

## HEALTH AND MEDICINE

## UNIT 1

## (SUMMARY)

| SECTION                                 | In this UNIT you will develop your  |   |   |   |   |
|---|---|---|---|---|---|
|   | LISTENING SKILLS  | SPEAKING SKILLS   | READING SKILLS  | WRITING SKILLS  | VOCABULARY  |
| <b>Introduction</b>                     |   | <ul style="list-style-type: none"> <li>Group discussion on good health</li> </ul>   |   | <ul style="list-style-type: none"> <li>Listing factors contributing to good health</li> </ul>   |   |
| <b>(A) Do Indians get enough sleep?</b> | <ul style="list-style-type: none"> <li>Listening to a conversation/feature and understanding the topic and main points.</li> <li>Listening for information required.</li> <li>Understanding and interpreting spontaneous spoken discourse.</li> </ul> | <ul style="list-style-type: none"> <li>Learning to present your views in a group discussion</li> <li>Expressing opinion</li> </ul>  | <ul style="list-style-type: none"> <li>Identifying the main points of a text.</li> <li>Analysing, interpreting and inferring the ideas in a text.</li> <li>Deducing the meaning of unfamiliar words.</li> </ul> | <ul style="list-style-type: none"> <li>Writing an informal letter</li> </ul>  | <ul style="list-style-type: none"> <li>Phrasal Verbs</li> <li>Understanding and using words related to health and sleep.</li> </ul> |
| <b>(B) Laughter the Best Medicine.</b>  |   | <ul style="list-style-type: none"> <li>Expressing and responding to personal feelings, opinions and attitudes.</li> <li>Participating in spontaneous spoken discourse.</li> </ul> | <ul style="list-style-type: none"> <li>Reading a poem for global and local comprehension and appreciation.</li> <li>Recognizing the organization of a prose text.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Planning and organizing ideas</li> <li>Subtitling paragraphs</li> <li>Writing an e-mail.</li> </ul>  | <ul style="list-style-type: none"> <li>Words related to benefits of laughter yoga.</li> </ul>                                       |
| <b>(C) Whopping Walter Hudson</b>       |   |   | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Deducing the meaning of unfamiliar lexical items in a given context.</li> </ul>   | <ul style="list-style-type: none"> <li>Adopting different strategies to convey ideas effectively according to purpose, topic and audience</li> <li>Taking active part in group discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Word extension - using vocabulary related to eating and build.</li> </ul>                    |

| SECTION                         | In this UNIT you will develop your |  |   |  |  |
|---------------------------------|------------------------------------|--|---|--|--|
|                                 | LISTENING SKILLS                   | SPEAKING SKILLS  | READING SKILLS  | WRITING SKILLS   | VOCABULARY   |
| <b>(D) The World of Sports.</b> |                                    | <ul style="list-style-type: none"> <li>Presenting opinions, supporting them with reasons.</li> <li>Taking active part in a group discussion</li> </ul> | <ul style="list-style-type: none"> <li>Selecting and extracting information from a text for a specific purpose .</li> <li>Categorizing sports activities.</li> </ul>                              | <ul style="list-style-type: none"> <li>Writing a coherent paragraph</li> <li>Writing a diary entry.</li> </ul>                               | <ul style="list-style-type: none"> <li>Punctuation</li> <li>Words related to Sports and games.</li> <li>Inferring the meaning of Words and phrases and using them in sentences.</li> </ul> |
| <b>(E) Nature's Medicines.</b>  |                                    | <ul style="list-style-type: none"> <li>Making a power point presentation</li> </ul>  | <ul style="list-style-type: none"> <li>Recognizing the organization of a text</li> <li>Deducing the meaning of unfamiliar lexical items</li> <li>Identifying the main points of a text</li> </ul> | <ul style="list-style-type: none"> <li>Subtitling paragraphs</li> <li>Sentence completion</li> <li>Class project and presentation</li> </ul> | <ul style="list-style-type: none"> <li>Words related to herbal medicine and health.</li> </ul>   |





# HEALTH AND MEDICINE

## Introduction

In groups of 4-5, discuss and make a list of things that, according to you, contribute towards good health and wellness in an individual.

- (a) *a balanced diet*
- (b) \_\_\_\_\_ ( )
- (c) \_\_\_\_\_ ( )
- (d) \_\_\_\_\_ ( )
- (e) \_\_\_\_\_ ( )
- (f) \_\_\_\_\_ ( )
- (g) \_\_\_\_\_ ( )
- (h) \_\_\_\_\_ ( )
- (I) \_\_\_\_\_ ( )
- (j) \_\_\_\_\_ ( )
- (k) \_\_\_\_\_ ( )

*Source- Reader's Digest (August 2006)*

Put a tick against the five most popular choices made by the groups in your class. How many groups included "A good night's sleep" as an important contributor to good health and well-being?

## A. Do Indians get enough sleep?

### A1. Read the following feature article on Sleep Habits among the Indians.

1. Aviral knew he was exhausted. Though it had been more than thirty eight hours since the forty four year old marketing executive returned to Delhi early one morning from New York, he was still recovering from jet lag. He had forced himself to remain awake the whole day, as he had hoped to coerce his body into sleeping at night.

2. But the much needed sleep seemed to elude him completely. "I hardly managed any sleep that night," Aviral recalled. The time change had completely disrupted his sleep pattern, and when he got out of bed at 7a.m. to head for office, he was entirely ill at ease, to say the least. At the office, he could barely concentrate on his work.
3. Aviral wasn't aware simply how exhausted he was until he had driven a quarter of the twenty-four kilometre stretch on his way back home in the suburbs of Delhi. He halted at a busy signal on the way, but fell asleep suddenly at the wheel. He woke up dazed after the motorist behind him honked. Aviral drove on, but feeling he couldn't focus any further, he decided to pull off the main road and parked the car in a quiet place. Then, he rolled down the windows a bit and managed to take a two-hour nap in his car. It was only after taking the nap that Aviral could drive home safely.



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4. It is an undisputed fact that not getting enough sleep can lead to problems in concentrating. In fact, many sleep disorder experts think that lack of sleep is the reason for many ailments. Dr. Kumar Menon and his colleagues presented a study paper on sleep disorders in Mumbai in which they stressed on the need for early detection of the problem and concluded that it was high time that all the physicians "woke up to sleep disorders and included sleep history in evaluating their patients."
5. Whatever be the cause of not getting proper and enough sleep, we've all experienced the exhaustion caused by lack of sleep. Thus, sleep is as important to a healthy lifestyle as eating properly and exercising. Getting a good night's sleep is one of the simplest things we can do to stay healthy.
6. A good night's sleep means waking up rested and re-invigorated. On an average, a healthy adult requires just over eight hours of sleep per night, according to Dr. Jeffrey Lipsitz, a Canadian expert on sleep disorders. However, the amount of sleep it takes to rejuvenate an individual varies from person to person. "It's not a fixed number," opines Joseph De Koninck, a renowned professor of psychology, adding that if one consistently gets less sleep than one needs, then "a sleep deficit accumulates." The time it takes for a sleep deficit to accrue depends on how consistent the problem is. "Missing a couple of hours of sleep every night for a week is probably enough," says another psychiatrist Robert Levitan.
7. Swarup Chatterjee, the 28 year-old IIM graduate and assistant manager at a BPO in Hyderabad, knows very well that he doesn't get enough sleep. "I haven't had more than four to five hours of sleep for the last three years. There's always so much that needs to be done in my professional as well as personal life that I am constantly thinking." Swarup is fully aware that all this is very stressful and he admits that even though he has high energy levels, he is often tired and so he drinks several cups of coffee to counter the fatigue. "But I know that I'll be able to concentrate better if only I got more sleep," Chatterjee concludes.
8. In a study conducted by sleep-disorder experts, it has been found that at least one-third of adults have significant sleep loss, i.e. they have just six and a half hours or less of sleep every night. Then a recent survey conducted in India has



shown that twenty-nine percent of Indians went to sleep only after midnight and sixty-one percent slept for seven hours or less. The survey also arrived at the conclusion that Indians were among the world's earliest risers, with sixty-four percent getting out of bed before 7a.m. Is there a need to reiterate that "Early to Rise" is good provided a person follows the "Early to Bed" principle as well?

**A2. Now that you have read a substantial part of the feature article, work with your partner and write at least five reasons that, according to you, are mainly responsible for Indians today not getting the desired quota of sleep each night. Share your views with other pairs of students in your class .**

**A3. On the basis of your reading of the article, answer the following questions:**

- a) The direct result of lack of sleep is \_\_\_\_\_.
- b) Why is it important for physicians to 'wake up' to sleep disorders? How will it help?
- c) What do you understand by sleep deficit? Why does the amount of sleep required to rejuvenate people vary from one person to another?
- d) Why does the writer refer to the 'early to bed...' principle?

**A.4. Now, write a letter to your school going younger brother or sister who is sleep deprived. Advise him or her to make life style changes to his/her daily schedule in order to get the desired hours of sleep daily.**

**Work in pairs and follow the CODER (Collect, Organize, Draft, Edit, Review) steps recommended for writing.**

**Language Tips: (a) Remember to use the imperative form of sentences mostly.**

*E.g. "Drink a lot of water and take at least a fifteen minute stroll after dinner on a regular basis."*

**(b) For the sake of introducing variety into your writing, use other forms of sentences making statements or asking questions, but consider the possibility of using modals like "should", "must", "may", "might", etc or using**

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**words or expressions that we usually employ when we advise others.**

*E.g. "You are recommended/ advised to....."*

*"You ought to..."*

*"You must not forget to...."*

*"It is important to...."*

**A.5.** a) Phrasal verbs are "multi-word verbs". These verbs consist of **a base verb + another word or words**. The other word(s) can be preposition(s) and/or adverb(s) that modify or change the meaning of the basic verb. For example 'give up' is a phrasal verb that means 'stop doing' something, which is very different from the base verb 'give'. In the article that you have just read there are a few **phrasal verbs** like:

- \* **pull off**-Manage to do something difficult or tricky/to steer or turn a vehicle off the road
- \* **roll down** : roll down (something) or roll (something) down : to move (something) down especially by turning a handle
- \* **head for** : to go or cause to go (towards)
- \* **woke up** : arose from sleep/realized

Now go through the unit of Health and Medicine, figure out the phrasal verbs that you come across and list them.

**b) Find words from the article which mean the same as the following:**

- i. compel (para 1)
- ii. evade (para 2)
- iii. revitalize (para 6)
- iv. amass ( para 6)
- v. oppose (para 7)
- vi. restate (para 8)

**A6. Read the concluding part of the article on whether we get enough sleep these days.**

1. Sleep is crucial to maintaining one's health. Without it, we increase our susceptibility to an astonishing array of health problems, including heart disease, stroke, diabetes, obesity and depression.
2. Not sleeping enough can compromise your immune system, says Stanley Coren, noted professor of psychology and author of the very popular book *"Sleep Thieves"*. You eat well and exercise in order to keep your immune system up, Coren goes on to explain, but if you aren't sleeping, you undo all that good work. "The immune system works best when you are sleeping," he says. "That's when your natural killer cells are generated."
3. Natural killer cells are produced in the bone marrow and found in the blood and lymph fluid. They are part of the body's defence mechanism against viruses, bacteria, even cancer, and they do not work properly in the persons who are sleep-deprived. A study in Turkey revealed that after 24 hours of sleep deprivation, the percentage of natural killer cells in the blood declined by 37 percent. Another study in the USA conducted on 23 boys and men found that one night of partial sleep-deprivation reduced natural-killer-cell activity to 72 percent of normal levels. Though their activity returns to normal when we begin to get proper sleep, the real problem is that a lot of damage might have been done to our bodies when we were sleep-deprived for several nights and our immune system might have left us undefended and susceptible to infection.
4. It's not just our immune system that gets adversely affected when we cut down on sleep. According to Dr. Michael Sole, a Canadian cardiologist, there is a higher rate of heart failure among people with sleep disorders and sleep disturbances. He goes on to emphasise that there is increased evidence of C-reactive protein, an indicator of heart disease risk, in people suffering from sleep loss.
5. Researches in various universities all over the world have discovered that chronic sleep loss can reduce the body's ability to regulate hormones and process carbohydrates. In a study at the University of Chicago, the researchers reduced participants' sleep from eight to four hours a night and after less than even a week,

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they noted changes in the body similar to the effects of early diabetes or advanced aging. Sleep disturbances increase the likelihood of prediabetic state of glucose intolerance and insulin resistance. Both these are also markers for heart ailments. Dietician Ramona Josephson notes that insufficient sleep may affect three hormones that can contribute to obesity.

