peacock,
 elegant quail, red rabbit,
 anxious sparrow, tame tiger,
 uniformed unicorn, ambitious viper,
 handsome whale, 'X',

..... young yak and checked zebra
 driving..... 'L' board car. Then they stopped at the airport and
 stood for hour to buy one-way ticket to go to
 university in Siberia.

G. Writing

The following is a synopsis of the lesson, 'Hockey Wizards' in Unit IV.

Gopi is participating in an essay contest on 'Indian Hockey'. He writes to his mother, a former State Hockey player, for

information. She writes to him about two of the game's greatest players – 'The Hockey Wizard' Dhyan Chand and 'The Black Stallion' Dhanraj Pillay.

Witnessing the wizardry of Dhyan Chand, at the Berlin Olympics in 1936, Hitler was forced to eat humble pie. Such was Dhyan's magic touch that his stick was once broken to check for a magnet.

If Dhyan was a wizard on the field, Dhanraj Pillay is electricity come to life. He has the unique distinction of having played in four Olympics. He is also the only sportsman in India to have received all the three awards - the Arjuna Award, Rajiv Gandhi Khel Ratna Award and Padmashree Award.

All said and done, Indian hockey has been given a raw deal. Though it has first class sportsmen, it has received only second class treatment.

- A synopsis is the gist of a longer text. It is a condensed form.
- Remember a synopsis should not deviate from the original text. Stick to facts.

Tips for writing a synopsis

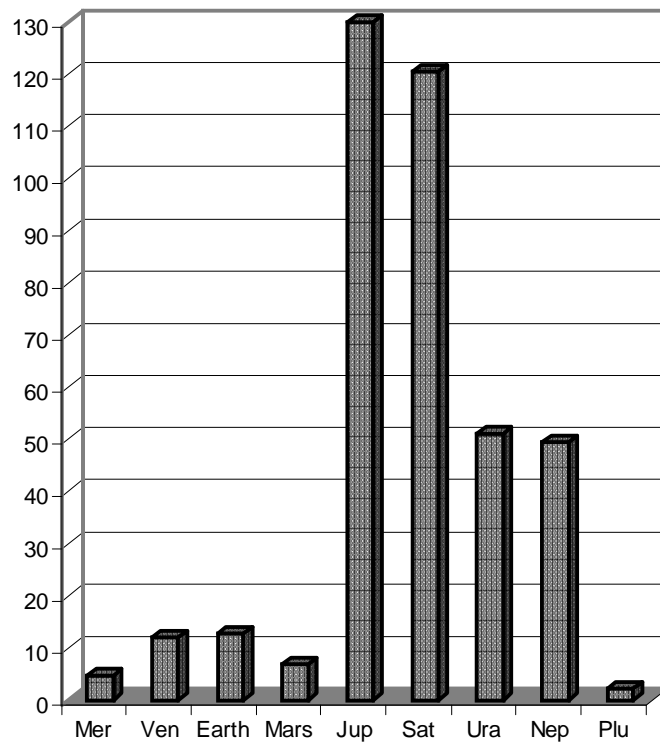
1. Read the text as many times as possible to understand it thoroughly.
2. If necessary, underline the main ideas, supporting ideas in the text.
3. Jot down these points. These will serve as hints to be developed.
4. Leave out unnecessary details, extra information, etc.
5. Develop the points into a synopsis.
6. You can use your own words, for, a synopsis is not a repetition of the original.
7. Keep an eye on grammar, structure, spelling, etc.

H. Occupational competency

The following bar-graph shows the diameter of all the nine planets. Look at the picture and answer the questions.

1. Which is the biggest planet in the solar system?
2. Compare the size of Earth with its neighbours.
3. Which of the two is bigger than Uranus? (Saturn/Neptune)
4. Do Uranus and Neptune differ a lot in size?
5. Which planet is sandwiched between Mercury and Earth?
6.is the second biggest planet.
7. Which is the smallest planet?
8. Compare the sizes of Jupiter and Pluto.

(Can you mention the grammatical item which is dealt here?)



I. Strategic Competency

The teacher will read aloud the paragraph about Saturn given on page 115. Listen carefully.

When one reads aloud, keep the following tips in mind:

1. With the help of your teacher, pronounce the words properly.
2. Try to understand the meaning while reading aloud.
3. You can read the passage aloud twice or three times.
4. Watch your pause. Pause wherever there is a relevant punctuation mark.
5. Don't read rapidly.
6. Practise reading aloud before the mirror at home.

Remember: Reading aloud will help you gain fluency.

Didn't the teacher read the paragraph keeping in mind these tips?

J. Creative competency

Read the following Nursery Rhyme:

Twinkle, twinkle, little **star**,
How I wonder what you **are**,
Up above the world so **high**,
Like a diamond in the **sky**.

The first pair of rhyming words in the above Nursery Rhyme is - star, are

The other words that rhyme with this pair are – bar, car, war,

.....

The other pair of rhyming words in this nursery rhyme is - high, sky

The other words that rhyme with this pair are - my, spy, buy, fly

Task: *Pick out the rhyming words from the other two stanzas of the same Nursery Rhyme and add more words to each pair.*

Twinkle, twinkle, all the night.
When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,

Then the trav'ler in the dark
Thanks you for your tiny spark,
He could not see which way to go
If you did not twinkle so.

POEM

THE MOON

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall rise.

- Robert Louis Stevenson

Robert Louis Stevenson was born on the 13th of November 1850 at Edinburgh. He had shown a desire to write early in life. He is best known for his adventure stories. Two of his works are 'Treasure Island' and 'Kidnapped'. He has also written a few collections of verses.

Glossary

quays	/ˈkiːz/	- places for loading and unloading ships
squalling	/'skwɔːlɪŋ/	- screaming
squeaking	/'skwiːkɪŋ/	- short high-pitched crying
howling	/'haʊlɪŋ/	- long mournful crying
cuddle	/'kʌdl/	- settle oneself comfortably

Comprehension

I. Answer the following questions.

1. What is the moon compared to?
2. Where does the moon shine?
3. Where do the birdies sleep?
4. Who are out by moonlight?
5. Why do the flowers and children close their eyes?

II. Pick out the pairs of rhyming words in the poem.

e.g. hall – wall

III.

1. How does the poet refer to the moon- a girl or a boy?
2. It is used in cricket. But it is out in moonlight. What is it?
3. Do you like to be out in the moonlight?
4. What do you feel when you see a full moon in the sky?
5. Is there any similarity among the words squalling, squeaking and howling?
6. Which do you like the most – the sun, the moon or the stars?

UNIT VI

COMPETENCIES

- A **LISTENING:** Listening to sports commentaries
- B **SPEAKING:** Asking if someone is willing to do something
Asking for information
- C **READING:** Skimming
Scanning
- D **VOCABULARY:** Using terms for groups of animals / habitat
of animals
- E **STUDY SKILLS:** Note-making
- F **GRAMMAR:** Using reported speech

Using notional concord
- G **WRITING:** Using correct punctuation
- H **OCCUPATIONAL COMPETENCY:** Understanding the
working of simple machines
- I **STRATEGIC COMPETENCY:** Checking and confirming
for better understanding
- J **CREATIVE COMPETENCY:** Describing an event /
experience

A. Listening

The teacher will read a dialogue. Listen carefully.

(The teacher reads)

Glossary

canine	/ˈkeɪnəɪn/	- related to dogs
commentary	/ˈkɒməntəri/	- a spoken description of an event while it is happening
commentator	/ˈkɒmənteɪtə/	- a person who gives commentary

Task 1: Answer the following questions orally.

1. What is going on in the ground?
2. Name the breeds of dogs that participated in the sports.

Task 2: Listen to the teacher and repeat the following words.

1. Canine Sports
2. commentary
3. commentator
4. Dobermann
5. Labrador
6. Pointer

Task 3: Fill in the blanks.

1. Dobermann wins the.....prize.
2. Second prize goes to.....
3.wins the third prize.

B. Speaking

Your teacher will read the following dialogue. Listen carefully.

(Sudhan and Gopi are friends. Gopi wants to have a dog while Sudhan already has one.)

- Sudhan : Hi, Gopi! You wanted to have a pet dog.
- Gopi : Yes, of course! Could you please help me in finding one?
- Sudhan : My aunt has got one Alsatian pup and a Mastiff pup to sell. Would you like to buy from her?
- Gopi : I don't know much about the breeds. Can you tell me something about both the breeds?
- Sudhan : Well. An Alsatian and a Mastiff have quite a lot in common. Both are good watch-dogs. They are quite large.
- Gopi : Then I'll have the Alsatian. Can you take me to your aunt's house, this evening?
- Sudhan : I'm sorry, I've to attend the music class, this evening. But my aunt's house is quite close-by, you know?
- Gopi : In that case, could you please tell me how to reach her house?
- Sudhan : Oh, sure! Go by this main road and turn left. Her house is the fifth one on the right side opposite the bakery.
- Gopi : OK. See you then.

Note: In the above conversation between Gopi and Sudhan, you find the modals '**can**' and '**could**' used repeatedly for asking if someone is willing to do something and for asking for information.

Task 1: Complete the given dialogue using ‘can/could.’

(The farmer Durai and his son Chandru take the dog to the veterinary hospital. There is a veterinary assistant at the reception desk.)

Durai : Sir, this is our pet dog.vaccinate him?

V.A : me your name?

Durai : My name is Durai.

(The V.A writes ‘Durai’s dog’ on a slip of paper.)

V.A : Now pay Rs.5/- for registration. Wait till the doctor comes.

Durai : when the doctor will come?

V.A : He’ll be here, presently.

(The doctor comes.)

Doctor : How old is the dog?

V.A : I don’t know, sir. He came to me only yesterday.

Doctor : He looks a year old.

(The doctor vaccinates the dog.)

Durai : what I should do next?

Doctor : I shall give him the regular 8 day course of vaccination. Now, take him to the other table where they will give him oral medicine for deworming.

Durai : Thank you, Sir.

Task 2: Take turns and practise the completed dialogue.

C. Reading

LOYALTY – THY NAME IS DOG!

It was a cold wintry night at Perumalpuram, Kodaikanal. In the hedge I shivered. I became



thin and weak after days of wandering seeking shelter, and decided not to go any further.

For sometime, I watched the farmer who was toiling in the nearby fields. When I saw him opening his sack, I moved closer, salivating. Realising my hunger, he threw a crust of bread with cheese. At that moment, that bread and cheese was more than sumptuous.

“Now get home – if you’ve got one – I have a field to fence”, he said. But I stubbornly lingered. I followed him to the farm-house. I scratched the door, whining. For a while, nothing happened – then a bolt eased, now I found the door ajar – I shot in. The light and warmth inside the house stunned me. I crouched in a corner.

The farmer’s wife looked at me. “Where did you get this mongrel? I am not keeping him. Tomorrow he’s going”, she said rudely. “He’s a mystery!” the farmer said. Both of them went upstairs.