6. There's a decrease in leptin, the appetite-suppressing hormone found in our fat tissue, she says. Ghrelin, the hormone controlling hunger pangs increases with lack of sleep causing greater feelings of hunger. Then a sleep-deprived body starts producing more of the stress hormone cortisol, which increases fat storage. Not only do the increased hormones resulting from sleep loss make us eat more, but induces us to quickly or mindlessly make wrong food choices because we feel fatigued and weak. "The less you sleep, the more your chances of obesity," Josephson concludes.
7. Sleep is important in keeping not only our waistline trim, but also ensuring a balanced brain activity. During sleep, brain neurotransmitters-the chemicals that deliver messages between nerve cells in the brain-are replenished. When we do not sleep well, our brain chemicals deplete which leads to emotional disturbances like depression, anxiety and general feelings of sadness, anger and irritation.

**A7. Find the words from the article above which mean the same as the words or group of words given below.**

- (a) Vital, very important (para 1): \_\_\_\_\_
- (b) the quality of being prone to or open to dangers, like a disease or infection or a weakness (para 1): \_\_\_\_\_
- (c) a wide range (para 1): \_\_\_\_\_
- (d) very badly in a damaging way (para 4): \_\_\_\_\_
- (e) a problem that has persisted for quite some time (para 5): \_\_\_\_\_

**A8. Choose the appropriate option to complete the sentences below.**

1. Lack of sleep
    - (a) decreases laziness.
    - (b) weakens the body's capacity to combat diseases.
    - (c) helps youngsters do well in their examinations.
    - (d) prevents a person from gaining weight.
  2. Natural killer cells
    - (a) make a person look old pretty quickly.
    - (b) are produced in large numbers when we stay awake.
    - (c) help us fight viruses and bacteria.
    - (d) work well even for sleep-deprived people.
  3. C-reactive protein
    - (a) when produced more in the body causes heart failure.
    - (b) prevents us from having a good night's sleep.
    - (c) helps us to sleep peacefully.
    - (d) assists in destroying natural killer cells.
  4. If we don't sleep well,
    - (a) we may lose our appetite.
    - (b) we may become very thin.
    - (c) our brain may stop functioning in a balanced manner.
    - (d) production of brain chemicals increases.
- A9. Lack of sleep has a direct effect on the production of three hormones and brain neurotransmitters, which in turn have a bearing on our health. Complete the table below to show the above.**

| Lack of sleep | Effect on the production of | Ultimate effect on us |
|---------------|-----------------------------|-----------------------|
|---------------|-----------------------------|-----------------------|



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- (a) Leptin \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- (b) Ghrelin \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- (c) Cortisol \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- (d) brain neurotransmitters \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**A 10 You have read about sleep deprivation and the ill effects it has on human beings. There are other work areas where youngsters remain sleep deprived and fall a prey to ill health. Your teacher would read out from page 239 some of the comments made about the business process outsourcing (BPO) sector which is part of the IT-enabled industry and do the activity.**

**While you listen, complete the following statements by choosing the right option :**

1. According to the speaker, call centre work is challenging:
  - i. employees cannot go to the toilets and need to concentrate very hard
  - ii. employees are expected to attend to all the calls that come through to them
  - iii. it requires unflagging concentration throughout the day with minimum breaks for meals or visits to the toilet
  - iv. employees are expected to work on computers all day long
2. People working at call centers are not allowed to leave their desks because:

- i. the managers do not want them to waste time smoking
  - ii. they have to attend the calls which come in one after the other
  - iii. they have to work at their computers all day long
  - iv. they are paid very well
3. The targets that have to be met by the call centre employees have been called unrealistic because:
  - i. they have to attend to too many calls in one day
  - ii. they have to attend to double the calls than call center workers in other countries
  - iii. it is not humanly possible to attend all the calls that come through to them
  - iv. the employees fall sick after working at these places
4. Closed circuit cameras have been installed in these offices to monitor
  - i. whether the workers are smoking
  - ii. whether the workers are resting at their desks
  - iii. whether the workers are attending their calls without wasting a minute
  - iv. whether the workers are visiting the toilets too often
5. The statistics about the health problems suffered by these people are
  - i. 13% - headaches, 3%-eye fatigue, 23% indigestion and constipation
  - ii. 3%- headaches, 13% -eye fatigue, 23% indigestion and constipation
  - iii. 23% - headaches, 3%-eye fatigue, 13% indigestion and constipation
  - iv. 13% - headaches, 13%-eye fatigue, 23% indigestion and constipation
6. That most people are not happy with their jobs in a call centre can be inferred from the fact that:
  - i. they are under constant surveillance
  - ii. they have to speak incessantly on the telephone

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- iii. they have to stare at the computer screen all day long
- iv. they do not stay in the job for more than three years

**A 11. You have listened to the woes of working in a call centre. There are a number of other jobs which involve health hazards. However, modern advancements and developments in various therapies have improved our living conditions. Given below are different view points. In groups of four, discuss and add to these views:**

## SECTION B

The  
pace of life is very  
fast-there's a lot of stress  
and pressure, whether you're  
a student or an adult.

Everyday  
in the field of medical  
science, there is a new  
advancement.

Various  
new therapies are  
emerging to provide holistic  
health

In  
India, we have  
increased life expectancy

There  
is a growing awareness  
among people about life-  
style disorders

But  
there are also  
new diseases.

Yoga  
and laughter therapies  
are some of the best therapies  
that are an answer to present  
day life-style diseases

Even  
absence of stress also  
helps in keeping good  
health.

### Laughter-the Best Medicine

- B1. Read the following poem. Take turns in reading them aloud with your partner and ensure that you put in the right sort of feelings, emotions, voice modulations and intonation to make your partner laugh heartily.**

**Ogden Nash**

#### **The Muddlehead**

I knew a man from Petushkee  
As muddleheaded as could be.

He always got mixed up with clothes;  
He wore his mittens on his toes,  
Forgot his collar in his haste,  
And tied his tie around his waist.

What a muddle head was he,  
That man who lived in Petushkee!

They told him as he went about:  
"You've got u'r coat on inside out!"  
And when they saw his hat, they said:  
"You've put a saucepan on your head!"

What a muddle head was he,  
That man who lived in Petushkee!

At lunch he scratched a piece of bread,  
And spread some butter on his head.  
He put his walking stick to bed,  
And he stood in the rack instead.

What a muddle head was he,  
That man who lived in Petushkee!

He walked upto a tram one day  
And climbed in very sprightly;  
Conductor thought that he would pay,



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Instead he said politely:

"Parding your beggon,  
Kister Monductor,

I'm off for a week's vacation;  
I stop you to beg your cramway tar  
As soon as we reach the station."  
Conductor got a fright  
And didn't sleep that nite.

What a muddle head was he,  
That man who lived in Petushkee!

He rushed into the first café:  
"A railway ticket please, One way."  
And at the ticket office said:  
"A slice of tea and a cup of bread."

What a muddle head was he,  
That man who lived in Petushkee!

He passed the man collecting the fares,  
And entered a carriage awaiting repairs,  
That stood on a siding, all by itself.  
Half of his luggage, he put on a shelf,  
The rest on the floor, his coat on his lap  
And settled himself for a bit of a nap.

All at once he raised his head,  
"I must have been asleep"- he said.  
"Hey, what stop is this?" he cried  
"Petushkee," a voice replied.

Once again he closed his eyes  
And dreamt he was in Paradise.  
When he woke, he looked about,

Raised the window and leaned out.

"I've seen this place before, I believe,

Is it Kharkov or is it Kiev?

Tell me where I am," he cried.

"In Petushkee", a voice replied.

And so again he settled down

And dreamt the world was upside down

When he woke, he looked about,

Raised the window and looked out.

"I seem to know this station too,

Is it Nalchik or Baku?

Tell me what its called," he cried.

"Petushkee' a voice replied.

Up he jumped: "It's a crime!

I've been riding all this time,

And here I am where I began!

That's no way to treat a man!"

What a muddle head was he,

That man who lived in Petushkee

- B2. Discuss with your partner which part of the poem you liked the most and give reasons for your preference.**
- B3. Humor is infectious. The sound of roaring laughter is far more contagious than any cough, snuffle, or sneeze. When laughter is shared, it binds people together and increases happiness and intimacy. In addition to the domino effect of joy and amusement, laughter also strengthens your immune system, boosts energy and protects you from the damaging effects of stress. Best of all, this priceless medicine is fun, free and easy to use. Given below the table are the benefits of laughter in a jumbled form. Complete the table by putting them in the relevant column.**

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| The Benefits of Laughter  |                         |                  |
|---------------------------|-------------------------|------------------|
| Physical Health Benefits: | Mental Health Benefits: | Social Benefits: |
| •                         | •                       | •                |

- \* Boosts immunity
- \* Strengthens relationships
- \* Enhances teamwork
- \* Relieves stress
- \* Helps defuse conflict
- \* Eases anxiety and fear
- \* Promotes group bonding
- \* Lowers stress hormones
- \* Decreases pain
- \* Improves mood
- \* Adds joy and zest to life
- \* Attracts others to us
- \* Enhances resilience
- \* Relaxes your muscles
- \* Prevents heart disease



### **B4. Read the following article.**

#### **Fundamentals of Laughter Yoga**

1. The most important principle behind Laughter Yoga or the most significant driving force behind the several Laughter Clubs is the theory that Motion Creates Emotion. Quite a few people wonder how a person can laugh when he is in no mood to laugh or when one doesn't have any reason to laugh. However, the answer is very simple. For, there is a well established link between the body and the mind. Whatever happens to the mind happens to the body as well. This is easily understood and observed too. If a person is sad or depressed, his body also appears quite lifeless and sluggish. Such a person doesn't walk or talk enthusiastically. But, what most people fail to understand is that the opposite is also true. Whatever happens to the body also happens to the mind. I remember my father once telling me, "Son, if you are sad or feeling a bit low, don't sit idle. Keep doing some physical work or go for a walk or do some jogging or go out to play some cricket or football. You'll feel better." And most of the times dad was proved correct. I would start feeling better quite soon. In an unhappy state of mind, if we bring ourselves to behaving or acting happy, soon enough we will start feeling light-hearted and chirpy indeed!
2. So, Laughter Yoga aims to use the two-way body-mind link to change the state of mind through voluntary physical gestures which include repetitive clapping, chanting, specific body movements along with laughter and breathing exercises. The result is so positive and its effects are so powerful that the modern world today has witnessed Laughter Yoga overcome severe and chronic depression in thousands of people right across the globe. In fact, several Laughter Clubs have adopted the motto, "If your Mind can't laugh, bring your Body to our club."
3. Laughter is all about playfulness. Have you ever wondered why children laugh 300 to 400 times a day whereas adults would consider themselves very fortunate if they manage laughter 10 to 15 times in a day? This is because of that seriously wicked and interfering tool called the brain! Adult use their brains or minds first to comprehend humour and then decide if they have to laugh. Very often, they suffer



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from what is called in Hindi the LKK Syndrome, that is "Log Kya Kahenge" or "What will people say?" This is called the "Mind-to-Body Model of Humour". On the other hand, children, who do not allow themselves to be too affected by the LKK Syndrome and don't use their brain too seriously do the comprehension first, laugh the most while playing. Even if they fall into mud and slime while playing, they laugh heartily together without bothering about the consequences of soiling their spotless white school dress, in case of a traditionally strict class teacher or headmistress in school or mother at home. Their laughter comes straight from the body and happily they don't make use of intellectual capacity of the brain for it. Very clearly, they exhibit the "Body-to-Mind Model of Humour". It is this childlike playfulness that Laughter Yoga aims at cultivating in people who are quite stressed these days. What is sadly significant is the fact that more and more children and even women, to whom smiles, laughter and giggling should come as naturally as the turtle coming out of its shell to walk or leaves falling in autumn, are enrolling themselves as members of laughter clubs nowadays !

4. Laughter Yoga makes a clear distinction between Happiness and Joy. Happiness is a conditional response of the mind which is totally dependent on the fulfilment of certain desires of the mind. By its very nature, it is related to how one's life had been in the past or how it will be in the future. It is not there at all in the present moment. The ironical and sad fact is that even if some dreams, goals or aspirations are fulfilled, happiness disappears quite quickly as the mind starts chasing new goalposts-a new, job, a new house, a bigger car etc. On the other hand, joyfulness is the unconditional commitment to be happy each moment, to have fun for the moment, despite the problems and challenges of life, no matter how insurmountable they seem to the mind. It is the promise that the body makes to the mind to indulge in playfulness moment by moment and thereby give relaxation to it. During these periods of playfulness triggered by a plethora of physical activities like dancing, singing, playing and laughing, physiological and biochemical changes take place within our body that give us a sense of well-being that completely alters the negative outlook towards life and its challenges, replacing it with confident positivism moment by moment.

5. Therefore, in Laughter Clubs, members develop positive conditioning of joy. By laughing together over a period of time, clapping in a rhythm, chanting "Ho Ho Ha Ha" in unison and positive affirmations like "Very Good, Very Good, Yay Yay", the brain develops new neuronal connections to produce happy neuropeptides and hormones in the body that rejuvenate the members.



6. Finally, Laughter Yoga rectifies shallow and irregular breathing, which is the direct consequence of stress and negative mental state. According to Dr. Otto Warburg, a Nobel Laureate, one of the main reasons for falling sick is the lack of oxygen in the body cells due to incorrect breathing. So, let us laugh together and get the oxygen back into our cells!



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**B 5** Given below in jumbled form are the sub-headings for the paragraphs of the article that you just read. Arrange the headings in the right order against the paragraph numbers:

- (para 4)      The unconditional nature of joy
- (para 6)      Healing power of laughter yoga
- (para 2)      Laughter-Positive Impact - making members refresh
- (para 5)      The conditioned Mind
- (para 1)      The link between Body and Mind
- (para 3)      Spontaneous laughter

**B6.** Now write an e-mail to your overstressed sister who is preparing for her Class XII exams suggesting her to join a laughter club to combat her anxiety. You may use the following points along with your own.

*Laughter-- lowers Blood pressure  
reduces stress hormones  
cleanses lungs and body tissues  
increases blood circulation  
boosts immune function  
produces a general sense of well being*

### Section C

#### "Whopping Walter Hudson"

**C 1** You probably know the meanings of the words **workaholic** and **alcoholic**.



**What do you think a foodaholic is? Walter Hudson was one. How much do you weigh? Walter Hudson weighed more, much more. This is his obituary.**

1. **WALTER HUDSON**, who has died at Hempstead, New York, age 46, was once listed in The Guinness Book of World Records as the heaviest man on earth.
2. About 183 cm tall and 274 around, with cherubic features set off by pigtailed braided in the Cherokee style, he long devoted himself to the pleasures of the table. Four years ago, Hudson-then tipping the industrial scales at his top weight of 540 kg - gained worldwide notoriety (as "Whopping Walter") when he became stuck in his bedroom door. He was wedged there for some four hours. It took eight firemen to free him.
3. Walter Hudson was born at Brooklyn in 1945 and, as he recalled, "began gorging at the age of six." At 15, he was so obese his legs collapsed underneath him and he was confined to bed.

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4. Indeed, except for the time when his family moved to Hempstead in 1970 and he was transported by motor-car (his then 266kg broke the seat), he remained inside. "I'm just a foodaholic," he once confessed, "I have no excuse."
5. Hudson's eating habits were fuelled by food brought in by members of his family. He would generally start his day with a breakfast of two pounds of bacon, 32 sausages, a dozen eggs, a loaf of bread, jam and coffee.
6. For lunch, Hudson favoured four enormous bowls of rice, four double cheese-burgers, eight boxes of fried potatoes, six pies, and six large bottles of coca-cola. For dinner he would eat six roasted corns, half-a-dozen yams and another six or seven baked potatoes, ending with a whole apple pie. Between these main meals, he would eat a chicken or two, followed by noodles, string beans, six large bottles of soda, not to mention colossal sandwiches, and copious amounts of ice-cream.  
"All I cared about," he recalled, "was food, FOOD!"
7. When not eating and sleeping, he would watch television, listen to tapes and read the Bible-he had a particular penchant for the psalms and was apt to recite Psalm 121. "I will lift up mine eyes unto the hills..."
8. Hudson, though, was advised against sitting up for longer than five minutes because of the risk of being smothered by flab. The only exercise he engaged in was when he attended to his ablutions; it took him an hour to negotiate the six yards to the bathroom from his bedroom. Then in 1987, he found himself wedged in the door-way. "The day I got stuck in that door," he recalled, "that when the Lord got me the help I needed." The help to which he referred was offered by Dick Gregory, a comedian who masterminded the Slim Safe Diet Scheme.
9. "We think what might have happened," said Gregory about his new client, "is that in 27 years of lying around he might, because of the reading of his Bible, have taken on the same characteristics as Buddhist monks - slowed down the biological processes. But we don't know."
10. Gregory placed Hudson on a 1,200 calorie-a-day diet of raw fruit and orange juice. For exercise, he was advised to lie in bed waving his arms about like a conductor.
11. Hudson soon lost some four inches off his knees, and within three months had shed 178 kg. It began to look as if he might fulfil such ambitions as visiting his

mother's grave, riding on the New York subway, driving into the country-and even flying to a clinic in the Bahamas, from which he envisaged emerging as a sylph of 13 stones.

12. But it was not to be. At the time of his death, of an apparent heart attack, Hudson reportedly weighed 508 kg. Rescue workers had to cut a large hole in the wall of his bedroom to remove the body. He was unmarried.

**C 2 Copy and complete the following table, using information from the boxes below. (Draw a X if there is no information to put in certain boxes.)**

| Year | what happened | weight |
|------|---------------|--------|
|      |               |        |
|      |               |        |

family moved to Hampstead New York; broke the motor-car seat

540

1987/  
1988

died

1991

1970

"began gorging"

266 kg

362 kg

became stuck in bedroom door for four hours; eight firemen had to free him.

1945

went on a diet; lost 178 kg in three months.

born in Brooklyn

very obese; legs collapsed and he was confined to bed

1960

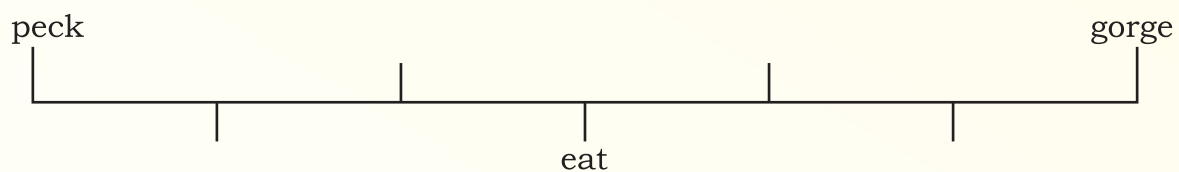
508kg

## UNIT-1

**C 3. Find words in the passage from the paragraphs indicated within brackets and complete the following sentences. Use only one word, in its appropriate form, in each blank.**

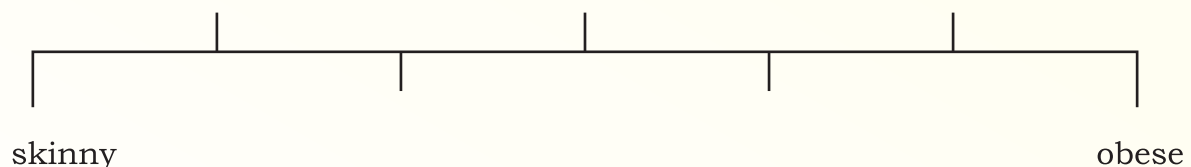
1. Some people are so \_\_\_\_\_ to their work that they have no time for their family. (para-2)
2. Harshad's corrupt practices soon gained him \_\_\_\_\_ in the city. (para-2)
3. When a person is dehydrated, he should be given \_\_\_\_\_ amounts of fluid. (para-6)
4. He visited various vintage car rallies because he had a \_\_\_\_\_ for old cars. (para-7)
5. If you over-eat and do not exercise, you will become \_\_\_\_\_. (para-9)
6. The driver had to \_\_\_\_\_ the winding road to the mountain top with caution. (para-8)
7. The new literacy programme \_\_\_\_\_ a 20% increase in the literacy rate over the next two years. (para-11)

**C 4. Arrange the following words associated with eating on a scale ranging from 'peck' to 'gorge'. You may add more words to the list given below:**



**words:** gobble, nibble, bite, hog, feast, gormandize.....

- b. Form a similar scale for words that describe a person's build:





### C 5. Have a class discussion.....

1. What do you think life was really like for Walter Hudson? Was he happy? Did he have many friends? Think of the things that you do every day: what things could Walter not do? Also, what about clothes, chairs, a bed, washing himself.....
2. Why do you think he did not go on a serious diet when he was much younger, so that he could have lived a fuller life?
3. What advice would you have given Walter on his diet?
4. Where do you think he got the money from to eat so much food?
5. Who do you think bought and cooked all the food he ate? Were they also to blame for Walter's obesity?

### C 6. The following is an entry in Walter's diary:

I woke at 10 am. I have put on 7 kg in the last three days. I watched TV all morning. All my clothes are now too small, so I phoned mother. She came at 3 p.m. with a tailor. He looked shocked and frightened when he saw me! He measured me for some new shirts and trousers. For evening dinner I had 10 baked potatoes, 2 kg rice, six meat pies, 12 bananas, and four large cokes. Then I had problems getting through the bedroom door - I had to breathe in and squeeze my stomach through with my fingers. I went to bed at 8 p.m. and read the Bible.

**Write the next day's entry in Walter's diary. Make up information, in order to make your entry interesting.**

### C 7. Writing a Message.

Sometimes information is received over the telephone, public address system or in person by someone and then passed on to a third person. A **message** is a short, informal piece of writing conveying the information to a person unable to receive the information at hand.

#### **How to write a message?**

- \* Since a message is received at a particular time and conveys important information that the receiver must act upon, a message must have a date and time.
- \* The name of person for whom message is intended must be clearly mentioned.



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- \* The message must convey all relevant details like the name of the person who left the message, the reason for leaving the message and follow-up action required.

**Your father had recently gone for a health checkup. The doctor rang up to give the report. As your father was not at home, and you have to go out, you leave a message for him. Draft the message in not more than 40 words.**

Dr. Geeta : Is it 67890987?

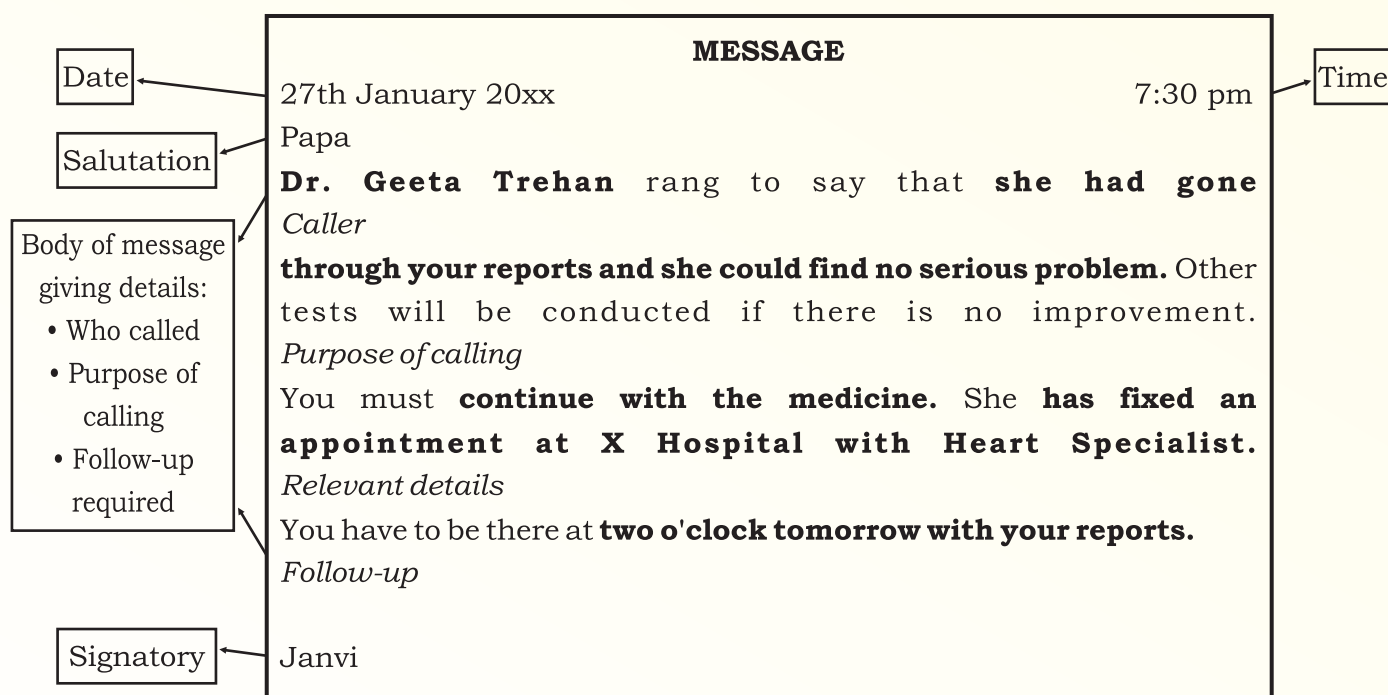
You : Yes, it is. May I know who is calling?