I was sore from wandering in the forest for days and nights and I flopped by the side of the fireplace where logs blazed. Now the night had stilled. Both of them must have slept. The room was suddenly smoky. The fumes were dense. I was frightened. But I thought of the man who fed me and his wife. Running to the stairs, I barked in an urgent voice. My master groped down and saw the mat burning near the fireplace. He put out the fire and fondled me.

“Had he not woken us up, both of us would’ve been roasted”, he said to his wife. I went near him and put my head on his lap.

Next morning I had good food. I was lying on the ground watching the sheep grazing. My master assured his wife that she need not worry about her sheep thereafter as they now had a new shepherd.

One night, heavy rain followed a hailstorm. As the thunder roared, the sheep burst headlong from their fold flattening the hurdles in blind panic. My master threw open the fold gate but the herd surged, jostled and scattered out. Suddenly I hurled at the spot – snarling and snapping – I steered the flock into the fold.

My master held me and said, “The best dog I’ve had. With this dog on duty, my farm is safe.” My mistress gave me good food and I started fattening.

One late evening as the flock started homewards I heard a lamb whimpering from the bush. I stopped for a while and ran through the thickets alertly following the whimper. The lamb was caught in a thorny bush. I grabbed his coat and tugged him gently out of the bush.

On hearing this, my mistress said, “You’re really gentle. You have brought me my fortune.” She ruffled me affectionately.

It was my daily routine to fetch the cows to the dairy in time – before they get their udders full – and drive them back home. My master cheered me saying “You’re the best guide-dog!”

My master and his wife went to Madurai to enjoy the Chitrai festival. As they did not come back even after three days, I went out in search of them. I got on to a jeep that came by.

The men in the jeep were forest officers who were searching for the sandalwood smugglers in the forest. Night had fallen and the forest officers slept inside the tent, which they had pitched.

Suddenly I heard some noise and started running towards it. At a distance, I saw men carrying logs of sandalwood. I ran through the forest howling and attacked them with all my might.

Woken up by my sudden barking, the forest officers arrived on the scene. After a long encounter they caught hold of the culprits.

“You seem to be a real hound. Why don’t you come along with us?” said the forest officer. Meanwhile I had been looking out for my master wherever I went.

One day I had a premonition that something might happen to my master and wanted to see him at once.

I rushed to my master’s house and found him propped up with pillows. I understood that my master had fallen ill and he longed to see me. He looked like a spectre with hollowed eyes. As I entered the room, a spout of happiness sprang from my heart. My tail wagged wildly. He stretched out his hands and said, “My dear mongrel, you’ve come back! I’ve lost my eye-sight, you could be my Seeing-eye!”

Now he sat up straight-backed, his face delighted.

“No need to call the doctor,” he cackled. “I feel better! Poor hound, he will be empty. Feed him.”

My mistress who came upstairs was spellbound and moist-eyed. “Don’t leave him, again!” she said.

All the three of us were happy. As I sprawled across my master’s feet, he touched my elegant long nose and erect ears. He knew that I was elated. Both of us communicated our love and gratitude in an exclusive language which could be comprehended only by a very few.

Glossary

sumptuous	/ˈsʌmptʃʊəs/	-	lavish
mongrel	/ˈmʌŋgrəl/	-	a cross-bred dog

whining	/ˈwaɪnɪŋ/	- crying in a complaining voice
mystery	/ˈmɪstəri/	- something that is difficult to understand
encounter	/ɪnˈkaʊntə/	- clash
fireplace	/ˈfaɪəpleɪs/	- a place with a chimney where fire-wood is burnt to keep the room warm
hailstorm	/ˈheɪlstɔ:m/	- rain of ice balls
jostled	/ˈdʒɒslɪd/	- pushed roughly
snarling	/ˈsna:lɪŋ/	- (of dogs) making a deep angry noise, baring the teeth
whimper	/ˈwɪmpə/	- a low weak cry that animals make when they are hurt
ruffled	/ˈrʌfld/	- run the fingers through the hair with affection
premonition	/preməˈnɪʃn/	- a feeling that something is going to happen
spectre	/ˈspektə/	- a ghost
spellbound	/ˈspelbaʊnd/	- with the attention completely held by what one is watching

Comprehension

I. Answer the following questions:

1. Describe the first meeting between the dog and the farmer.
2. How did the dog save the farmer and his wife from the fire?
3. What is the significance of the sentence “I barked in an urgent voice?”
4. Explain how the dog controlled the sheep?
5. Say true or false:
 - a) The farmer took the dog to his home.

- b) A sheep was caught in a bush.
6. Why did the master call the dog a guide-dog?
 7. Why did the dog leave the house?
 8. How did the dog go to the forest?
 9. Describe the dog's adventure in the forest?
 10. What made the dog get back to the farm-house?
 11. Complete the following:
The mistress requested the dog not to leave the master because.....

II. Choose the appropriate answer and fill in the blanks.

1. The narrator is a
(a) pointer (b) spaniel (c) poodle (d) mongrel
2. The dog entered the
(a) bungalow (b) farm-house (c) apartment (d) hut
3. In the beginning, the mistress the dog.
(a) admired (b) loved (c) hated (d) trusted
4. The culprits in the forest were
(a) thieves (b) robbers (c) smugglers (d) burglars
5. The farmer became.....
(a) deaf (b) dumb (c) blind (d) limp

III. Match the words with the synonyms given in brackets.

- stubborn -
lingered -
crouched -
thicket -
hollowed -

(sunken, squatted, bush, remained, adamant)

IV. Match the words with the antonyms given in brackets.

sumptuous	x
rudely	x
fattened	x
delighted	x
elegant	x

(crude, frugal, kindly, worried, weakened)

Skimming

Read the following news item.

31 May, 2004: For the first time, the State Police of West Bengal will be raising dog squads to be deployed as an attempt to counter militancy. The sniffer dogs will be trained to detect explosives and hidden landmines used by extremists.

The decision to raise these squads was taken by the State Cabinet.

Skimming means reading superficially and guessing the main idea.

Task 1: *What is the news item about?*

Task 2: *Select an appropriate heading for the news item from the options given below.*

1. Dog Squads in West Bengal
2. Militancy in West Bengal
3. Dog Squads to counter militancy

Scanning

Read the following passage.

Many famous breeds of dogs come from Germany. The Alsatian or the German Shepherd, the Dobermann Pinscher and the Dachshund are three of the most popular breeds. The other name of the Alsatian gives us a clue about the work performed by this dog in olden days. Now, this dog is seen very often as the “Seeing Eye” on the streets in the West. Along with the Dobermann, this breed is often selected for security and Police-work. Dachshund the national dog of Germany, which is small and narrow-bodied is an excellent badger hunter.

Scanning means reading quickly for specific and relevant information.

Task 1: Fill in the blanks given below.

1. In olden days the Alsatian
2. The Dobermann is selected
3. is an excellent badger hunter.
4. The national dog of Germany is

Task 2: If you want to know more specific details on different breeds of dogs, find out the details from a standard encyclopaedia using the ‘scanning’ device.

D. Vocabulary

Task 1: From the lesson, pick out the words that describe the different sounds the dog makes.

Task 2: Read the following phrases with special emphasis to

the underlined words.

A shoal of fish,
 A herd of sheep,
 A pride of lions,
 A string of race-horses,
 A convocation of eagles,
 A pack of hounds and
 A skulk of foxes -
 all went to the Jurassic Park.

Task 3: *Read the following passage. Terms referring to the different habitat of animals are underlined.*

Dog is in the kennel,
 Beaver in the lodge,
 Wolf is in the lair,
 Rabbit in the burrow,
 Squirrel is in the dray,
 Tiger in the den,
 Snake is in the nest and
 Badger in the earth –
 Man is in his madness, } !
 God's in his heaven,
 Is all right with the world?

Task 4: *Fill in the given table wherever necessary.*

Animals	Group Name	Habitat
lions		den
squirrels		dray
fish	school	
wolves	pack	

bees

swarm 146

E. Study Skills

Read the following passage.

Rabies – a terrifying and deadly viral infection is still very common in India, but eradicated in many countries. It is usually transmitted by bite from infected animals. According to the World Health Organisation, the disease accounts for the death of 30,000 people annually in India. The main reason for the highest toll in India is due to the large population of stray animals, particularly dogs. Since children are most likely to play with stray animals, they run the greatest risk.

Note making is taking hints of the passage to get at the main idea.

Rabies	- a deadly viral infection spread by animal bite especially dogs
India	- yet to be eradicated
Death toll	- 30,000 a year in India
Reason	- large population of stray animals - dogs
Children at risk	- they are the ones who normally play with animals

Task 1: *What could be the title of the passage?*

Task 2: *Read the passage in your lesson – “I rushed..... by a very few.” Make notes and give a suitable title.*

F. Grammar

- I.** (a) “I have a field to fence,” said the farmer.
 (b) The farmer said that he had a field to fence.

Sentence (a) is in the direct speech.

Sentence (b) is in the reported speech.

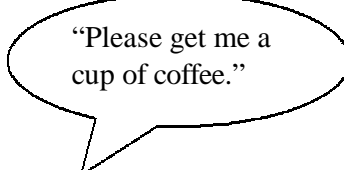
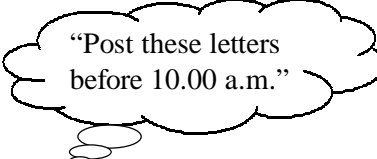


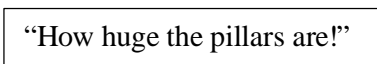
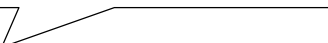

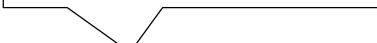
Read the examples:

- a) “Please show me the passport”, Varshini said to Darshini.
Varshini requested Darshini to show her the passport.
- b) “What a brilliant dog you are!” said the master.
The master exclaimed that he was a brilliant dog.

Task 1: Change the following sentences into reported speech which you have learnt in Std. VII.

- (a) “He’s a mystery,” the farmer said.
- (b) My master said “You’re the best guide-dog!”
- (c) My mistress said, “You’re really gentle.”

Task 2: Change the direct speech given in section A into reported speech in section B.

 	 
Keerthi to Prema	Prema to Renu
 	 
said Barani	Barani exclaimed

II. Read the following sentences.

- a) A lion lives in a den.
- b) A tiger lives in a den.

A lion A tiger	lives
---------------------------------	--------------

singular singular
subject verb

- c) A lion and a tiger live in a den.

A lion and a tiger	live
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plural subject plural verb

**Remember: Concord refers to the agreement
in number between the subject and the verb.**

Task 1: Fill in the blanks using suitable forms of verbs.

- a) Swetha sings well.
Revathi sings well.
Swetha and Revathi well.
- b) Emerald is a precious stone.
Sapphire is a precious stone.
Emerald and sapphire precious stones.

Read the following example.

Bread and cheese makes good breakfast.

Bread and cheese	makes
-------------------------	--------------

two nouns suggesting singular verb
one idea

Task 2: *Fill in the blanks using the correct forms of verbs.*

1. Time and tide for no man. (wait /waits)
2. Slow and steady the race. (win / wins)
3. Tom & Jerry a famous cartoon. (is / are)

Read the following examples.

- a) The jewel with the box costs Rs. 4,500/-
- b) Meena as well as Leela visits us often.

Remember: Words joined by ‘with’, ‘as well as’ take singular verbs.

Task 3: *Fill in the blanks using the correct forms of verbs.*

1. The old man with his dog for a walk. (go / goes)
2. Usha as well as Theiva the veena. (plays/ play)

Read the following examples.

- a) Either Raja or Pandi is sure to win the prize.
- b) Neither Ammu nor Malu was guilty.
- c) Either my wife or my sisters are likely to stay back.
- d) Either my sisters or my mother is likely to stay back.

Remember: In sentences (a) and (b) subjects are joined by ‘either.. or,’ ‘neither ..nor’ and hence they take singular verbs. But in sentences (c) and (d) the verb agrees with the nearest subject. (proximity concord)

Read the following examples.

- a) Each of the students gets a dictionary.
- b) Every Indian has the right to vote.
- c) Many a man has seen the crime.

Remember: Each, every, many a, everyone must be followed by a singular verb.

Read the following examples.

- a) The committee has approved the project.
- b) The team was allowed to use the library.

Remember: A collective noun takes a singular verb when it is thought of as a single body.

Task 4: Fill in the blanks choosing the correct forms of verbs.

- 1. Either Sam or Murali the first mark.
(get / gets)
- 2. Neither Babu nor Mansoor a bike.
(has / have)
- 3. Each child a gift. (receives / receive)
- 4. Everyone in the village the temple.
(guard / guards)
- 5. Many a child to have pets. (like / likes)
- 6. A pride of lions gracefully in the jungle.
(move/ moves)

G. Writing

One's life starts with a capital, continues with colons, semicolons, comma and parentheses and ends up with a full-stop or a question mark or even an exclamation mark.

The dog enters the farm-house with a ? but becomes an ! in the end.

Read the following passage:

Dogs are classified as: working-dogs, sporting-dogs, hunting dogs and toy-dogs. They are cherished and honoured – through effigies, paintings and tapestry – for the services they render to mankind.

In the above passage:

- (i) a colon is used to begin a list
- (ii) a hyphen is used to connect words (compound words)
- (iii) the parenthesis is used to give additional information about the subject

Task 1: Correct and also insert punctuation marks wherever necessary:

The following are different breeds of sporting dogs Labrador Retriever, English Setter and German Pointer. The Labrador retrievers are used to retrieve birds and rabbits and also to identify the debris of the people who get buried due to avalanche or earthquakes, in the Arctic regions, the very word that makes your spine chill through their extraordinary sniffing ability,

Task 2: Punctuate the following.

Coo, coo, cute cuckoo
Have you any tune
Yes ma'am yes ma'am
Three pipes full
One for my mamma
One for my pappa
One for my little friend
Who lives in the tree

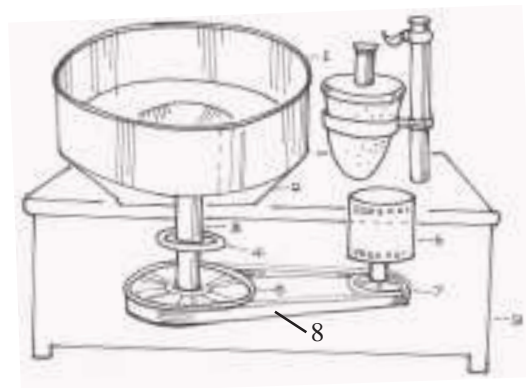
H. Occupational Competency

There is some problem with the wet grinder in Palani's farmhouse. While grinding, it makes a lot of noise that resembles the whining and groaning of the dogs. He fetches a mechanic to set right the grinder. As the mechanic opens the wooden cabinet of the grinder Palani's dog keeps watching him.

Mechanic : I've checked the grinder. There's no major repair work to be done. It needs oiling.

Palani : Could you name the parts of the grinder and tell me how it works?

Mechanic : Yes, I'll do.



1. Stainless steel drum
2. Stone base
3. Shaft
4. Bearing
5. 12 inch Pulley
6. Motor
7. 1 inch Pulley
8. V rubber belt
9. Wooden Cabinet

1. The wet grinder is made of a stainless steel drum with the grinding stone fixed at the base.
2. The stone base is seated on a 12 inch pulley with a shaft and a bearing.
3. A motor is fixed by the side of the 12 inch pulley and a 1 inch pulley is attached to the motor.
4. The 12 inch pulley and 1 inch pulley are connected by a 'V' rubber belt.

5. The RPM of the motor is 1440 but the V belt connecting the pulleys minimises the rotation to 120 per minute so that the grains could be ground.
6. The motor, the pulley and the 'V' belt are encased in a wooden cabinet.

Task 1: *Answer the following questions.*

1. How many pulleys are there in a grinder?
2. What is the RPM of the motor?
3. What is the function of the V belt?

Task 2: *Refer to a dictionary for the meanings of the words given below.*

- a) shaft b) pulley c) bearing

I. Strategic Competency

Listen to the teacher:

Lion cubs are born blind, like kittens, and have spotted fur. Their eyes open when they are six days old. When they are four to five weeks old, the cubs play like kittens, chasing anything that moves. After they complete three months, their parents teach them how to hunt. They are fully-grown at five.

Task: *Ask your teacher the given questions and understand the passage.*

- Student 1 : Excuse me, ma'am do you mean that the lion cubs look like kittens?
- Student 2 : Excuse me ma'am do you mean that they are blind for six days?
- Student 3 : Excuse me ma'am is it true that they hunt when they are three months old?
- Student 4 : Do you mean that they become adults at five?

J. Creative Competency

Task 1: While travelling by train you come across a family who keep their puppy dog with them. Describe what you have seen by using the following clues.

Second class – crowded – family - puppy dog – passenger - push - girl with the pup - girl's pet running here and there - pulling girl's frock for food

Task 2: Write a few sentences on - 'A day with my pet.'

POEM

A DOG IS A DOG

Now dogs pretend they like to fight;
They often bark, more seldom bite;
But yet a Dog is, on the whole,
What you would call a simple soul.
Of course I'm not including Pokes,
And such fantastic canine freaks.
The usual Dog about the Town
Is much inclined to play the clown
And far from showing too much pride
Is frequently undignified.
He's very easily taken in—
Just chuck him underneath the chin
Or slap his back or shake his paw,
And he will gambol and guffaw.
He's such an easy-going lout,
He'll answer any hail or shout.

Again I must remind you that
A Dog's a Dog — A CAT'S A CAT.

- T S Eliot

Thomas Stearns Eliot (1888-1965), a leading poet and dramatist wrote many plays and poems. His masterpiece is 'The Waste Land.'

Glossary

pretend	/prɪ'tend/	- act
seldom	/'seldəm/	- very rarely

Pekes	/pi:ks/	- Pekinese dogs (a very small dog with long and soft hair, short legs and a flat nose)
undignified	/ʌn'dignɪfaɪd/	- looking silly
gambol	/'gæmbəl/	- to run about in a lively way
guffaw	/gʌ'fɔ:/	- to laugh noisily
lout	/ləʊt/	- one who behaves rudely

Comprehension

I. Answer each of the following questions in one or two lines.

1. Who is the gullible dog here?
2. What does the expression 'canine freaks' refer to?
3. List out the qualities of a town dog as given in the poem.
4. What does the poet mean by, 'A Dog's a Dog — A CAT'S A CAT?'

II. Pick out the words that rhyme with:

- i) fight -
- ii) whole -
- iii) town -
- iv) pride -
- v) paw -
- vi) lout -

UNIT VII

COMPETENCIES

- A LISTENING:** Listening to polite requests and responding
- B SPEAKING:** Enquiring about obligation
- C READING:** Appreciating literary pieces
- D VOCABULARY:** Using phrasal verbs (two-part) in speech / writing
- E STUDY SKILLS:** Note taking
- F GRAMMAR:** Using passive sentences
Using simple, compound, complex sentences
- G WRITING:** Writing short articles for a children's magazine
- H OCCUPATIONAL COMPETENCY:** Understanding the working of simple machines
- I STRATEGIC COMPETENCY:** Checking and confirming for better understanding
- J CREATIVE COMPETENCY:** Describing an event / experience

A. Listening

The teacher will read a dialogue. Listen carefully.

(The teacher reads)

Now, answer the following questions orally.

- 1. Who does Raju want to speak to?
- 2. How does he make a request to Rahim to use his phone?
- 3. What is Rahim’s request to Fatima?
- 4. Does she respond to his request?
- 5. Where does Raju want his guitar to be brought?
- 6. What is the phrase used by Raju in making the request to Aruna?

Task1: *Listen to the following phrases. Register them in your mind and say them to the class.*

(Polite requests using “could”)

e.g. I want to go home early. Could I go home early, please?

- 1. I want another cup of tea
- 2. Give your book
- 3. Tell me when the train leaves
- 4. We want to have a table near the window
- 5. Play the cassette again

Task 2: *Listen to the request using “Would you mind?” Follow the model.*

*e.g. It’s hot here. (open the window)
Would you mind opening the window?*

- 1. It’s already dark. (switch on the lights)
.....
- 2. I can’t concentrate. It is jarring. (turn the music down)
.....

- 3. I can't follow you. (dictate the notes slowly)
.....
- 4. We need some particulars. (answer a few questions)
.....
- 5. I am thirsty. (bring me a glass of water)
.....

Task 3: *You can use 'would you mind not +-ing' to ask someone to stop doing something.*

e.g. You are in the prayer hall. (not talk)
Would you mind not talking here?

- 1. The headmaster is inside. (not make noise)
.....
- 2. I am allergic to tobacco smoke. (not smoke)
.....
- 3. We can't understand you. (not speak rapidly)
.....
- 4. It's cold in here. (not open the windows)
.....
- 5. I'm tired. (not give me more work)
.....

B. Speaking

The teacher will read the following dialogue. Listen carefully.

Josy : I'm planning to go to Germany for attending the World Music Festival, 2004.

Suji : Oh, are you? That's good. Have you got a passport?

- Josy** : No. Is a passport necessary for going abroad?
Suji : It's essential.
Josy : How does one get a passport?
Suji : You've to apply to the passport officer. Your application will be processed and the passport delivered to you in 30 days.
Josy : Do we have to wait such a long time?
Suji : Absolutely. That's the normal procedure.
Josy : Is there no way out?
Suji : Of course. You can go in for Tatkal.

Answer the following questions:

1. Where does Josy want to go? What for?
2. Is a passport necessary for going abroad?
3. Who do we apply to for getting a passport?
4. When do we apply for Tatkal?