Dr. Geeta : I am Dr. Geeta Trehan from Trehan Surgical Centre and Nursing Home. I would like to talk to Mr. Uday.

You : He is not here at this moment.

Dr. Geeta : Could you please tell him that I have gone through all his test reports? They do not show any serious problem. If no improvement is seen during that period, we will go for some more tests. I feel he should continue the same medicine for another week. However, I have fixed an appointment with a Heart Specialist for two o' clock tomorrow at X Hospital. He must come there by the appointed time with his reports.

You : Thank you, Doctor. I shall convey your message when he comes.



**C 8. Now, read the following telephone conversation between Radhika and Gaurish. As Gaurish wishes to leave home immediately, he will not be able to meet his parents who have gone to the market. He leaves a message for his parents. Write the message for Gaurish in not more than 40 words.**

Radhika : Hello, Is that Mr. Saxena's residence ?

Gaurish : Yes.

Radhika : May I speak to Mr. Saxena? I am Radhika, the roommate of his daughter, Nidhi.

Gaurish : Papa is not at home as he has gone to the market. Is everything O.K. with Nidhi? I'm her brother, Gaurish.

Radhika : I'm sorry to inform you that Nidhi has received an electric shock and is admitted to Sanjeevani Hospital.

Gaurish : Oh! How did it happen?

Radhika : She was switching on the desert cooler when she received a shock and fell down unconscious. She was rushed to the hospital immediately. She is conscious now and wants to meet her family.

Gaurish : Thank you very much for informing us. I'll leave for the hospital immediately.

Radhika : That's all right, Bye.

Gaurish : Bye.

### **D. The World of Sports**

Playing is an integral part of human nature. By turning a useful activity into a sport or play, man has shown himself the way to indulge in it and concentrate on it over a period of time and get daily doses of benefit out of it. This is the reason why sports and games, from times immemorial, have been our best source of amusement and entertainment. Any sporting activity involves physical exertion and skill, with an individual or a team engaged in competition with one another for honour or sheer entertainment or both. It helps us to develop physically, mentally and socially too.

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- D1. Discuss in small groups and select two games that, according to you, develop us the best (a) physically, (b) mentally and (c) socially. Give reasons for your choice.**

**Physically:** \_\_\_\_\_ and \_\_\_\_\_

Reasons for our choice: \_\_\_\_\_

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**Mentally:** \_\_\_\_\_ and \_\_\_\_\_

Reasons for our choice: \_\_\_\_\_

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**Socially:** \_\_\_\_\_ and \_\_\_\_\_

Reasons for our choice: \_\_\_\_\_

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- D2. There are hundreds and thousands of sports and games being played all over the world. However, we can place them under the following categories in order to know about them in a more convenient and systematic manner. Some of the categories are as follows:**

1. Team Sports    2. Athletics    3. Gymnastics    4. Racquet Sports    5. Water Sports  
6. Combat Sports    7. Target Sports    8. Motor Sports    9. Equestrian Events  
10. Adventure, Fun and Indigenous Sports

Working in small groups of 4-5 students, discuss and place the sports and games given below in the category to which each of them belongs.

|             |               |          |              |            |
|-------------|---------------|----------|--------------|------------|
| paragliding | Go-Karting    | hurdles  | pommel horse | basketball |
| windsurfing | Formula One   | judo     | sculling     | fencing    |
| kayaking    | pole vaulting | dressage | squash       | kickboxing |
| kho kho     | kung fu       | malkhamb | snowboarding | golf       |
| decathlon   | cricket       | soccer   | snooker      | kabbadi    |

**D3 Punctuate the following passage.**

a new age cycle rickshaw that is light on both the pockets and the calf muscles of rickshaw pullers mobile games designed to battle life threatening diseases like hiv/aids and tb and a low cost computer that enables visually challenged students to read the textbooks these are all new inventions

these are not innovations designed by phunjsuk wanngduaka ranchhoddas shamaldas of chanchad of 3 idiots fame much before aamir khan's rancho made innovation a household word these simple but powerful ideas were being quietly conceptualised and put to practice by enterprising Indians in various corners of the country.

**D4. Read this rags-to-riches story of a professional golfer from India.**

Ashok Kumar, one of the country's leading golfers who rose from the ranks of a caddie, remembers his very humble beginnings distinctly. "The reason I am here in this swanky restaurant of the Oberoi, sipping coffee with you is because of golf. It has brought me name, fame and money and all that I could possibly ask for in life. Without golf, I am a zero," said the 27-year-old golfer with rare candour in a chat with Kalyan Ashok, a sports journalist working with Sportstar, one of India's leading sports weeklies.

India's No.3 golfer may not exactly be rolling in luxury at the moment, but he definitely leads a comfortable life-a far cry from the days when he used to sleep in a stable. "It's destiny that brought me to this stage in life and I can't say that I deserve it, but it's God's gift to me through golf," said Ashok. Not the one to forget his past, Ashok Kumar keeps reminding himself how he came up in life.



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His life story is stranger than fiction. Ashok was born into a poor family in Bihar that struggled to make both ends meet. (He has four brothers and two sisters.) In 1988, his parents sent him away with his elder brother to Delhi and he worked as an errand boy at the Jaipur Polo Club.

"I used to work in the day assisting my brother and sleep in the stable at night. The club also had the Air Force golf course and I wandered on to it one day and watched the players and caddies. I thought of becoming a caddie, but I was too young then. I did not get the job, but the club hired me a few years later," recalls Ashok. It was then that he took to golf. He started practising in the club when no one was around. However, he was caught playing one day and was suspended from his job, as caddies were not allowed to practise golf.

"I was back to square one. Then I went away to help a lorry owner who was transporting sand. I remember the days when I had to pay five rupees to hire a blanket during winter and sleep in Connaught Place," Ashok said wistfully.



Six months later, when things cooled down, he moved back to the Air Force golf course and became a caddie to Amit Luthra, who was India's top golfer and an Asian Games gold medallist. "Luthra saab spoke to the club authorities and got me in," Ashok said with gratitude writ large on his face.

Ashok learnt a lot from Luthra and one day he challenged his mentor to a play-off. "I don't know what got into my head and I told him that I will beat him, to which Luthraji said that if I did that he would waive a month's caddie fee. We played on the road, but I lost," Ashok smiled.

Luthra, however, was very impressed with the young man's talent and got him enrolled at the Delhi Golf Club, which allowed caddies to play. Seizing this opportunity with both hands, Ashok went on to improve his game by leaps and bounds and in 1995, DGC selected him to play in the All India Junior tournament in Kolkata.

"I didn't know where Kolkata was. I thought it was outside the country! I travelled in an unreserved compartment, spending most of the time sitting in the bathroom or just outside as there was no place elsewhere."

In Kolkata, he finished third and in the next two years he became the Junior Champion of the country. In 2000, he moved to the amateur ranks and two years later he became a pro, finishing his first season as India's No.5 golf player. Riding a wave of success, Ashok held the No.1 spot in 2006 and 2008 and currently (2010) he is ranked No.3.

The moment he cherishes the most as a player is not the time when he won his first major title but when he finished 18th in the Hero Honda-DLF Tournament in 2002. It fetched him a cheque of Rs. 1 lakh. "I never looked back after that," Ashok remarked.

In the first half of 2010, Ashok's golfing career got a boost when the Bangalore-based business and software company, Kaseya India, run by golf enthusiast, Mr. Girish Krishnamurthy, decided to sponsor him. "I am a simple guy and with Kaseya around to take care of other things, I can concentrate better on my game now," Ashok says with determination as well as gratitude. It is his ardent wish that all golf links in the country should support caddies, as he feels that many of them have a lot of inherent talent simply waiting to be tapped.

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Ashok has modelled his game on his golfing idol, Tiger Woods. Incidentally, he had met Tiger when he was a caddie to Arjun Atwal in Bangkok a decade ago. "He hugged me when he was introduced by Atwal as a top amateur from India. I asked him for his advice, to which the legendary golfer simply said-'don't think of beating others, they should think of beating you,'" Ashok's eyes sparkled when he recalled his meeting with Tiger.

He faithfully follows that advice from the maestro and hopes to play with him one day. "For the moment, I eat, drink and sleep golf. There's no distraction in my life. I relax with some music and watch CDs of Tiger Woods," Ashok concluded.

**D5. Given below are some qualities that a human being may possess. On the basis of your reading of the passage, pick three qualities that you think the ace Indian golfer Ashok Kumar possesses and using incidents or statements justify your choice in a short paragraph of around 100-150 words.**

(a) pride (b) frankness (c) jealousy (d) humility (e) perseverance  
(f) compassion (g) goal orientation

**D6. The journalist has used some lovely words and expressions in the above 'story'. Match the words or groups of words with the meanings given.**

| A                        | B   |
|--------------------------|---|
| 1. swanky                | (a) a return to the original situation from where one started |
| 2. candour               | (b) highly unbelievable                                       |
| 3. A far cry from        | (c) very quickly or in large amounts                          |
| 4. stranger than fiction | (d) frankness   |
| 5. back to square one    | (e) very different  |
| 6. by leaps and bounds   | (f) fashionable and expensive                                 |
| 7. inherent              | (g) a great performer   |
| 8. maestro               | (h) pertaining to a natural quality that can't be removed     |



- D7. Use the above words and expressions in meaningful sentences of your own. You may use more than a sentence to bring out the meaning clearly.**
- D8. You must be fond of a sport or any hobby like Hockey, painting or dancing or singing. Imagine that you have become a star in your field of interest. One day, you meet a poor boy with a lot of talent, but no resources to get himself the facilities to nurture his talent. As a successful person, who is very interested in nurturing his talent, you decide to become his mentor. How would you go about doing it? Write a diary entry on any given date ten years from now about the feelings that the young but poor talented person evoked in you and the plans you thought of to develop his potential.**

#### **E NATURE'S MEDICINES**

- E1. Read the following article "Nature's Medicine Chest" and complete the exercise that follows.**
1. The plant world is an immense store of active chemical compounds. Nearly half the medicines we use today are herbal in origin, and a quarter contains plant extracts or active chemicals taken directly from plants. Many more are yet to be discovered, recorded and researched; only a few thousand have been studied. Across the globe, the hunt will always be on to find species that could form the bases of new medicines. Humans have always used plants to ease their pains. They imbued them with magical powers and then gradually learnt to identify their properties. We can now enjoy the benefits of herbal medicines because, over thousands of years, our ancestors discovered which plants were medicinally beneficial and which were highly toxic.
  2. Thousands of years ago, the ancient Egyptians discovered simple ways to extract and use the active ingredients within plants. Egyptian papyrus manuscripts from 2000 B.C. record the use of perfumes and fine oils, and aromatic oils and gums in the embalming process.
  3. In ancient Greece in the 5th and the 4th centuries BC, Hippocrates, the father of medicine, was already recommending asparagus and garlic for their diuretic qualities, poppy as a way of inducing sleep and willow leaves to relieve pain and fever. In the 1st century AD, another Greek doctor, Dioscorides, established the first collection of medicinal plants. His treatise on the subject was translated into



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Arabic and Persian. Centuries later, his work was also used by the Muslim scholars who influenced great universities of the period, particularly at Montpellier, Europe's most famous centre for the study of Botany. (2)

4. As a result of trade with Africa and Asia, the Western world's store of herbal medicines was enriched by the inclusion of camphor, cinnamon, ginger, ginseng, nutmeg, sandalwood, turmeric and henna. For a long time, however, the use of both local plants and those with more distant origins was based on more or less fanciful beliefs. Throughout the Middle Ages herbal medicine consisted of a mixture of magic, superstition and empirical observation. From the Renaissance onwards, scientists and their scientific studies, discoveries and inventions came to the fore, rejecting alchemists' elixirs and other magical remedies. Local plants were carefully collected and widely used to make infusions, decoctions and ointments. These plants make up the major part of the traditional cures that we have inherited.
5. In the late 1700s, Carl Wilhelm Scheele, a gifted Swedish chemist, obtained tartaric acid from grapes, citric acid from lemons and malic acid from apples. The techniques that he and his contemporaries used led to the isolation of the first purified compounds from plants that could be used as drugs. First came the isolation of morphine from the opium poppy in 1803, then caffeine from coffee beans in 1819, quinine from cinchona bark and colchicines from meadow saffron both in 1820 and atropine from deadly nightshade in 1835.
6. One tree that generated considerable interest among scientists was the willow. In the early 1800s, chemists from Germany, Italy and France began the search for the compounds responsible for the acclaimed pain-relieving effects of its bark. In 1828, the German pharmacist, Johann Buchner, was the first to obtain salicin, the major compound in a pure form. In 1838, the Italian chemist, Raffaele Piria also obtained salicylic acid from the bark by various chemical processes. But these early compounds caused blisters in the mouth, and stomach upsets when ingested. In 1853, a French chemist, Charles Frederic Gerhardt, synthesised a modified form of salicylic acid-acetylsalicylic acid. But still it wasn't further developed for more than 40 years until a German chemist, Felix Hoffman, working for Bayer, rediscovered Gerhardt's compound. Hoffman gave it to his father who suffered from arthritis and reported the beneficial effects.