Task 1: Take turns playing the roles of Josy and Suji.

Task 2: Look at the underlined words/phrases in the dialogue. They are used to enquire about obligation. Practise the dialogues in pairs.

Junior : Do we have to come in uniform everyday?

1

Senior : Yes, You must.

2

Junior : Do we need to wear it even for special classes?

3

4

Senior : No. You needn't.

5

Task 3: *Substitute the underlined phrases in the above dialogue with the cues given below and practise it.*

1	2	3	4	5
Send application by registerd post	You should	Is it necessary	Send with A.D	No. It's not.
Salute the national flag	You have to	Is it obligatory	salute every time we see	No. It's not.

C. Reading

THE MUSIC MAESTRO

Can you guess the name of the famous Tamil music composer who became a celebrity overnight by composing an immortal tune? He is the one who gave a scintillating tune to our national song. If you can't guess, here is a clue: He not only composed the tune, but also sang the song himself. You're right. He is Mr. A.R. Rahman.



Shall we try to know about yet another musical magician of all times? Ludwig Van Beethoven is one of the greatest and most original composers of all times. He brought about a reformation in the nature and techniques of music. Music was his medium to convey his feelings, ideas and message. He excelled in all branches of music. The twentieth century world, being moved by the rapture of his compositions, called

Beethoven one of the greatest musical geniuses. But Beethoven, inspite of having tasted all bitterness in life, was able to enthuse and enthrall music lovers all over the world. With resolve he seized fate by the throat as it were.

Beethoven was born in Bonn, Germany, on December 16, 1770. He was the second of seven children of Johanam and Maria. Even as a 5 year old boy, he showed keen interest and talent in music. His father being a church singer himself, arranged for a special coaching for his son in piano and violin. Having introduced him to Bach's music, Beethoven's music teacher Neefe predicted, " If he goes on as he has started, he will certainly become a second Mozart". How prophetic he proved to be!

In 1787, Beethoven visited Vienna. There he met the greatest composer Mozart. Mozart was so much impressed by the boy's talent in music that he remarked, " Keep your eyes on him; Some day he will make a stir in the world ". But Beethoven had to move on braving the challenges of life even from childhood. His mother died when he was 16 and his father took to alcohol. Beethoven had to look after his younger brothers. He was kind and loving to them. After his father's death in 1792, he went with his brothers to Vienna to try his luck and make a living out of music.

In Vienna, to start with everything went on well. He made Friends among the rich and was in great demand as a skilled pianist and teacher. In 1798, when he was only 28, he began to suffer from hearing impairment. He did not want anyone, including his closest friends to know about his hearing impairment.

On April 2, 1800, he gave his first public music concert. But, by the end of 1802, his loss of hearing became acute. This had its effects on his music performances which became very loud, conveying his grief

and anger against fate.

In 1815 Beethoven found himself in a still more miserable condition. His brother Caspar Carl died and Beethoven had to look after his brother's wife and her 9 year old son. His deafness forced Beethoven to give up group performance. He had to interact with others only with a pencil and a piece of paper.

Though he was in despair, he pulled himself together and began to work harder and with more vigour than ever. He became completely deaf during the last few years of his life and he could not hear even some of his own finest music. The first performance of his Ninth Symphony on May 7, 1824 in Vienna took the entire music world by storm. When the audience broke into a loud applause, the deaf Beethoven was unaware of the overwhelming thundering response until someone turned him around so that he could see for himself (if not hear) the rapturous outburst of the audience.

Beethoven, overcoming all the difficulties, enthralled the lovers of music with 10 symphonies, 32 piano concerts, many operas and orchestras. His works began to have a specific impact on the next generation of composers too. The highly expressive quality of all his music inspired many artists in the literary world too.

In March 26, 1827, when Beethoven died, multitudes of people gathered to bid farewell and pay homage to their 'Melody Master'. For a moment the entire world of music became mute and came to a standstill.

Glossary

maestro	/maɪstrəʊ/	- master of an art
excelled	/ɪk'seld/	- became the best
rapture	/'ræptʃə/	- great joy

compositions	/kɒmpə'zɪʃnz/	- pieces of music
piano	/pi'ænəʊ/	- a large musical instrument
violin	/vaɪə'liːn/	- a four stringed wooden musical instrument
Bach and Mozart	/ba:k/	- famous music composers
stir	/stə:/	- (here) lasting impact
concert	/kɒnsət/	- a musical performance
pull oneself together		- control oneself
symphony	/'sɪmfəni/	- a long piece of music written for a large orchestra
enthralled	/ɪn'trɔ:lɪd/	- held one's interest and attention completely
operas	/'ɒpərəz/	- plays in which the actors sing the words to music
orchestra	/'ɔ:kɪstrə/	- a large group of musicians who play different musical instruments together

Comprehension

I. Answer each of the following questions in one or two sentences.

1. Who is Beethoven?
2. Where and when was Beethoven born?
3. What music instrument did he learn when he was a boy?
4. What was Mozart's prediction about Beethoven?
5. What did he suffer from when he was 28?
6. How did his impairment affect his musical performance?
7. Describe the rendition of the 9th Symphony?
8. When did Beethoven die?

II. Say whether the following statements are True or False.

1. Beethoven excelled in all branches of music.
2. Mozart introduced him to Bach's music.
3. His mother died when Beethoven was 26.
4. His deafness forced him to give up group performance.
5. Not many people gathered to bid farewell to the dead melody master.

III. Guess the meaning of the italicised words in the following sentences taken from the lesson. The context would help you. Circle your answers.

1. Beethoven is one of the greatest and most original *composers* of all time.
 - a) persons who arrange the letters and words in a press
 - b) persons who write poems
 - c) persons who write music
2. His music teacher *predicted* that he would certainly become a second Mozart.
 - a) said that something would happen
 - b) stated
 - c) remarked
3. The audience *broke into* a loud applause.
 - a) damaged
 - b) began to do something suddenly
 - c) stopped

IV. Match the following words with their meanings.

- | | | |
|----|---------|----------------------|
| a. | convey | severe |
| b. | move on | communicate |
| c. | acute | stop doing |
| d. | give up | continue the journey |

V. Choose the correct antonyms.

1. original x (real , fake, special)
2. bitterness x (sweetness, bravery, fun)
3. tragic x (trial, terrific, happy)
4. farewell x (welcome, send off, fairless)

VI. Listen to and appreciate the song.

The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All day long.

The children on the bus go wriggle wriggle wriggle
Wriggle wriggle wriggle, Wriggle wriggle wriggle,
The children on the bus go wriggle wriggle wriggle
All day long.

The babies on the bus go wah wah wah
wah wah wah, wah wah wah,
The babies on the bus go wah wah wah
All day long.

***The class is divided into two groups. One group sings the song.
The other group mimes the actions.***

Task 1 : Read the following poem. Enjoy singing it.

Up in the blue sky,
What do you see ?
Stars and stars
Twinkling at me.
Twinkling, twinkling, la la la la (2)

Inside the classroom
What do you see ?
Teachers and children are
Singing like cuckoos
Singing singing la la la la (2)

Outside the class room
What do you see ?
Boys and girls are
Playing like kittens
Playing, playing la la la la (2)

Task 2: Form a choir of your class. Let there be a music conductor and the choir can sing the song.

D. Vocabulary

The following sentences are taken from your lesson. Identify the nature of the verb in each of the sentences.

1. He brought about great changes in the nature and techniques of music.
2. If he goes on as he has started, he will certainly become a second Mozart.
3. His father took to alcohol.
4. Beethoven had to look after his brother's wife.

Note: 'Bring about', 'go on', 'arrange for', 'turn around' are phrasal verbs. A phrasal verb is a combination of a verb and a particle. The particle may be either a preposition or an adverb.

Phrasal verb	Meaning	Example
bring about	cause something to happen	Gandhiji brought about a change of heart among the Indians.
go on	continue an activity	The workers went on with their strike.
took to	formed a habit	My friend has taken to playing cricket on Sundays.
look after	take care	Both my parents are abroad. My grand mother looks after the family.

Task 1: Match the phrasal verbs with their meanings.

	Phrasal verb	Meaning
1.	back out	remove
2.	clear off	perform
3.	enquire after	asking about one's health
4.	make out	understand
5.	carry away	read carefully
6.	carry out	withdraw
7.	call on	visit
8.	go through	go away

Task 2: Here are different ways in which 'call off', 'get along', 'make up', 'put down', 'put off', 'turn down', 'turn off', 'turn up' can be used. Make use of a dictionary to get the meaning.

1. The workers have called off their strike.
2. These students can't get along without some help.
3. I have made up my mind to go to the music concert.
4. The teacher asked the pupil to put his hand down.
5. Please put the light off!
6. He turned down her request.
7. She turned off the gas.
8. He turned up very late for the meeting.

Task 3: *Here are some common phrasal verbs with 'bring' and 'take'. Complete the sentences with the appropriate phrasal verbs. The meanings are given in brackets.*

1. I was in a small village. (rear, raise)
2. Hehis father in more ways than one. (resemble, have similar traits)
3. The plane right on time. (leave the ground)
4. The teacher his resignation letter after some persuasion. (withdraw)

E. Study skills

Listen to your teacher reading out a passage.

(The teacher reads)

Now the teacher reads the passage for the second time.

As you listen, follow the notes taken down.

(The teacher reads)

South India

- known for classical music
- Ragamalika, unique

- many composers
- three prominent – trinity
- their period – golden age of classical Carnatic music

Muthuswamy Dikshitar

- born – Tiruvarur - 1775
- his father musician & composer
- learnt under his father
- became skilled in vocal and veena

Task : *Read aloud the first two paragraphs of the lesson to your group. Take notes using the model given above. Using your notes write a paragraph.*

F. Grammar

I. *The following sentences are taken from the lesson. They can be stated in another way also.*

Beethoven showed interest in music.
Mozart was impressed by his talent in music.

Active		Passive
Beethoven showed interest in music.	→	Interest in music was showed by Beethoven.
His talent in music impressed Mozart.	←	Mozart was impressed by his talent in music.

Language Notes:

- (1) Passive voice construction uses be + the past participle form.
- (2) It is often followed by ‘by + the person or thing’ doing the action.
- (3) It focusses on the receiver of the action. The subject receives the action.

Task 1: Write 'active' if the sentence is active or 'passive' if the sentence is passive. Underline the performer of the action.

Example: **Active** Millions of people watch TV every night.

- 1 People enjoy music.
- 2 Music instruments are played by artistes.
- 3 I shall learn violin during the summer vacation.
- 4 We appreciated his singing.
- 5 Computer course is introduced from next year.

Task 2: Read the instructions of the nursing tutor to the nursing trainees and tell the class how an injection is given, using passive voice constructions.

1. Ask the patient to lie on the bed.
2. Take the syringe from the kit.
3. Fix the needle to the syringe.
4. Cut open the neck of the vial.
5. Take the medicine from the vial.
6. Inject the patient.

Task 3: Use the following words or clues to write statements in passive voice.

Example: (The patient / examine / the doctor)

The patient is examined by the doctor.

1. The lesson / review / Priscilla
2. Radio / invent / Marconi
3. America / discover / Columbus
4. The Kargil war / win / India
5. English / teach / from Std. I onwards in Tamil Nadu

6. The one day cricket match / win / India
7. Rain water harvesting scheme / launch / the Chief Minister of Tamil Nadu

II. Look at the following sentences that are taken from the lesson:

1. In 1787 Beethoven visited Vienna.
2. His mother died when he was 16.
3. His brother Caspar Carl died and Beethoven had to look after his brother's wife and her 9 year old son.

In 1787 Beethoven visited Vienna. \Rightarrow Simple sentence
(independent)

His mother died, when he was 16. \Rightarrow Complex sentence
(independent) (dependent)

His brother Caspar Carl died
(independent)
and Beethoven had to look after \Rightarrow Compound sentence
his brother's wife and her 9 year
old son.
(independent)

Look at the following sentences and note how they are stated in different ways.

1. My leg was injured so I could not play in the match.
(Compound)
I could not play in the match because my leg was injured.
(Complex)
I could not play in the match because of my injured leg.
(Simple)
2. She suffered from cold yet she sang well. (Compound)

She sang well though she suffered from cold. (Complex)
She sang well inspite of her cold. (Simple)

Task 1: *Fill the gaps so that the sentences in the two columns mean the same.*

- | | | |
|----|---|--|
| 1. | We decided not to go for sailing because the weather was bad. | We decided not to go sailing because of |
| 2. | Although, he was not chosen for the team. | Inspite of his fitness he was not chosen for the team. |
| 3. | He worked hard but he failed in the examination. | Inspite he failed in the examination. |
| 4. | The weather good, we played for long hours. | The weather was good and we played for long hours. |
| 5. | He is honest so he is respected. | As, he is respected. |

Task 2: *Join the ideas given in each set using appropriate words from the box. If necessary change the order of the sentences.*

and yet although as but because inspite of

- | | | |
|----|---------------------------|----------------------------|
| 1. | The weather was bad. | We decided to go out. |
| 2. | She is very good. | Everybody likes her. |
| 3. | They practised well. | They lost the match. |

- 4. He is very tired.
- He continues to work.

G. Writing

The following is an article written by a student for a children’s magazine. Read it and understand the descriptive nature of the passage and the creative mind of the young writer in bringing out his/her ideas.

God took melody from the nightingale, fragrance from the flower, green from the tree, freshness from the morning dew, depth from the sea, shine from the twinkling stars, laughter from the running brook, majesty from the eagle in flight, and tranquility from the Silent Valley and love from Himself. Out of these, God fashioned a creation which no other thing could excel. When His masterpiece was through, he called it simply “Mother”.

Task: *Write about your mother for your school journal on the eve of Mother’s Day.*

H. Occupational competency

FLUTE

The flute has been known in India from very ancient times. Comparable to the veena of Goddess Saraswathi, the flute is seen being played by Lord Krishna.

The flute is a wind instrument. It is made of wood or metal. It is 67 centimetres (26½”) long, with a bore of 3/4 inch, built in three sections - the head, the body and the foot joint. It is sometimes made in one piece too. It is closed at one end and open at the other. A few centimetres from the blocked end, there is a blow hole into which the flutist blows the air. The body and the foot joint have the note holes (13 atleast) which are manipulated by the flutist.

Task : *Learn from your science teacher or music teacher the working of some of the musical instruments like Mrithangam, Clarinet and Violin.*

I. Strategic competency

Your teacher will read the following dialogue, listen and repeat.

- Rahman : Do you know that the National Anthem is to be sung not just recited?
Ratha : Yes, I do. Can you tell me who wrote it?
Rahman : Rabindranath Tagore wrote it in Bengali. What we sing now is the Hindi translation. Do you know its playing time?
Ratha : Do you mean the time to be taken for singing it?
Rahman : Exactly.
Ratha : It's approximately 52 seconds.

'Do you mean?' *'Does that mean....?'* *are used for checking and confirming the meaning, correctness and accuracy of a statement.*

Task: *Prepare a dialogue on the National Song. (The participants - Music teacher and student.)*

J. Creative competency

Read the following episode.

It was a moonlit night. Aruna, a student of standard VIII, was strolling along a meadow. Her mother was walking by her side. Aruna's curious eyes caught in everything in sight - flowers, trees, houses, birds and she commented on each of them.

They sat on the grass. The girl stretched out and lay down resting

her head on her mother’s lap. She gazed skyward, in wonder and awe. After a while, her mother broke the silence: “What’s on your mind, Aruna?”

The girl was quiet for sometime. Then finally she said, “I was wondering why, how, when and by whom the universe was created”.

Task 1: *Have you come across such an experience? If yes, what were your feelings and reflections? Describe your experience.*

Task 2: *The following were the reflections of a boy of your age. Add your own reflections.*

In every bird I hear your voice
In every flower I see your face
In every breeze I feel your touch
.....
.....
But in every man I meet you, Oh God!

POEM

ON HEARING A SYMPHONY OF BEETHOVEN

Sweets sounds, Oh, beautiful music, do not cease!
Reject me not into the world again.
With you alone is excellence and peace,
Mankind made plausible, his purpose plain
Enchanted in your air benign and shrewd,
With limbs a-sprawl and empty faces pale,
The spiteful and the stingy and rude
Sleep like the scullions in the fairy - tale.
This moment is the best the world can give:
The tranquil blossom on the tortured stem.
Reject me not, sweet sounds; oh, let me live,
Till Doom espy my towers and scatter them,
A city spell-bound under the aging Sun.
Music my rampart, and my only one.

- *Edna St. Vincent Millay*

Edna St. Vincent Millay, a Pulitzer prize winner, is an American poet.

Glossary

plausible	/ˈplɔːzəbl/	- reasonable and likely to be true
benign	/bɪˈnaɪn/	- gentle
a-sprawl	/əˈsprɔːl/	- lying or sitting with one's arms or legs stretched out
spiteful	/'spɑɪtful/	- nasty / disapproving
scullions	/'skʌljənz/	- boys employed to work in a kitchen

tranquil	/ˈtræŋkwɪl/	- calm
Doom	/du:m/	- death
espy	/ɪˈspi/	- see suddenly
rampart	/ˈræmpɑ:t/	- a wide pile of earth or a stone-wall built to protect a castle or city

Comprehension

I. Answer the following questions in a sentence or two.

1. Why does the poet plead the music not to stop?
2. Which words describes the quality of the music?
3. What is the effect of the music on listeners?
4. Does the music guard one against the difficulties one faces in life?
5. What is the mood of the poem?

II. Pick out the pairs of rhyming words in the poem

e.g. cease - peace

1. FIVE MONSTROUS CREATURES

- A Folktale

An old German farmer had in his yard an ox, a ram, a goose, a cock and a pig. As guests were coming to dinner on the Sabbath, he told his wife, 'Old woman, we need meat for the Sabbath so I am going to kill the cock tomorrow morning.'

Overhearing this unpleasant news, the cock scurried off to the forest as fast as his legs would carry him.

When the farmer went to wring his neck before sunrise, the cock was nowhere to be seen.

That same evening, the farmer told his wife, 'I could not find the cock, so I shall have to kill the pig instead.'

Overhearing this, the pig, too, fled for dear life to the safety of the forest.

The old man searched high and low for the pig, but without success.

'How strange,' he said. 'First the cock and now the pig. I shall have to slaughter the ram.'

When the ram heard this bad news, he went to the goose and suggested they should run away together – or they would surely both end up in the pot. So, as soon as it was dark, the ram and the goose made off to the forest.

Though the farmer searched every nook and cranny of the yard he could find no trace of ram or the goose.

'That leaves only the ox,' he sighed. 'A pity to kill him, but we must have meat for the holy day.'

On hearing these ill tidings, the ox plodded off to join his comrades in the forest.

Throughout the summer, life was happy and food was plentiful. The runaway creatures had not a care in the world. But summer passed all too quickly and winter was soon not far off. When the autumn leaves began to wither and thin layers of ice covered the water holes, the ox approached the other animals.

‘Listen to me, brothers,’ he said. ‘Winter will soon be upon us. We must build ourselves a hut to shelter in.’

The ram, however answered, ‘I have a warm woollen coat and I shall winter in that.’

The pig said, ‘No hard frosts bother me. I’ll burrow a hole in the ground with my snout and do without a hut.’

The goose also refused to join the ox, saying, ‘I shall use one wing as a pillow, bury my head in it, and use the other as an eiderdown. The icy winds will not worry me.’

The cock, too, shook his head and said, ‘I shall shelter from the winter in a fir tree.’

The ox saw that he could expect no help from his fellow creatures. He would have to do all the building himself.

‘As you wish,’ he sighed, ‘but I shall build a wooden hut for myself’.

So he built himself a strong wooden hut, stoked up the stove and settled down beside it, snug and warm.

Almost overnight autumn gave way to winter, the first snows came and the wind sent icy blasts through the trees. The ram rushed hither and thither, but despite his woollen fleece, he shivered and

shook and could not keep warm. At last he went to the ox.

‘Baa-baa-baa, baa-baa-baa! Let me into your hut,’ he said.

‘Certainly not,’ replied the ox. ‘I asked you to help me build the hut, and you said you had a warm coat and did not need my hut.’

‘If you don’t let me in,’ cried the ram, ‘I’ll break down your door with my strong horns.’

That worried the ox.

‘Perhaps I’d better let him in,’ he mumbled, ‘or I shall have no door. All right, Brother Ram, come on in.’

The ram entered the warm hut and settled on a bench beside the stove.

Not long afterwards the pig arrived.

‘Grunt, grunt, grunt. Let me in to warm myself,’ he shouted.

‘Certainly not,’ said the ox. ‘I asked for your help, but you said the frosts did not worry you and that you would burrow a hole and keep yourself warm.’

‘If you don’t let me in,’ warned the pig, ‘I’ll knock down your door-posts with my strong snout.’

That worried the ox, and finally he decided to let in the pig. In hobbled the pig and wandered downstairs to the cellar.

After the pig came the goose.

‘Hiss, hiss, hiss! Ox, let me in to get warm,’ he cried.

‘No, Brother Goose, you cannot come in,’ said the ox.

‘You have two warm wings remember – one for a pillow, the

other for an eiderdown. You said you would not be cold.'

'If you don't open the door,' warned the goose, 'I shall peck all the moss from your window.'

The ox had to give in. So the goose waddled in and perched on a post by the door.

A little later the cock arrived.

'Cock-a-doodle-do, cock-a-doodle-do!' he crowed. 'Ox, let me into your warm hut. I'm freezing out here.'

'No, I shall not, Brother Cock,' replied the ox. 'Go and winter in a fir tree, as you said you would.'

'If you don't let me in,' said the cock, 'I shall fly onto your roof and peck holes in it to let the icy draughts through.'