7. Bayer decided to market the acetylsalicylic acid as a new drug for pain relief and patented the compound acetylsalicylic acid in 1899. At last from the willow, the first modern drug was born and, with 12000 tons of aspirin sold every year throughout the world, it has kept its number one position.
8. From the 1930s onwards, advances in chemistry have made it much easier to reproduce the active ingredients in plants. But plants will continue to have a medicinal importance in their own right. Their active constituents may be slightly modified to improve their efficiency or to reduce their undesirable effects, but they are still vital for the treatment of disorders such as cancers and heart diseases or as a means of combating malaria. And they remain the essence of herbal medicine-an area that has still not been fully understood and explored.

**E2. Some sub-titles are given below corresponding to each of the paragraphs of the article that you have just read. Match the sub-titles with their paragraphs by writing the number of the paragraph in the space provided.**

### SUB-TITLES

### PARAGRAPH NUMBER

- |   |       |
|---|-------|
| • Birth of the first modern drug.   | _____ |
| • Man's hunt for medicinal plants from ancient times.                             | _____ |
| • Contribution of Greek scholars  | _____ |
| • Pioneering isolation of compounds   | _____ |
| • The beginning of a new era of recreation of plant components with modifications | _____ |
| • Positive effects of new trade and trading routes                                | _____ |
| • The Wonder Tree   | _____ |
| • Knowledge from ancient Egypt  | _____ |

**E3. Find words from the passage that mean the same or nearly the same as the following:**

- (a) filled with a certain quality ( para 1 ) : \_\_\_\_\_
- (b) scented or perfumed or sweet-smelling (para 2) : \_\_\_\_\_

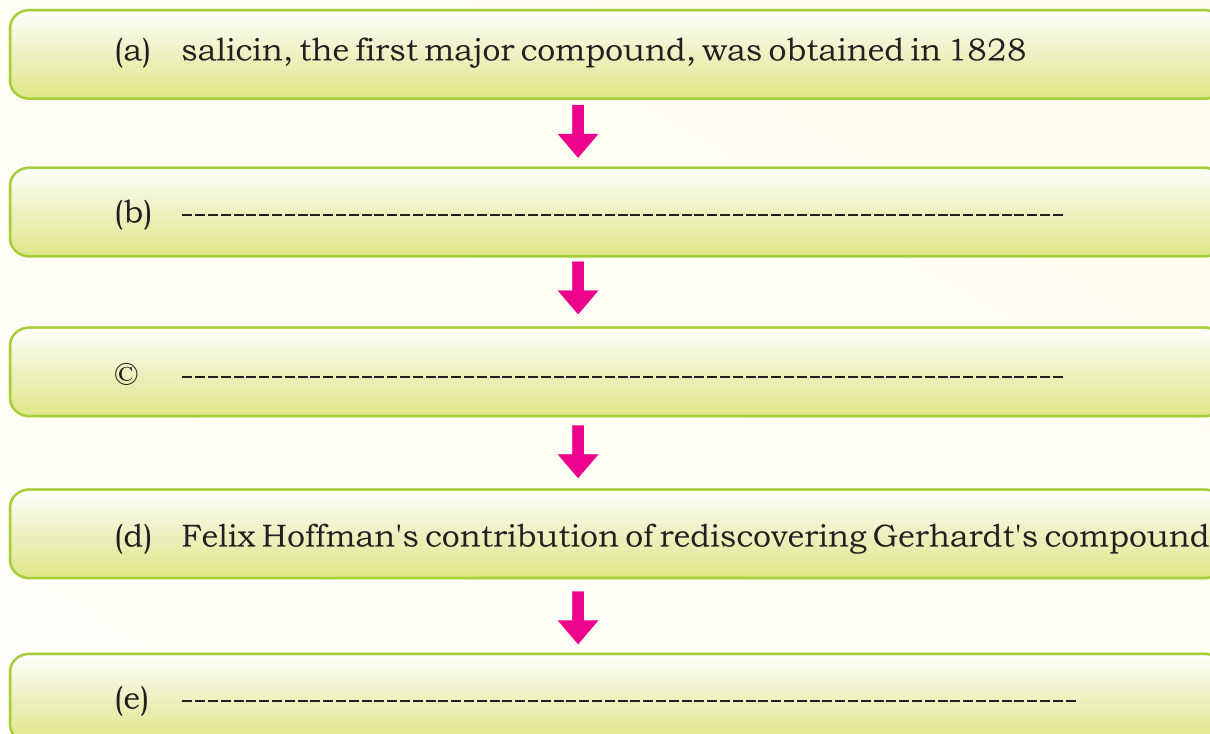
## UNIT-1

- (c) written work dealing with a subject systematically (para 3): \_\_\_\_\_
- (d) people living at the same time as others (para 5) : \_\_\_\_\_
- (e) notably large or significant (para 5) : \_\_\_\_\_

**E4. Complete the following sentences on the basis of your reading of the text in D1.**

- (a) After the Renaissance, the major shifts that occurred in the approach towards herbal plants were -----  
-----  
-----
- (b) Isolation of compounds from plants to be used as drugs was the -----  
-----  
-----

**E5. Complete the following flowchart that traces the contributory processes leading to the development of the first modern drug from the willow tree.**



**E6. Class Project**

Work in groups of 6-8 students to present your findings on any two of the herbal plants suggested below through a series of charts or a computer power point presentation.

- (a) Alfalfa (*Medicago sativa*)
- (b) Aloe vera
- (c) Arnica (*Arnica montana*)
- (d) Ashwagandha (*Withania somnifera*)
- (e) Papaya (*Carica papaya*)
- (f) Lavender (*Lavandula officinalis*)
- (g) Black Radish (*Raphanus sativus niger*)
- (h) Pumpkin (*Cucurbita pepo*)
- (i) Pineapple (*Ananas comosus*)
- (j) Peppermint (*Mentha x. peperita*)

Please ensure that the whole class is divided into 4-5 groups and each group must work on different sets or pairs of herbal plants.

## EDUCATION

## UNIT 2

## (SUMMARY)

| SECTION                          | In this UNIT you will develop your |  |   |  |
|----------------------------------|------------------------------------|--|---|--|
|                                  | LISTENING SKILLS                   | SPEAKING SKILLS  | READING SKILLS  | WRITING SKILLS   |
| Introduction                     |                                    | <ul style="list-style-type: none"> <li>Taking active part in a group discussion</li> <li>Narrating incidents and events and expressing opinions.</li> </ul>  |   | <ul style="list-style-type: none"> <li>Completing a web chart.</li> </ul>  |
| (A) My struggle for an Education |                                    | <ul style="list-style-type: none"> <li>Taking active part in a group discussion</li> <li>Expressing personal feelings, opinions and attitudes.</li> <li>Making a short speech clearly and confidently</li> <li>Participating in a debate, expressing and arguing a point of view clearly and effectively</li> <li>Role play involving conversation.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Deducing the meaning of unfamiliar lexical items</li> </ul> | <ul style="list-style-type: none"> <li>Writing a conversation</li> <li>Words to describe a person's character</li> <li>Words and phrases used in a debate</li> </ul> |



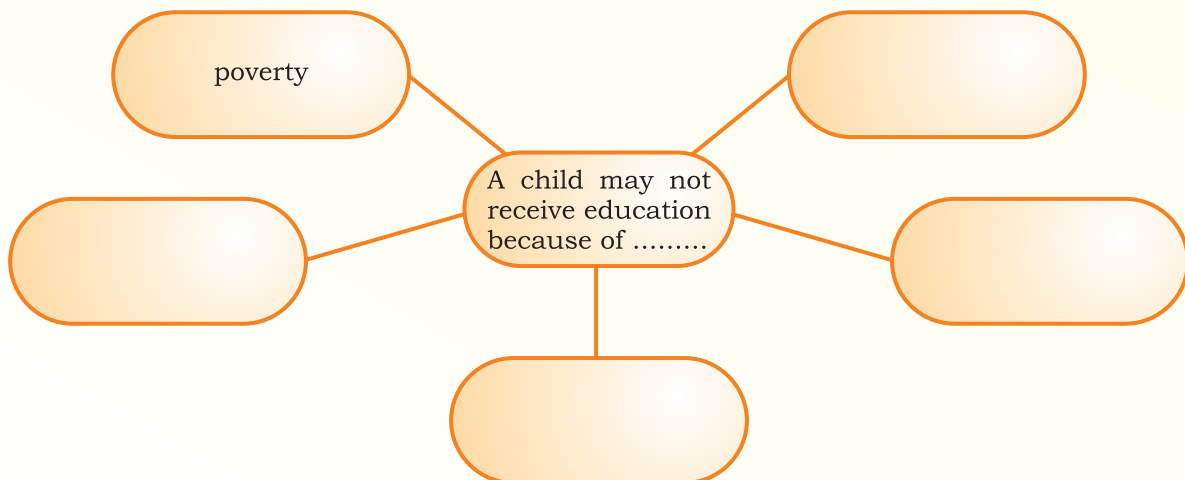
| SECTION                              | In this UNIT you will develop your   |   |  |  |  |
|--------------------------------------|--|---|--|--|--|
|                                      | LISTENING SKILLS   | SPEAKING SKILLS   | READING SKILLS   | WRITING SKILLS   | VOCABULARY   |
| <b>(B) Educating the Girl Child.</b> |  | <ul style="list-style-type: none"> <li>Taking active part in a group/class discussion</li> <li>Expressing opinions and giving reasons</li> <li>Adopting different strategies to convey ideas effectively according to purpose, topic and audience.</li> </ul> | <ul style="list-style-type: none"> <li>Analysing, interpreting and inferring the ideas in a text.</li> <li>Retrieving and synthesising information from a range of material using study skills.</li> </ul>   | <ul style="list-style-type: none"> <li>Transcoding information from one text type to another</li> <li>Writing a letter to the editor.</li> </ul>   | <ul style="list-style-type: none"> <li>Words and phrases related to education.</li> </ul>                        |
| <b>(C) Inclusive Education</b>       | <ul style="list-style-type: none"> <li>Listening to a talk and understanding the topic and main points</li> <li>Understanding and interpreting message in a talk.</li> </ul> | <ul style="list-style-type: none"> <li>Taking active part in a group discussion</li> <li>Expressing and arguing a point of view clearly and effectively.</li> </ul>   | <ul style="list-style-type: none"> <li>Identifying the main points of a text</li> <li>Analysing, interpreting and inferring the ideas in the text</li> <li>Local and global comprehension of a poem.</li> <li>Deducing the meaning of unfamiliar lexical items.</li> </ul> | <ul style="list-style-type: none"> <li>Making an oral presentation, expressing opinions and feelings</li> <li>Illustrating a poem</li> <li>Writing a formal letter.</li> <li>Writing a bio-sketch.</li> <li>Writing an article.</li> </ul> | <ul style="list-style-type: none"> <li>Words and phrases occurring in news reports of human interest.</li> </ul> |
| <b>(D) Vocational Education</b>      |  | <ul style="list-style-type: none"> <li>Participating in a debate and expressing and arguing a point of view clearly and effectively.</li> <li>Role playing and participating in spontaneous spoken discourse.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Identifying the main points and supporting details and making notes.</li> <li>Reading a story and appreciating the main idea conveyed by the story</li> </ul>   | <ul style="list-style-type: none"> <li>Writing an article</li> <li>Writing a narrative piece.</li> </ul>   | <ul style="list-style-type: none"> <li>Names of professional courses</li> <li>Names of vocations</li> </ul>      |

## Introduction

**Discuss the following questions in groups of four. Then share your views with the whole class.**

- \* Why do you come to school?
- \* Why is it essential to receive education?
  - a) .....
  - b) .....
  - c) .....
  - d) .....
- \* Do you know of anyone who is not educated?
- \* Why did he/ she not receive education?
- \* Does he/ she want to receive education now?
- \* Why/ why not?
- \* What are the reasons that may prevent a child from receiving education?

**Complete the web-chart given below on the basis of your discussion.**



**A. My Struggle for an Education****A1. Read about a boy, Booker T. Washington and his struggle to receive an education.**

One day, while at work in the coal-mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town.