Of course the ox had to open the door, and in strutted the cock. He flew up to a beam above the door and settled down to sleep.

So the five creatures lived together in the warm hut. But their peace was short-lived, for a big grey wolf and a huge brown bear came to hear of the new residents.

'Let's go to the hut, eat them all and live there ourselves,' the bear suggested to the wolf.

On that they at once agreed. But they argued about who should enter the hut first.

'You go first,' said the wolf. 'You are the stronger.'

'No, you go,' replied the bear. 'I am too clumsy. You're nimbler than me.'

At last the wolf gave in and burst open the door of the hut in the middle of the night, while the five friends were sleeping. But no sooner had he passed through the doorway than the ox pinned him to the wall with his long horns and the ram butted him from the side.

From the cellar the pig grunted loudly. ‘I’m sharpening the axe. I’m sharpening the knife. I’ll skin that wolf alive, I will.

From his other side, the goose pecked the wolf as hard as he was able. Meanwhile, the cock hopped about on the beam above the door, screeching, ‘That’s the way, give it to him! I’ll slit his throat and hang him from the beam.’

Outside the hut, the bear could hear this great hullabaloo and took to his heels, rushing pell-mell into the trees. In the meantime, the wolf twisted this way and that, his grey fur flying, his ribs battered and bruised. At long last he tore himself free and dashed for dear life after the bear.

When the two animals had left the hut far behind they fell in a heap exhausted, and the wolf told his story.

‘Oh, brown bear, it was terrible, just terrible! Those ruffians all but skinned me alive. First a huge fellow in a black smock charged at me, knocking me against the wall, and then set upon me with two great clubs. Then another rogue, a shorter grey-cloaked fellow, butted me from the side, while his mate, all in white, scratched me from the other side. All the while, the smallest of this band of robbers, wearing a red apron, pranced about on a beam above my head screaming, “That’s the way, give it to him! I’ll slit his throat and hang him from the beam.” Then, from the cellar, another brigand bellowed, “I’m sharpening the axe. I’m sharpening the knife. I’ll

skin that wolf alive, I will!” I was lucky to escape with my life, I can tell you.”

From that day on, the wolf and the bear kept well clear of the hut, fearing the five monstrous creatures who dwelt within. So the ox, the ram, the goose, the cock and the pig lived together with no one to disturb their peace.

Glossary

ram	-	a male sheep
every nook and cranny	-	every part of a place
slaughter	-	kill an animal for food
comrades	-	friends
snout	-	the long nose and mouth which stick out from the face of some animals
eiderdown	-	a thick, warm cover for a bed, filled with feathers; a quilt
nimble	-	able to move quickly and easily
hullabaloo	-	a lot of loud confusing noise
ruffians	-	violent men
smock	-	a long loose piece of clothing

Comprehension

Answer the following questions:

1. Why did all the five animals/birds flee from the farmer’s yard?
2. What help did the ox seek from the fellow animals? Did they help the ox?
3. The ram said, ‘I have a warm woollen coat and I shall winter in that.’ What does it say about the character of the animal?
4. Why did the ox allow the pig to enter his hut?

5. If you were the ox, would you allow the pig or ram or goose to enter your hut? Why / Why not?
6. ‘..... a big grey wolf and a huge brown bear came to hear of the new residents.’ Who were the new residents?
7. When the wolf burst open the door of the hut, what did the ox do?
8. What is the proverb that will go with the concluding paragraph of the story?
9. Which part of this story did you enjoy most? Why?

Activity

1. From the story. match the animal/bird with its description in the table below.

Animals /birds	Descriptions
i pig	It has wings and it will use one wing as a pillow and the other as an eiderdown.
ii goose	It has strong horns and also a warm woollen coat to warm itself.
iii ox	It is huge and brown in colour.
iv wolf	It can peck holes on the roof of the hut.
v ram	It is big and grey in colour.
vi cock	It has long horns.
vii bear	It has a strong snout and it can knock down the door posts of the hut.

2. What do you think were the problems faced by the five animals/ birds? How did they solve these problems? Write down the problems and solutions in two columns as given below in your notebook.

Problems

Solutions

i

ii

iii

3. Retell the whole story as the ox would narrate it.
4. Enact the story in the class. Prepare the prompts/masks of the animals for the enactment.

2. THE CHAMPIONS

- Vivien Alcock

CHAPTER -I

His name was John Dafte, or as the school register put it, Dafte John. No one made jokes about it. He was a tall, hairy boy, with huge shoulders and long arms and a voice like a big drum. Junior boxing champion, captain of both the cricket and football teams – there wasn't a sport he didn't excel at. We called him, respectfully, Prince Kong.

I admired him tremendously. He was a smiling, good-natured hero, with a strong sense of fair play. He had only to stroll out onto the playground for the bullies to crawl back into their holes.

'Pick someone your own size,' he'd say. (It must have limited *his* choice: there was no one at school anywhere near his size. He dwarfed even the masters). I thought him a true prince. It didn't worry me that he looked like a gorilla. I *like* gorillas.

On the Monday morning after half term, he came to school with two black eyes, and a split and swollen nose, decorated with dark scabs like beetles.

We crowded round him sympathetically.

'Hey, Prince, you got dark glasses on?'

'Ad an argument with a bulldozer, 'ave you?'

'Your mum been beating you up?'

I was not as surprised as the others that he should have come off worst in a fight. I'm good at maths, and can work out that it's no use having the strength of ten, 'If you happen to pick a quarrel

with eleven. It would be just like Prince Kong, I thought, to go charging in to save someone from a gang of toughs, without stopping to count: what did puzzle me was that he should lie about it. I'd have expected him to smile and say, 'Can't win 'em all.' Something like that.

Instead he shouldered us roughly out of his way, his head down, his eyes furtive, muttering furiously, 'Walked into a door.'

'Poor old door, it didn't stand a chance,' I said, and wished I hadn't when he glared at me. 'Sorry, Prince.' I said hastily, stepping back. I am thin and, like glass, very breakable.

We watched him limp into the school building, and followed at a safe distance, puzzled and a little dismayed.

He and I were in different forms, so I did not see him again until school was over. I was waiting for one of my friends when he came down the steps, caught sight of me and hesitated, staring at me out of his bruised eyes. For the first time I felt nervous of him, and smiled uneasily. He limped over and stood looking down at me. A long way down.

'You're clever, aren't you?' he said.

I thought he was referring to my stupid remark about the door, and said hastily, 'I'm sorry, Prince. I didn't mean I was only joking.'

'What?' he asked, puzzled; then shrugged the question away and went on, 'I mean, you come top all the time. Brainy. Good at working things out – you know, problems.'

I wriggled my shoulders and replied with modesty, 'Oh, I dunno. Just lucky, I guess.'

‘No, you’re clever.’ he repeated. I realised suddenly that he wanted me to be clever. His eyes, between their swollen, discoloured lids, were gazing at me pleadingly. If it had been anyone else but Prince Kong, I’d have thought he was frightened.

‘Well,’ I said – it wasn’t the thing to boast, but I didn’t want to let him down – ‘sort of, I suppose.’

I thought he looked relieved but he did not say anything. The silence became embarrassing.

‘Is there? Can I? I mean, if there’s anything I can do, just ask,’ I mumbled, uneasy beneath his strange, gloomy stare. ‘Is it maths? Latin? Not that I’m all that good ...’ I tailed off.

‘Walking home with anybody?’ he asked.

‘No,’ I lied. I could see Mark on the steps, watching us from a respectful distance. I knew he would understand. It was an honour to walk with Prince Kong. Anyone would have jumped at the chance.

‘C’n I come with you, then?’ he asked. ‘Only I got a problem, see?’

‘Yes,’ I said eagerly. ‘Of course.’ I didn’t see. I couldn’t imagine what problem it could be. Not maths or Latin. Prince Kong never worried about his schoolwork. Conscious of his own enormous power, he was content to stay at the bottom. Like a submarine lying low.

‘If you tell anybody, I’ll skin you,’ he said.

‘I won’t!’

‘You’d better not.’

Glossary

excel	-	to be good at doing something
bruised	-	injured
limped	-	walked with difficulty
tailed off	-	became weaker

Comprehension

Answer the following questions:

1. There are two main characters in the story. Who are they?
2. Who is narrating the story? How do you know?
3. Why did Prince Kong attract a sympathetic crowd when he came to school on Monday morning?
4. Who is the school's cleverest student in 'The Champions'?

CHAPTER - II

I don't live far enough from the school. Ten minutes later, we were standing outside my home, and still he hadn't told me what it was all about. I don't think he distrusted me. I honestly think he just could not get the words out. He kept turning towards me, opening and shutting his mouth like a giant fish, with nothing coming out but air and a faint smell of onions.

'What's the problem, then?' I asked at last.

But this direct approach seemed to alarm him.

'I dunno,' he mumbled.

We stood in the afternoon sunlight and looked at each other hopelessly.

'Come in and have a coke?' I suggested.

He hesitated. 'Don't feel like meeting nobody,' he said. 'Not like this.' He gestured towards his bruised face.

I reassured him that my mother and father were both at work. Wouldn't be back till gone six. I took him indoors, settled him into a chair in our kitchen and poured him a large coke. Then I sat opposite him, and waited.

He shifted uneasily. 'It's' he began, with that strange frightened look in his eyes. 'It's' He paused. I could almost hear the levers creaking in his head as he changed lines. 'It's me maths,' he finished, looking at me fiercely, challenging me to call him a liar. 'Can't make it out.' He plonked a book on the table, opening it at random. 'All that,' he said, waving a large hand, 'don't mean a thing.'

I was disappointed. I knew he didn't really care a fig for his

maths. But no one in their right mind would argue with Prince Kong, so I picked up the book and began to explain it to him. His eyes glazed. His mouth fell open and he sighed. I didn't think he was listening. I bent my head over the book

Suddenly I heard the noise of his chair scraping on the tiled floor. I looked up and saw he had got to his feet. He looked different. There was a grim, determined look on his face. As I watched, he walked across the kitchen. Quickly. Firmly. With the air of someone who knew where he was going. Walked with his eyes open, slap bang into the wall! His damaged nose hit the painted plaster with a squelchy smack, leaving a smear of blood like jam.

'Prince'! I cried in amazement.

He staggered back, his hands to his bleeding face. I guided him to his chair. Gave him a clean tea-towel soaked in cold water. He pressed it to his nose. Above it, his eyes looked at me miserably, full of fear.

'Shall I ring the doctor?' I asked.

He shook his head.

'Is it your eyes?' I thought perhaps he was suffering from some kind of intermittent blindness. But he shook his head again.

'What is it? What's the matter?'

He took the tea-towel from his face. It was patched with his blood. His nose was dark red and I could almost see it swelling before my eyes.

'Prince, what's the matter?' I asked again.

'You'll laugh.'

‘I won’t!’ I protested, astonished he should think me so heartless.

It was then, at last, that he managed to get the words out.

‘I think I’ve swallowed a ghost.’

I stared at him.

‘*What?*’

‘Ghost,’ he repeated firmly, ‘G.H.O.S.T. Spirit. Spook.’

‘Oh!’

He looked at me suspiciously. A spasm of suppressed laughter was shaking me. I couldn’t help it. It was partly nerves, I think. I shut my mouth firmly and tried to make my face show nothing but sympathetic inquiry.

‘It wouldn’t have happened,’ he said gloomily, ‘if I’d kept me mouth shut.’

He told me he had been staying with his aunt and uncle in Bell Green during the holidays. One night, after supper, they’d got to talking about ghosts. ‘You know the way it is,’ he said. ‘Everybody knows someone who’s seen one.’ His aunt had told them there was a ghost in Bell Green. She hadn’t seen it herself, but lots of people had. When the moon was full, it came out of the river. White as mist, and drifted over the fields at night, howling.

‘Sheila, that’s me cousin, she laughed and said she bet that’s all it was. Mist and wind and moonlight. But auntie wouldn’t have it. For one thing, she said it always come up at the same spot. By the bridge near the old timber mill. A man had drowned himself there once, years ago ‘Most like fell in when he was drunk.’ I said, teasing her. She got quite cross. ‘Why don’t you go and see

for yourselves,’ me uncle said, winking at me. ‘It’s a nice night for a walk.’

So they had gone out, Prince Kong and his cousin Sheila, strolling along the riverbank in the moonlight.

‘Dunno that we was bothering about the old ghost much,’ he said, with a sly smile, ‘but then we come to this bridge, and there was the old mill facing us on a bend in the river. ‘This must be the place,’ Sheila said, and we leaned on the parapet and looked down. Couldn’t make out nothing at first. Just sort of splinters of the moon in the water, and reeds, stiff and black like railings. Then we saw it. A bit of mist, thin as string, rising out of the river. Like a white worm it was, wriggling and squirming. Higher and higher it come till it was level with our faces, no more than a foot away. Then it sort of ballooned out into a face. A man’s face. I saw it with me own eyes! Not clear – more like when you’ve caught a right hook on your chin and you see things a bit hazy. Sheila grabbed hold of me arm, and I well, I sort of drew me breath in sharpish and *swallowed him!* Are you laughing?’ he demanded angrily.

‘No,’ I said quickly. ‘Go on.’

‘He’d thinned out again, see, and he slipped down me throat like spaghetti. I could feel him all the way down. Cold. Like ice. It was horrible.’

‘What did you do?’

‘Well, I tried to cough him up, but he wouldn’t come. Soon as I got back to auntie’s, I went to the bathroom, and stuck me finger down me throat. Sickened up all me supper down the bog. Waste of good food. It didn’t do no good. Frightened him, though,’ he said with grim satisfaction. ‘I could feel him scuttling about

inside me like an ice cube on the run. Banging into me ribs, freezing me heart He's up here now,' he said, tapping his head. He gave the ghost of a smile. 'Plenty of room at the top. I'm not brainy like you.'

'Does it hurt?' I asked curiously.

'Not hurt, exactly. It's just cold. Terribly cold.' He put his huge red hand on his head as if to warm it. 'It's numbing me brain. I wouldn't mind so much if the silly beggar didn't think he could still walk through walls and closed doors. Look at me dial! That's our kitchen shelf. That's our front door,' he said, pointing to the various bruises on his face. 'That's a brick wall. And he's done me nose five times. Six, counting your wall. Yesterday he walked me into a No. 210 bus. Lucky I wasn't killed. I dunno what to do. Every time me mind goes blank, he does something daft. It's got me beat.'

I no longer felt like laughing. He sat there, his great head bowed, his strong hands helpless on the table.

'You mustn't let your mind go blank, Prince,' I said. 'You must keep thinking all the time...'

'All the time?' he repeated, looking at me with amazement.

'Yes.'

He shook his head. 'Couldn't do it, Mike,' he said decidedly. 'Not all the time. Out of practice, see? More used to thinking with me hands and feet. Got a clever body, Dad says. 'After all,' he added defensively, 'we can't all have brains in the same place. No reason why they got to be in the head, is there?'

'Well,' I said, 'it's more usual.'

Anyway, what about when I go to sleep? Can't go without sleep forever. Got you there.'

I had to admit it. We sat still, trying to think. I was supposed to be clever, but I have to confess I hadn't an idea in my head. It was Prince Kong who thought of something first.

'Hit me,' he said suddenly.

'Hit you?'

'Yeah. Here.' He juttled out his granite chin. 'Might jolt him out, see?'

I hesitated.

'Come on. Hit me.'

I clenched my fist. It looked as small and as fragile as a glass bead. We both inspected it dubiously. Prince shook his head.

'Got small hands, haven't you? I reckon the wall hit me harder than you could. Pity. Don't want to bust your knuckles for nothing.'

'Sorry.'

'Not your fault,' he said kindly.

We sat silently again, racking our brains.

'This man, why did he drown himself?' I asked.

'Dunno. Auntie didn't say. Don't matter, does it?'

'I thought it might help if we knew something about him.'

Prince brightened. 'Yeah. Study his form. Find out whether he favours the right or the left' He looked despondent again. 'Don't see how it helps with a ghost, though.'

‘Does he walk every night?’

‘No. Full moon, auntie said.’

‘I wonder where he was the rest of the time.’

‘Dunno. Back in the river, I suppose.’

The river . . .

‘Bell Green is in Hertfordshire, isn’t it?’ I asked.

‘Yeah.’

‘North of here?’

‘Yeah.’

I pointed to the smear of blood on the wall. ‘That’s north,’ I said.

He looked puzzled. ‘What are you getting at?’

‘Perhaps he’s trying to get back to the river. Perhaps he just wants to go home. Look, let’s go there – it’s not far, is it? You could open your mouth over the water and let him out. It’s worth trying.’

He looked at me admiringly. ‘I said you was clever, Mike.’

I beamed. I really thought I was clever. You see, I didn’t really believe in the ghost. I’d stopped believing in ghosts when I was six. I thought it was all his imagination. Perhaps in his last fight he’d been hit too hard on his head and was still a bit punch drunk. That, and the moonlight and the mist. All I had to do, I thought, was to convince him I’d seen the ghost come out of his mouth and plop into the river must get him to shut his eyes . . . throw a stone into the water to make a splash . . .

‘Trust me, Prince,’ I said smugly. Fool that I was.

Glossary

smack	-	a loud sound
intermittent	-	happening repeatedly for short periods
howling	-	making a long, loud cry
sly	-	cunning
parapet	-	a low protective wall along the edge of a bridge
hazy	-	not clear
spaghetti	-	a dish
bog	-	toilet
numbing	-	making a part of your body unable to feel anything
daft	-	silly
dubiously	-	doubtfully
reckon	-	think
bust	-	break
despondent	-	sad, without hope
plop	-	fall

Comprehension

Answer the following questions:

1. Why was Prince Kong's 'problem' not likely to be connected with his schoolwork?
2. What made it difficult for the narrator to discover Prince Kong's problem?

3. What made the narrator think that Prince Kong was perhaps suffering from some kind of intermittent blindness?
4. What alarming explanation did Prince Kong give for his strange behaviour?
5. 'Ghost,' he repeated firmly, 'G.H.O.S.T. Spirit. Spook.' How did the narrator react to this information?
6. How did Prince Kong and Sheila discover the ghost?
7. What happened when Prince Kong drew in his breath 'sharpish'?
8. How did Prince Kong use a list of objects to explain his facial injuries?
9. When was the ghost able to seize possession of Prince Kong's mind?
10. Why did Prince Kong reject the idea of being hit on the chin?

CHAPTER - III

It was only half-past five. I left a note for my mother saying I was going to supper with a friend, and would be back lateish. We took the tube to Barnet, and then caught a bus to Bell Green.

The light was fading when we came to the bridge, and the river looked cold and dirty. Tall nettles grew up the banks.

‘Shall we go right down to the water?’ Prince asked.

I looked at the nettles.

‘No. Just as good from here. Can you still feel him?’

He nodded and tapped his head. ‘Here,’ he said.

‘Lean over the bridge and shut your eyes,’ I instructed.

‘Shut me eyes? Why?’

‘Er ... to help your mind go blank,’ I improvised. ‘You said that’s when he did things.’

Obligingly, Prince leaned over the parapet, his head hanging down, and his mouth open, eyes shut. I bent down and picked up a small stone. But before I could toss it into the water, he groaned suddenly and straightened up.

‘What’s the matter?’ I asked.

‘Oh my God, Oh my God!’ he cried, with terrible anguish, and turned his face towards me. I backed away, staring. His face was moving, twitching, jerking, as if a battle was taking place beneath the skin.

‘Prince!’ I shouted, terrified. ‘Prince!’

‘Oh my God!’ he said again, and his voice was utterly different, unfamiliar.

‘John!’ I cried, using his real name for the first time. ‘John Dafte! *Come back!*’

For a moment I thought I saw the boy I knew looking out of the bruised eyes. Then his face changed again.

‘God help me,’ the ghost groaned. Blundering past me, he left the bridge, stumbled down through the nettles to the water’s edge and threw himself in.

I ran after him, slipping on the steep bank, stinging my hands. He was thrashing about in the water, his fists flailing as if he were fighting himself.

‘Prince! Prince, you can swim! You’re the champion, remember?’ I shouted. I slipped off my shoes, and was tearing off my anorak and trousers. ‘Swim, Prince! Swim to the bank!’

I don’t know if he heard me. He put his arms above his head and disappeared.

I dived in. The water was so cold. And dark. I could not see him. I swam desperately backwards and forwards, feeling about with my hands. Once I thought I had hold of his hair and pulled, but it was only weeds.

‘Please, God, let me find him!’ I prayed.

Suddenly his huge figure rose up in front of me, face pale in the dim light, wild eyes staring. I swam up to him, but he lashed out with his arm and knocked me away in a boil of bubbles. Then he was gone again.

I dived into the widening circle of ripples, spreading my arms under the water. My hand caught hold of cloth, an arm ... I pulled. He did not fight me this time. He could not. I towed him to the

river's edge and slid his heavy body onto a patch of mud and reeds.
I could not lift him onto the bank.

He was not breathing.

Glossary

tube	-	underground railway
nettles	-	wild plants with leaves that have pointed edges
flailing	-	moving around without control
anorak	-	a short coat
towed	-	pulled
slid	-	moved smoothly

Comprehension

Answer the following questions:

1. At Bell Green, how did the narrator plan to deceive Prince Kong into believing he'd got rid of the ghost?
2. 'John Dafte! Come back!' Why did the narrator shout these words?
3. How would you continue the story? Be as imaginative as possible and suggest an ending to 'The Champions'.