I heard one tell the other that not only was the school established for the members of my race, but that opportunities were provided by which poor but worthy students could work out all or a part of the cost of board, and at the same time be taught some trade or industry.

I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. I remembered only that I was on fire constantly with one ambition, and that was to go to Hampton.

While at work here, I heard of a vacant position in the household of General Lewis Ruffner, the owner of the salt-furnace and coal-mine. Mother applied to her for the vacant position. I was hired at a salary of \$5 per month. I soon began to learn that first of all, she wanted everything kept clean about her, that she wanted things done promptly and systematically, and that at the bottom of everything she wanted absolute honesty and frankness. Nothing must be slipshod and every door, every fence, must be kept in repair.

The lessons that I learned in the home of Mrs. Ruffner were as valuable to me as any education I have ever gotten anywhere since. In the fall of 1872 I determined to make an effort to go. The small amount of money that I had earned had been consumed by my stepfather and the remainder of the family, with the exception of a very few dollars, and so I had very little with which to buy clothes and pay my traveling expenses.

Finally the great day came, and I started for Hampton. The distance from Malden to Hampton is about five hundred miles. I had not been away from home many hours before it became painfully clear that I did not have enough money to pay my fare to Hampton.

## UNIT-2



By walking, begging rides both in wagons and in cars, in some way, after a number of days, I reached the city of Richmond, Virginia, about eighty-two miles from Hampton. When I reached there, tired, hungry and dirty, it was late in the night. I had never been in a large city, and this rather added to my misery. When I reached Richmond I was completely out of money. I had not a single acquaintance in the place, and being unused to city ways, I did not know where to go.

Just about the time when I reached extreme physical exhaustion, I came upon a portion of a street where the broad sidewalk was considerably elevated. I waited for a few minutes till I was sure that no passers-by could see me, and then crept under the sidewalk and lay for the night upon the ground, with my satchel of clothing for a pillow. Nearly all night I could hear the tramp of feet over my head. The next morning I noticed that I was near a large ship.

I went at once to the vessel and asked the captain to permit me to help unload the vessel in order to get money for food. The captain, a white man, who seemed to be kind-hearted, consented. I worked long enough to earn money for my breakfast, and it seems to me, as I remember it now, to have been about the best breakfast that I have ever eaten. My work pleased the captain so well that he told me if I



desired I could continue working for a small amount per day. This I was very glad to do.

I continued to sleep under the same sidewalk that gave me shelter the first night I was in Richmond. Many years after that, the coloured citizens of Richmond very kindly tendered me a reception which was not far from the spot where I had slept the first night I spent in that city. I thanked the captain of the vessel for his kindness, and started again. Without any unusual occurrence I reached Hampton with a surplus of exactly fifty cents with which to begin my education.

I presented myself before the head teacher for assignment to a class. Having been so long without proper food, a bath and change of clothing, I did not, of course, make a very favourable impression upon her.

For some time she neither refused to admit me nor did she decide in my favour, and I continued to linger about her. After some hours had passed, the head teacher said to me: "The adjoining recitation-room needs sweeping. Take the broom and sweep it."

I swept the recitation room three times, then I got a dusting cloth, and I dusted it four times. All the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth. Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. I had the feeling that in a large measure my future depended upon the impression I made upon the teacher in the cleaning of that room. When I was through I reported to the head teacher. She was a "Yankee" woman who knew just where to look for dirt. She went into the room and inspected the floor and closets; then she took her handkerchief and rubbed it on the woodwork about the walls and over the table and benches. When she was unable to find one bit of dirt on the floor or a particle of dust on any of the furniture, she quietly remarked, "I guess you will do to enter this institution."

I was one of the happiest-souls on earth. The sweeping of that room was my college examination. I have passed several examinations since then, but I always felt that this was the best one I had ever passed .....



## UNIT-2

**A.2. Answer the following based on your reading of the passage above:**

1. The boy was inspired to go to Hampton because of .....
2. After working in the coal mine, where did the boy work next and what did he learn?
3. What happened to the money he had earned at Mrs Ruffner's house?
4. How far was Hampton from Malden? Was he able to hire a coach? What did he do and where did he reach?
5. What did he do in Richmond in order to earn for his journey to Hampton?
6. Why did the writer not make a favourable impression on the head teacher?
7. What did he have to go through in order to get admission to the Hampton Institute?
8. The names of some places are given below. Think of the main event that took place there and write them in the order given in the story.
  - a) Hampton
  - b) General Lewis Ruffner's house
  - c) coal mine
  - d) city of Richmond in Virginia.

**A.3. Which of the following qualities best describe the boy's character? Give evidence from the story to support your answer.**

|          |          |                |
|----------|----------|----------------|
| kind     | polite   | hard-working   |
| careful  | friendly | respectful     |
| generous | honest   | frank          |
|          |          | eager to learn |

| Quality               | Evidence from the story |
|-----------------------|-------------------------|
| *<br>*<br>*<br>* .... |                         |

### A.4. Match the following phrases with their meanings:

| Phrases            | Meanings                                    |
|--------------------|---|
| at work            | pay off the cost by doing some work in lieu |
| work out           | a day one has been waiting for              |
| to be on fire      | to be working                               |
| the great day      | excited                                     |
| to be out of money | not at all                                  |
| not one bit of     | not having any money                        |

### A.5. Read the story given below:

#### Just a chance meeting - Thripura Krishnan



Mrs. Mini was caught in a downpour. It was difficult for her to even drive. She had just finished her lecture and was on her way home. Just then, she saw a boy

## UNIT-2

standing on the pavement in the rain. He was in his school uniform and was carrying a heavy school bag. She pulled up close to him and rolled down the window.

"Get in," she said. He was hesitant.

"Come on," she said impatiently.

"I'm drenched and I might spoil your car," the boy said.

"Doesn't matter," she said. "Just get in."

**A sad story**

The boy got into the car and sat awkwardly, holding his bag tight on his lap.

"Where do you live? I will drop you home."

"Drop me anywhere... I don't want to go home yet."

She didn't want to be nosy. So she didn't ask any questions. Instead, she drove him to her house. She invited him in.

"Let's have lunch," she said. "What's your name?"

"Rahul."

She noticed he looked very sad. Later, when he had relaxed and was enjoying the lunch, she gently asked him, "Why don't you want to go home?"

Rahul looked at her. "She does seem to be kind," he thought. "May be she will understand."

"My mother is a housemaid and works very hard to make ends meet. My father is a wastrel and a drunk. All he does is get drunk and harass my mother and me. School is worse. My classmates taunt me because my uniform is shabby and smelly. They laugh at me because I do not speak English as well as them. And at lunchtime they turn their faces away from sour-smelling curd rice. I am the ideal target for a bully. I haven't been to school for a week now."

She was quiet for awhile. Then she said, "Come let's go out. The rain has stopped."

She bought him new uniforms, shoes, a bag, pencils and pens.

"Every morning you come here and collect your lunch. In the evening also come here and finish your homework."

Very soon, Rahul was doing well in school.

Years passed and he completed his degree in Engineering. At the convocation, there were two proud people. One was Mrs. Mini and the other was his mother. Both had played such an important part in Rahul's life.

**A.6. Based on your understanding of the story respond to the following statements. You could get into groups of six and each student could respond to one statement.**

- a) Rahul is a victim of circumstances
- b) His classmates' reaction is normal
- c) Rahul should take admission in another school
- d) Rahul's teacher is at fault
- e) Children require individual attention
- f) We need more people like Mrs. Mini

**A.7. After the convocation, Mrs. Mini, Rahul's mother and Rahul have a conversation. Write the conversation and present it to the class in groups of three.**

**A.8. Read the following news clipping about Right to Education.**





## UNIT-2

### Right to Education is a Reality

When on 1st April 2010, the Right of Children to Free and Compulsory Education Act became a reality, this historic step became the first Fundamental Right that has been added to the constitution since India attained independence. The Act makes it obligatory on the State to guarantee Right to Education and "ensure compulsory admission, attendance and completion of elementary education by every child of 6 to 14 years." According to the Act, financial constraints should not prevent a child from completing elementary education, which means, even if a child lives in a remote area, providing free transportation will be part of the child's entitlement to education. Some of the salient features of the Act include: providing for school teachers at 1:30 teacher - pupil ratio at the primary school and 1:35 ratio at the upper primary level within six months, with these schools having only trained schoolteachers in five years. The norms for the schools in the Act include one room for every teacher, subject-wise teachers, toilets and drinking water, a library and a playground within three years. The Right to Education (RTE) Act has three basic goals: a) bringing children of marginalized sections into the ambit of school education; b) ensuring that all schools and their teachers meet some specified norms; and c) ensuring that all children receive quality schooling free from any kind of discrimination.

The RTE Act says that private schools should reserve a fourth of their seats for the poor and other categories of children. The RTE Act says that all schools should now be 'recognized.' Given the shortage of trained teachers in the country, there is a need to do some rethink on this stipulation and explore the possibility of hiring para- teachers to run these schools until sufficient number of trained teachers are available. Studies in Uttar Pradesh and Bihar by Kingdon and Banerji show that children taught by para-teachers are as good if not better than those taught by regular trained teachers. If the RTE Act is implemented successfully, India can emerge as a global leader in achieving the Millennium Development Goal of ensuring that all children complete their elementary education by 2015.

**A.9. On the basis of your reading of the passage given above and your own research on the Right to Education, find out and discuss in your groups:**

- \* What is the Right to Education?
- \* What are the challenges of RTE?



- \* What is the implication of 'free education' in the Act?
- \* What action will be taken if some parents don't send children to schools?
- \* Is the Act targeted only at weaker sections?
- \* Have the disabled children been adequately addressed in the Act?
- \* What about children not in schools right now?
- \* What if children admitted after age 6 attain the age of 14 before completing class 8?
- \* Do you think the government has the funds to set up adequate number of schools?
- \* If not, then how will the government meet the challenges of access, equity and quality in education?

**A10. After you have discussed, give a one minute presentation on any one of the above topics in your class.**

**A.11. Now, hold a class debate on the following motion:**

The Right to Education Act is a realistic and achievable goal that will change the face of education in India.

**Given below are certain expressions that might be used by debaters to emphasize/negate certain points:**

1. I'd like to raise a/the question / argue...
2. In my opinion...
3. Nothing could be more illogical than...
4. I feel very strongly that ...
5. I would like to draw attention to ...
6. I fail to understand ...
7. I think you are being unreasonable in suggesting ...

## UNIT-2

8. I submit that ...
9. My first / next / final argument against / in favour of ...
10. I support the motion that ...
11. My knowledgeable opponent has submitted that ..
12. May I ask ...
13. I strongly oppose / support the view that ...
14. On the contrary ...
15. It is unrealistic to say that ...
16. I disagree ...
17. I firmly reject ...
18. I wholeheartedly oppose / support ..

## B. Educating the Girl Child

### STUDY THE DETAILS GIVEN BELOW:

In Census 2001, only one State has reported literacy rate below fifty per cent and had a share of eight per cent of the country's total population and 5.55 per cent of country's total literates. It is really satisfying to note that in Census 2011 none of the State/Union Territory has reported literacy rate below sixty per cent. The number of the State and Union Territories having more than eighty per cent literacy rate in Census 2001 was eight. This has increased to 15 at the Census 2011.

There were seven States/ Union Territories having female literacy rate in the range of fifty per cent and below and had a share of thirty three per cent of the country's total female population whereas in Census 2011, the corresponding number stands at zero. Census 2011 marks the decade when the country achieved more than fifty per cent literacy for females in all States. The number of States and Union Territories having female literacy of seventy per cent and above was only eight in Census 2001 covering around five per cent of population. The corresponding number for Census 2011 is as high as twenty one covering more than thirty seven per cent female population.

(Source:[http://censusindia.gov.in/2011-prov-results/data\\_files/india/Final\\_PPT\\_2011\\_chapter6.pdf](http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf),p.no.126)

Now refer to the data of Census 2011 at the link:

[http://censusindia.gov.in/2011-prov-results/data\\_files/india/Final\\_PPT\\_2011\\_chapter6.pdf](http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf)

for the activities that follow.

## UNIT-2

**B.2. Working in pairs , answer the following questions:**

- \* Name two states with the lowest female literacy.
- \* Name two states with the highest female literacy.
- \* Name two states that rank second in female literacy.

**B.3. What do you think are the causes for female illiteracy in India?**

- \* .....
- \* .....
- \* .....
- \* .....

**B.4. Read the following short story****The whole world came together**

A young mother was ready for a few minutes of relaxation after a long and tiring day. However, her young daughter had other plans for her mother's time.

'Read me a story, Mom,' the little girl requested.

'Give Mommy a few minutes to relax and unwind. Then I'll be happy to read you a story,' pleaded the mother.