CHAPTER - IV

I turned his head to one side, and pulled his slimy tongue forward, trying desperately to remember what I knew about the kiss of life. Then I put my mouth over his, and breathed as hard as I could. His lips tasted of mud and foul water, and were horribly cold. In and out, I breathed into his massive lungs, in and out, in and out. I was crying, my tears falling on his wet face. In and out, in and out.

He's dead, I thought, I've killed him.

Then suddenly his chest heaved. He breathed in, emptying my lungs till I felt like a vacuum flask. Then breathed out again, air and water, cold as ice. Now he was coughing and choking, spitting out great mouthfuls of the river onto the mud and reeds, while I thumped him on the back, laughing and crying, happier than I had ever been before.

An hour later, we were sitting in borrowed pyjamas, wrapped in blankets, by his aunt's gas fire in Bell Green. A passing truck and two strong farmers had heard my shouts and come to our rescue.

'Your mum and dad are coming right over, Mike,' she told me. She put her hand on my forehead, and frowned. 'You're shivering, yet you feel hot. I hope you haven't caught a chill. Funny, it was our Johnny that near drowned, yet he's almost got over it. While you

'I'm all right,' I said.

'I'm going to make up a bed for you,' she decided. 'I don't think you're fit to go home tonight. I don't like the look of you at all.' She smiled, and kissed the top of my head. 'You saved our Johnny's life,' she said. 'We got to take good care of you.'

When she had left the room, Prince Kong looked at me anxiously.

‘You bad?’ he asked.

‘No.’

‘Want the fire up higher?’

‘No, I’m hot.’

‘You’re shivering.’

‘I know.’

‘You haven’t caught something, have you?’

‘Yes!’ I shouted unhappily. ‘I’ve caught your bleeding ghost!’

There was a pause. Then he said slowly, ‘You gave me the kiss of life, didn’t you?’

I nodded.

‘And that’s when ...?’

‘When you breathed out,’ I said. ‘I had my mouth open.’

He frowned. ‘Where is he?’ he said fiercely.

I put my hand on my head. ‘Here.’

‘Like a cube of ice?’

‘Yes.’

‘Sort of numbing your brain?’

‘Yes.’ My voice shook. ‘I’ll never get my ‘O’ levels now,’ I said miserably.

Another silence. Then Prince got to his feet.

‘Stand up, Mike,’ he said with so much authority that I stood up immediately, looking at him in bewilderment,

‘Sorry, mate,’ he said. I saw it coming; a huge fist shooting towards me. My head exploded. Everything went red. Green. Black.

Well, here I am, a hero, in hospital with a broken jaw. Everyone makes a fuss of me. Prince Kong came to visit me this afternoon, tiptoeing over the polished floor of the ward, a pile of comics under his arm.

He sat down on the chair by my bed and looked at me anxiously.

‘Has he gone?’ he asked.

I couldn’t talk, of course. I was done up like a Christmas parcel. So I put my thumb up.

He beamed. ‘A knock-out,’ he said happily. Then he took hold of my hands, and very gently moved them above my head and put them together.

‘What on earth are you doing?’ a nurse asked, coming up. Prince clasped his own hands above his head, and shook them. ‘We’re the champions!’ he said.

Glossary

makes a fuss of me - pays a lot of attention to me

Comprehension

Answer the following questions:

1. How did the narrator save Prince Kong’s life and endanger his own?
2. Do you think ‘The Champions’ had a good ending? Why / Why not?

3. What did you learn about the character of the narrator from this story?

Activity

1. Provide information about John Dafte in the following format from your close reading of the story.

Name : John Dafte

Appearance : Tall

Shoulders :

Arms :

Voice :

Activities in the school :

Nick-name :

Qualities :

2. Imagine that you are the narrator and narrate your experience along the riverbank in Bell Green.

3. Write your own story full of adventures. You can choose one of the following titles for your short story:

i The Night Out

ii A Nightmare

iii Small Heroes - Great deeds!

iv A Ghostly Tale

v One Midnight

vi A Day's Journey

APPENDIX

UNIT - 1

A. Listening

Joan : Jane, why don't you take this piece of cake?

Jane : Mom, they are made of dates.
You know, I hate dates.

Joan : Then call the baker over phone and ask him to send mango cakes.

Task 3:

- | | | | |
|----|---------|----------|---------|
| a. | 1. boat | 2. bait | 3. bait |
| b. | 1. goal | 2. goal | 3. gale |
| c. | 1. road | 2. raid | 3. road |
| d. | 1. cake | 2. cake | 3. coke |
| e. | 1. rate | 2. wrote | 3. rate |

B. Speaking

Once there lived a man in a village. He was always negative in his attitude. One day he happened to go near the lake. There he saw a big banyan tree. The man was so tired that he thought he could have some rest. So he lay down under the banyan tree. As he was lying down he wondered why God should, in his wisdom, give large fruit like pumpkin to creepers and small fruit to big trees like the banyan. He stretched his body and soon fell asleep. Some fruits fell on him from that tree and woke him up. He wondered what his fate would have been if God had given the banyan big fruits. He thanked God and said to himself, "Unique are the ways of God".

UNIT - II

A. Listening

Helen Keller became a legend in her own lifetime. Had it not been for her teacher Anne Mansfield Sullivan, Helen Keller would never have achieved the stardom she achieved. Everyone knows that Helen was blind, mute and deaf right from her 19th month.

The uniqueness of Anne Mansfield Sullivan is that in spite of being partially blind, she pulled out the unwilling mind of her pupil from the dark silent prison in which it was toiling.

Sullivan taught with a purpose and Helen learnt with a purpose and what a purpose it was!

UNIT – III

A. Listening

- Bharathi : Hello, Saira, how come you are here?
Saira Banu : Hey Bharathi, what a surprise! How are you?
Bharathi : I'm fine, thank you. My son Sanjeevi is returning from Singapore. I am here to receive him.
Saira Banu : Anything special about his trip?
Bharathi : He got a RANK award (**R**ace for **A**wareness a**N**d **K**nowledge) given by AIR INDIA. All the awardees were taken on an 'Ambassadorial visit' to Singapore. They left Chennai on the 7th of this month.
Saira Banu : Congratulations! Great!
Bharathi : Thank you. Are you leaving for Sharjah after the vacation?
Saira Banu : Of course, I'm.

(There is an announcement)

Arrivals

May I have your kind attention please. AIR INDIA regrets to inform the delay of AI-447 from Singapore. The expected time of arrival is 12.45 hrs.

Departure

May I have your kind attention please. All passengers proceeding by Indian Airlines flight IC967 to Sharjah are requested to pass through Gate 2 for Immigration, customs and security check.

Bharathi : Well Saira, it's time for you to check in. Bon voyage!

Saira Banu : Thank you. Remember me to Sanjeevi.

UNIT - IV

A. Listening

X: You see David Beckham deftly controls the ball. He back passes it to the defender. What a magnificent ball control and pass! What do you think Mr.....? The defender advances towards the goal. Edu flicks past the ball and passes it to Steven. Steven keeps the ball in perfect control and tries to pass it back to Beckham. Beckham misses. Oh! Of all the persons, Beckham misses the ball. What do you think? This might prove to be a costly miss.

Y: Maybe. The ball is in the possession of Ronaldo. Ronaldo gives a neat pass to Ronaldino and now the ball is with Rivaldo. Rivaldo sends across the ball to the unmarked Ronaldo. Ronaldo shoots. And what a shot! Another rocket from Ronaldo. This time it doesn't miss the goal – and Ronaldo scores the only goal of the match. The goal keeper is completely flummoxed. Here comes the hooter. And Brazil is through to the finals!

UNIT - V

A. *Listening*

(Surya, Varun and Aakash have come down to Chennai from their village for a holiday. Their Uncle Chandran takes them to B.M. Birla Planetarium. They board a bus.)

Uncle Chandran : Will you please give me four tickets to Birla Planetarium?

(gives a hundred rupee note)

Conductor : Could you please give me the exact change - Rs.12?

Uncle Chandran : Yes, Sir. Here it is.

.....

Conductor : Would you mind not crowding near the entrance?

Passenger : One moment, Sir. We'll move to the front.

.....

Passenger 1 : Could you please move over to the next seat?

Passenger 2 : Yes, sure.

.....

Passenger 3 : Could you please open the window?
Let's have some fresh air.

Passenger 4 : Sure, I'll.

Passenger 3 : Thank you.

.....

Driver : (To a vegetable vendor) Would you mind pushing your baskets to the corner?

Vegetable Vendor : Yes, Sir. I'll.
(To a young man) Could you please help me? It's rather heavy.
Young man : Sure.
.....

Task 1: (In the classroom)

1. (student's name), could you please clean the blackboard?
2. (student's name), will you please read aloud the poem in Unit IV?
3. (student's name), would you mind lending her your pen?
4. (student's name), would you mind drawing the 'Milky Way' on the blackboard?
5.(student's name), could you please bring an Atlas?

Task 2: (At home)

Father : Bhoomika, your brother is doing his homework. Would you mind reducing the volume of the television set?
Mother : Could you please switch off the fan, Kadhira?
Little Brother : Sister, will you please sharpen this pencil for me?
Grandfather : Kadhira dear, could you please get me my tablets?
Grandmother : Bhoomi darling, will you please bring my spectacles from my bed?
Sister : Could you please give me a glass of water?

UNIT - VI

A. Listening

- Banu : Hi Chitra! There's something going on. Shall we go and see?
- Chitra : Look there! People are taking their pet dogs to the ground. Come let's go.
- Banu : See there's a man saying something about dogs over the mike.
- Commentator : Ladies and Gentlemen, welcome to this wonderful 'Canine Sports -2005'. Come and see how our loyal friends perform on the tracks!
- Chitra : Banu, see the dogs on the running track. Let's watch them now.
- Commentator : On the running track we see a Pointer, Dobermann and a Labrador. The whistle goes, now all the three dart onto the track – the Dobermann crosses the finishing line first, the Labrador comes second and the Pointer – third.
Cheer them all!
- Banu : Come Chitra, let's go and cheer the winners.

UNIT - VII

A. Listening

- Raju : Hey Rahim, I would like to speak to Aruna. Could I use your phone, please?
- Rahim : Please do. Fatima, Raju is speaking over the phone. Would you turn the radio off?

- Fatima : Oh, I'm sorry.
- Raju : (over the phone) Aruna, I need my guitar for today's concert. Would you mind bringing it to the City Music Hall?
- Aruna : Yes, by all means.

E. Study Skills

South India is the bastion of art, music and culture. There are different varieties of music. But classical music is the most enchanting of all music. South India is famous for classical music. Ragamalika is unique to classical music. South India has produced many composers of Keerthanas. The three most prominent composers known by the name 'The musical trinity', are Thyagarajar, Muthuswami Dikshitar and Shyama Shastri. Their age is known as the golden age of classical / Carnatic music. Muthuswami Dikshitar was born in Tiruvarur in the year 1775. He learnt Carnatic music under his father who himself was a musician and composer. He became skilled in vocal music and veena. Classical music owes much to Muthuswami Dikshitar.