The little girl was insistent that Mommy read to her now. With a stroke of genius, the mother tore off the back page of the magazine she was reading. It contained a full-page picture of the world.

As she tore it into several pieces, Mom asked her daughter to put the picture together and then she would read her a story. Surely this would buy her some relaxing moments.

A short time later, the little girl announced the completion of her puzzle project. To her mother's astonishment, the world picture was completely assembled.

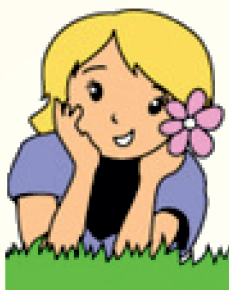
When she asked her daughter how she managed to do it so quickly, the little girl explained that on the reverse side of the page was the picture of a little girl.



'You see, **Mommy!**' she said, 'When I got the little girl together, the whole world came together!'



**B.5. On the basis of your reading of the story and the discussion between the girls in the following picture, have a whole class discussion on-The Need to Recognize and Empower the Girl Child**



Save us.  
We have a dream  
too.

The  
hardest profession to  
take in life is being a girl  
child!

A whole  
range of discriminatory  
practices including female foeticide,  
female infanticide, son idolization, early  
marriage and dowry have buried the  
future of the girl child

## UNIT-2

A little amount of care, a handful of warmth and a heart full of love for a girl child can make a big difference.

Why do people discriminate against us for nutrition and even education?

Did you know that every year 12 million girls are born in the country but unfortunately only 1/3 of those survive? Some are killed in the womb, some at the time of birth, some die due to ill health and some due to poor nutritional status.

**B.6. Read the following extract on Girl Child Education**

Education of girls has been a high priority with the Government of India. The National commitment to provide free and compulsory education to all children in the 6-14 years age group is now a Fundamental Right of every child in India.

Reaching out to the girl child is central to the efforts to universalize elementary education. Sarva Shiksha Abhiyan, or 'Education for All' programme, recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. A two-pronged gender strategy has, therefore, been adopted to make the education system responsive to the needs of girls through targeted interventions, it serves as a pull factor to enhance access and retention of girls in schools, on one hand, and, on the other, to generate a community demand for girls' education through training and mobilisation.

The targeted provision for girls under 'Sarva Shiksha Abhiyan' includes:

- \* Free textbooks to all girls upto class VIII
- \* Separate toilets for girls
- \* Back to school camps for out-of-school girls
- \* Bridge courses for older girls
- \* Recruitment of 50% women teachers
- \* Early childhood care and Education centres
- \* Teachers' sensitisation programmes to promote equitable learning opportunities
- \* Gender-sensitive teaching-learning materials including textbooks
- \* Intensive community mobilisation efforts
- \* 'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.

## UNIT-2

**B. 7. On the occasion of Women's Day, your school Literary Club is organizing a Speech Competition on the topic - "Empowering the Girl Child is the Best Way to Empower the Nation". On the basis of the input given above and your own ideas, draft the speech.**

When giving your speech:

- \* Stand
- \* Make sure you look at every member of your audience while speaking
- \* Use questions, so as to involve your audience e.g. "Did you know that.....?" "I wonder how many of you are aware.....?"
- \* Speak up so that everyone can hear you
- \* Pause occasionally
- \* Don't talk too fast

**B.8. Girls' Enrolment:**

One of the most important attributes to achieve UEE is to ensure gender parity. To measure this, girls' enrolment as a proportion of the total enrolment has been calculated since 1999-2000; 47% of the students enrolled in primary classes in 2004-05 have been girls compared to only 43.6% in 1999-2000. For upper primary, 44% children enrolled in 2004-05 have been girls as compared to 40.4% in the base year (1999- 2000). Study the following data:

**% Girls to Total Enrolment by Stages**

| Year       | Primary | Upper Primary |
|------------|---------|---------------|
| 1999-2000* | 43.6    | 40.4          |
| 2000-2001* | 43.8    | 40.9          |
| 2001-2002* | 44.2    | 41.7          |
| 2002-2003* | 46.8    | 43.9          |
| 2003-2004* | 46.7    | 43.9          |
| 2004-2005* | 46.7    | 44.43         |



- B.9. Did you note that in spite of the Government's initiatives and provisions made for the girl child, the statistics shown in the enrolment position of girls in primary and upper primary are not very encouraging. Write a letter to the editor of a national daily, expressing your concern about the issue and the need to work on a war footing to counter the problem of poor enrolment of girls.**

### **C. Inclusive Education**

- C.1. Read the following story.**

Fox was very happy that there were more than 50 admissions in his new school. He was determined to make it, the best school in the jungle. He introduced everything in his curriculum: reading, writing, arithmetic, swimming, dancing, running, climbing trees etc. and insisted that teachers should take classes regularly and test the students regularly. The teachers however were very unsatisfied with the results. However much they tried, they couldn't teach the lion to swim, the tiger always failed in climbing trees and the crow refused to sing. The teachers tried all the methods and regularly conducted classes. The students had to attend special classes. The peacock would help the teacher conduct dancing classes but the pig could not get a single step correct. Likewise, the owl did not want to learn to read and the monkey could not swim. All the students failed in the exams and Fox was very worried. Then the wise bat told him to let the students take up the courses they wanted to and then conduct the exams. The monkey did not have to learn swimming anymore but the crocodile could practise swimming and diving, the crow could fly and learn to do somersaults in the air and the squirrel could continue learning arithmetic. When the exams were conducted, all the animals passed with flying colours and the Fox was very proud of his school.



## UNIT-2



**Discuss in groups of four, the following questions:**

- \* What was wrong with Fox's school initially?
- \* What were the reasons for improvement in the results?
- \* Do you think the schools in the present day resemble Fox's school? If yes/no say how?
- \* Can the Bat's advice be extended to present day schools? If yes, how. If no, why?

**C.2. Discuss within your group in what way is the story of the Fox's school applicable to your classroom. How can the issue of inclusion of students with different abilities be addressed in the best possible way?**

**C.3. What does the term "inclusive education" mean to you?**

To me the term "inclusive education" means .....

.....

.....

**C.4. Read the poem given below:**

**I am SPECIAL, and so are YOU.**

Imagine just how boring the world would be

If Mother Nature believed in UNIFORMITY?!

All living beings of same colour and shape

The ant and the ape!

A leopard and a bear!

A watermelon and a pear!!!

The birds soaring high;

The clouds floating by

The leaves on every tree.....

The fish in every sea...

And as a further blow to individuality

Hey, may be even you... and me!!!

Eeeeeeks!!! Wouldn't life be a tragic shame!

If everything looked

Felt

Smelt

Exactly... the SAME!!

Thank God that we all have our own shapes and sizes

With different looks, talents and surprises

Each with a special strength and may be, a weakness

And you know... that's what gives us our uniqueness!

I've got friends who are fat and friends who are tall

Friends who are skinny and some who are small

Friends who are gawky, friends who have grace

Some who are slow... and some with the pace

## UNIT-2

Friends who wear glasses or use a wheelchair  
 Friends who wear braces or funny things in their hair!!!  
 Friends whom I help... and friends who help me  
 But friends forever... as we were meant to be...

Some are really brainy, ahead of the rest,  
 Scoring superbly in every class test  
 Some are winners in many other ways  
 In music... dancing... painting... or on sports days...

Then, there are others who might not win any prizes  
 But watch out, they too are full of surprises  
 That's because each of us is one of a kind  
 Specially created... specially designed...

We each have a purpose, each have a role  
 Each with a dream, each with a goal  
 We each are different, special.. rare  
 Each an answer to a special prayer...

So love who your are, in life have an aim  
 Be happy to be special not boringly same  
 Be who you are... do what you do  
 We are all really special... coz I am. I... And you are YOU!!!

**Contributed by TRINAYANI towards creating awareness in diversities and disabilities. Written by Vanessa Ohri. Visit [www.trinayani.org](http://www.trinayani.org)**

- C.5. Based on your understanding of the poem, conduct a group discussion on the topic: 'Inclusion means acceptance of diversity in a classroom.' After having the discussion, a member of each group will make a brief presentation to the class, giving the views and opinions of the group.**
- C.6. Working in groups, illustrate the poem. Put up your illustrations on the class notice board under catchy titles.**

**C.7. Now read the news story given below.****West Bengal Boy is World's Youngest Headmaster**

1. *Around the world millions of children are not getting a proper education because their families are too poor to afford to send them to school. In India, one schoolboy is trying to change that. Babar Ali's remarkable education project is transforming the lives of hundreds of poor children.*
2. At 16 years of age, Babar Ali must be the youngest headmaster in the world. He is a teenager who is in charge of teaching hundreds of students in his family's backyard, where he runs classes for poor children from his village.
3. The story of this young man from Murshidabad in West Bengal is a remarkable tale of the desire to learn amid the direst poverty.
4. Babar Ali's day starts early. He wakes, pitches in with the household chores, then jumps onto an auto-rickshaw which covers only a part of the 10 km journey to the Raj Govinda school. The last couple of kilometers he has to walk.
5. The school is considered to be the best in this part of West Bengal. There are hundreds of students, boys and girls. The classrooms are neat, if bare. But there are desks, chairs, a blackboard, and the teachers are all dedicated and well-qualified.
6. As the class 12 roll-call is taken, Babar Ali is seated in the middle of the front row. He's a tall, slim, teenager, studious and smart in his blue and white uniform. He takes his notes carefully. He is the model student.
7. Babar Ali is the first member of his family ever to get a proper education.

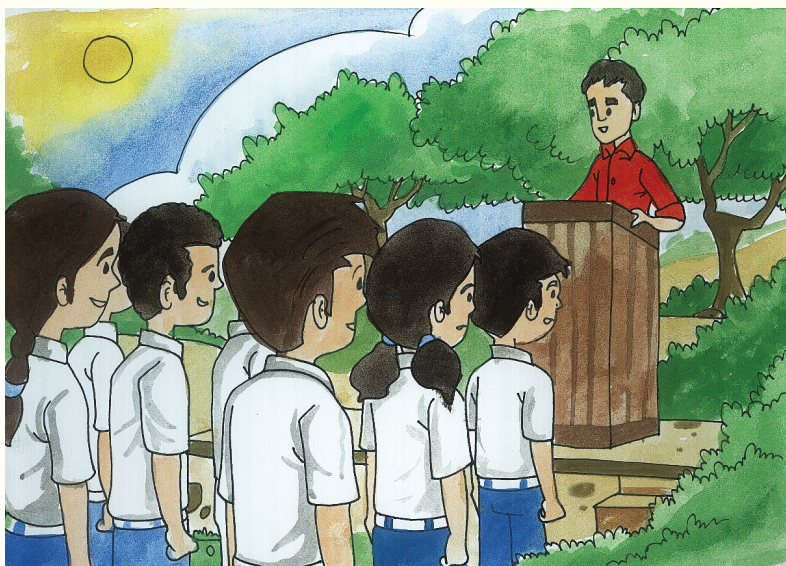
**“Everything I have and everything I am today is because of my education”**

8. "It's not easy for me to come to school because I live so far away," he says, "but the teachers are good and I love learning. And my parents believe I must get the best education possible, that's why I am here."
9. Raj Govinda school is government-run, so it is free. All Babar Ali has to pay for is his uniform, his books and the rickshaw ride to get there. But still that means his family has to spend around 1,800 rupees a year to send him to school. In this part of West Bengal that is a lot of money. Many poor families simply can't afford to send their children to school, even when it is free.



## UNIT-2

10. Chumki Hajra is one who has never been to school. She is 14 years old and lives in a tiny shack with her grandmother. Their home is simple - A frame supporting a thatched roof next to the rice paddies and coconut palms at the edge of the village. Inside the hut there is just a room for a bed and a few possessions.
11. Every morning, instead of going to school, she scrubs the dishes and cleans the houses of her neighbours. She has done this ever since she was five. For her work she earns just ₹ 200 a month. It's not much, but it's the money her family desperately needs. And it means that she has to work as a servant everyday in the village.
12. "My father is handicapped and can't work," Chumki tells me as she scrubs a pot. "We need the money. If I don't work, we can't survive as a family. So I have no choice but to do this job."
13. But Chumki is now getting an education, thanks to Babar Ali. The 16-year-old has made it his mission to help Chumki and hundreds of other poor children in his village. The minute his lessons are over at Raj Govinda school, Babar Ali doesn't stop to play; he heads off to share what he's learnt with other children from his village.
14. At four o'clock every afternoon after Babar Ali gets back to his family home, a bell summons children to his house. They flood through the gate into the yard behind his house, where Babar Ali now acts as headmaster of his own, unofficial school.





15. Lined up in his backyard the children sing the national anthem. Standing on a podium, Babar Ali lectures them about discipline, then the study begins.
16. Babar Ali gives lessons just the way he has heard them from his teachers. Some children are seated in the mud, others on rickety benches under a rough, homemade shelter. The family chickens scratch around nearby. In every corner of the yard are groups of children studying hard.
17. Babar Ali was just nine when he began teaching a few friends as a game. They were all eager to know what he learnt in school every morning and he liked playing at being their teacher.
18. Now his afternoon school has 800 students, all from poor families, all taught for free. Most of the girls come here after working, like Chumki, who work as domestic help in the village, and the boys who come after they have finished their day's work in the fields.
19. "In the beginning I was just play-acting, teaching my friends," Babar Ali says, "but then I realised these children will never learn to read and write if they don't have proper lessons. It's my duty to educate them, to help our country build a better future."
20. Including Babar Ali there are now 10 teachers at the school, all, like him, are students at school or college, who give their time voluntarily. Babar Ali doesn't charge for anything, even books and food are given free, funded by donations. It means even the poorest can come here.
21. "Our area is economically deprived," he says. "Without this school many kids wouldn't get an education, they'd never even be literate."
22. Seated on a rough bench squeezed in with about a dozen other girls, Chumki Hajra is busy scribbling notes.
23. Her dedication to learning is incredible to see. Every day she works in homes in the village from six in the morning until half past two in the afternoon, then she heads to Babar Ali's school. At seven every evening she heads back to do more cleaning work.
24. Chumki's dream is to become a nurse one day, and Babar Ali's classes might just make it possible.
25. The school has been recognized by the local authorities as it has helped increase

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literacy rates in the area, and Babar Ali has won awards for his work.

26. The youngest children are just four or five, and they are all squeezed in to a tiny veranda. There are just a couple of bare electric bulbs to give light as lessons stretch into the evening, and only if there is electricity.
27. And then the monsoon rain begins. Huge drops fall as the children scurry for cover, slipping in the mud. They crowd under a piece of plastic sheeting. Babar Ali shouts an order. Lessons are cancelled for the afternoon, otherwise everyone will be soaked. Having no classrooms means lessons are at the mercy of the nature.
28. The children climb onto the porch of a nearby shop as the rain pours down. Then they hurry home through the downpour. Tomorrow they'll be back though. Eight hundred poor children, unable to afford an education, but are hungry for anything that they can learn at Babar Ali's school.

**C.8. On the basis of your reading of the above text complete the following sentences:**

1. What makes Babar Ali's tale extraordinary is \_\_\_\_\_.
2. That Babar Ali values his education is evident \_\_\_\_\_.
3. In spite of the fact that he studies in a government school, receiving an education is not easy because:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
4. Chumki is likely to achieve her dream of becoming a nurse because she has the qualities of:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
5. The poor infrastructure that the students of Babar Ali's school study in is obvious from \_\_\_\_\_.
6. It is ironical that though the poor children are hungry for knowledge \_\_\_\_\_.

**C.9. Find one word or phrase from the passage that means the same as the following:**

- a) extremely serious, bad or terrible (para 1-3)
- b) to give enthusiastic support (para 4-5)
- c) lanky (para 6-8)
- d) to leave for another place (para 13-14)
- e) wobbly (para 16-17)
- f) to write something hastily or untidily (para 22-23)
- g) very difficult to believe (para 23-25)
- h) scamper (para 27-28)
- i) heavy shower (para 28)

**C.10. Smt. Anju Kar, Minister (Mass Education), West Bengal comes across BBC's story of Babar Ali's remarkable achievements transforming the lives of hundreds of poor children. She writes a letter to him lauding his extraordinary efforts and undeterred spirit of reform in the face of adversity. She also promises support, both financial and academic to him. As Anju Kar, write the letter to Babar Ali.**

**C.11. Writing a Biosketch**

### BIOSKETCH

Biographical sketch means an account of the life and activities of an individual or family. It would include information about the person's **name, place of residence, education, occupation, life and activities and other important details**. A biographical sketch is always written by someone else except the person on whom it is written.

A bio-sketch presents the facts about the person's life including what the person did and how he/she influenced the world. It should describe the person's personality and provide an explanation for why he or she acted in certain ways. Most bio-sketches not only present the facts but also tell what those facts mean.

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## SAMPLE BIO-SKETCH

**With the help of the given clues, write a bio sketch of Subhash Chandra Bose in not more than 80-100 words :**

- Name :** Subash Chandra Bose ; Netaji
- Contribution :** immense, Freedom Fighter
- Born :** January 23, 1897 in Cuttack, Orissa.
- Career :** Civil Services
- Achievements :** Joined struggle; established Indian National Army
- Motto :** Gain independence for India "Give me blood and I will give you freedom"
- Setback :** Retreat after the defeat of Japan and Germany.
- Death :** Air crash over Taipei, Taiwan (Formosa) on August 18, 1945

Subhash Chandra Bose, affectionately called Netaji, was born on January 23, 1897 in Cuttack, Orissa. He was one of the most prominent leaders of Indian freedom struggle. Deeply moved by the Jallianwala Bagh massacre, he gave up a promising career in the Civil Service to join the Freedom Movement. He founded the Indian National Army to overthrow British Empire from India. His famous line was "Give me blood and will give you freedom". However, defeat of Japan and Germany in the Second World War forced INA to retreat and it could not achieve its objective. Subhash Chandra Bose was reportedly killed in an air crash over Taipei, Taiwan (Formosa) on August 18, 1945.

**Read the biographical details of famous Tamil writer -Bama and write a bio-sketch on the basis of these details.**

- \* Bama - Born 1958, creative Tamil, woman writer, committed teacher, social activist -popularly known as Karukku Bama.
- \* Penname -- Faustina Mary Fatima Rani.
- \* Novels --Karukku, Sangati and Vanman- translated into other Indian languages, English and French.
- \* Wrote twenty short stories --not published in book form.
- \* Honorary doctorate degree , Crossword Award for her semi-fictional autobiography Karukku.

- \* Invited by universities in India and abroad --lectures at various conferences..
- \* Multi-faceted personality-woman with extraordinary courage, conviction, resistance to any form of oppression
- \* Keen eye for beauty in nature, profound insight into issues pertaining to caste, religion, women.
- \* Clear thoughts and expression
- \* Dedicated to the upliftment of the downtrodden: passion-Teaching: Mission --Building a casteless society

**C.12. Your teacher will read out from page 241 Steve Jobs' speech. Complete the following statements by ticking the correct options from those given.**

1. Steve dropped out of college because
  - a) He did not want to waste his parents' money
  - b) He did not see any value in college education
  - c) Both a & b
  - d) Neither a nor b
2. Steve's decision to drop out of college was the best decision because
  - a) He could save his parents' money
  - b) He could start earning
  - c) He could attend classes he was interested in
3. His calligraphy classes
  - a) helped him design different typefaces in his computer
  - b) helped him earn money during his college days
  - c) were of no practical value



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4. Connecting the dots in our life means

- a) Looking backwards to see how the choices we made affect our lives
- b) Looking forward and believing that every action has a purpose
- c) Both a&b

**C.13. Steve Jobs believes that we cannot really predict as to how, what we learn now will become useful to us in future. Do you believe in this? In small groups discuss how some of the things you learn in school will be useful to you in future. Make a list and present it to the class in the form of a poster.**

**C.14. In life we face many choices and we are required to make decisions. For instance, you will soon be faced with the choices of different subjects and careers. Like what Steve Jobs has explained, the decisions we make in life, if based on conviction, interest and gut feeling, help us achieve our dreams. When we choose a path based on our instinct and interest, we will realize in future how important that decision was in shaping our life. This is what Jobs refers to as 'connecting the dots':**

**Here is a poem on the same theme. Read it and have a class discussion on the central idea of the poem. Do not forget to bring out the parallels between the poem and the speech of Jobs.**

**The Two Roads**

By Whitney Welch

There was a path

Deep in the woods.

Once it forked—

The bad, the good.

I chose to take

The left-hand path,

I did not know,

I had no map.

Now this road that I travel  
Is dirty and battered.  
It's littered with dreams  
That are broken and tattered.

Paved with wrong doings  
And dotted with hearts,  
That were taken from people  
And just torn apart.

Pain and regret  
Are common here.  
Wherever you turn,  
They're always near.

I want to cross  
To the other path,  
And leave behind  
This painful wrath.

I thought I was forever  
Doomed to walk.  
And all the gates  
Were tightly locked.

But as I continued,  
A footbridge I could see.  
A Bridge of Hope  
Called out to me.

Slowly I crossed  
To the path of good.  
Finally I was on the path  
Of which I thought I should.

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Now hidden deep  
Within the woods.  
The one that forked,  
Paths bad and good.

I once was wrong,  
But now I'm right.  
And before me  
Glow a guiding light.

Altered by  
A little step.  
So close to falling  
In darkened depths.

But I was finally  
Pulled to hope.  
I found that footbridge,  
And learned to cope.

My simple mistake,  
Following the crowd.  
Ignoring the heart  
That speaks so loud.

The choices you make  
Can change your life.  
One will bring happiness,  
The other brings strife.

Following the crowd,  
Won't lead you to right.  
If you follow your heart,  
You'll be guided by light.

There was a path,  
Deep in the woods.  
Once it forked—  
The bad, the good.

Heed my warning,  
Because I know.  
Follow your heart—  
You know where to go.

**C.15. Based on your understanding of Inclusive Education from this section , write an article on the topic-- 'Inclusive Education is not an alternative but an inevitability' ,for publication in your school magazine. You may keep the following factors affecting Inclusive Education in mind:**

- \* Attitude of parents, teachers, classmates and the society
- \* Physical support
- \* Curriculum support
- \* Teacher support
- \* Policy support
- \* Infrastructure

### D. Vocational Education



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**D.1. This is Rohan. He is not interested in the usual set of professional courses like the ones mentioned above. Do you think he can try his hand at something else? Work in pairs and try to find some courses that he may like from the word maze given below.**

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | A | R | P | L | U | M | B | I | N | G | A | W | P |
| L | C | E | F | I | T | T | E | R | Q | T | S | E | O |
| E | W | Q | O | B | A | S | A | E | E | F | D | R | I |
| C | M | S | U | R | Z | D | U | T | Y | P | I | S | T |
| T | A | D | N | A | X | F | T | A | E | I | N | D | A |
| R | C | F | D | R | C | G | I | I | D | Y | S | E | I |
| I | H | W | R | Y | V | H | C | L | X | U | U | S | L |
| C | I | E | Y | I | B | J | I | I | C | T | R | I | O |
| I | N | L | M | A | N | K | A | N | V | J | A | G | R |
| A | I | D | A | N | M | U | N | G | F | H | N | N | I |
| N | S | E | N | K | D | E | S | I | G | L | C | E | N |
| D | T | R | U | P | U | B | L | I | S | H | E | R | G |



**D.2. Now that you have identified a few of the courses that Rohan can do, can you guess what would be their job profile and what category they can be placed under? Given below is a table with jobs in column A and the job profile in column B (Jumbled up). Work in pairs to match the column A with column B and column C**

| S.N | Jobs A      | Profile B   | Category C   |
|-----|-------------|---|--------------|
| 1   | Fitter      | A tradesperson who specializes in installing and maintaining systems used for potable (drinking) water, sewage, and drainage.                 | Agriculture  |
| 2   | Machinist   | A person who types, esp for a living  | Technology   |
| 3   | Foundry man | The science of plant cultivation including the process of preparing soil for the planting of seeds, tubers, or cuttings                       | Home Science |
| 4   | Electrician | A person who joins two or more pieces of metal together   | Humanities   |
| 5   | Welder      | A person who provides coverage for life and property  | Commerce     |
| 6   | Typist      | An information professional trained in the organization and management of information services or materials for those with information needs. | Agriculture  |
| 7   | Retailer    | A tradesman specializing in electrical wiring of buildings, stationary machines and related equipment.  | Commerce     |

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|    |                            |  |            |
|----|----------------------------|--|------------|
| 8  | Publisher                  | A person who manufactures various types of articles out of sheet metal                               | Humanities |
| 9  | Insurance Service Provider | A person who works in a factory that produces metal castings.  | Technology |
| 10 | Plumber                    | A person who is in the business of production and dissemination of literature or information         | Humanities |
| 11 | Designer                   | A person who makes, repairs, or alters clothing professionally, especially suits and men's clothing. | Commerce   |
| 12 | Beautician                 | A person who uses machine tools to make or modify parts, primarily metalparts                        | Technology |
| 13 | Librarian                  | A person who crafts clothes, furniture, crockery ect   | Commerce   |
| 14 | Tailor                     | A person who is in the business of rearing of silkworms for the production of raw silk.              | Technology |
| 15 | Sheet metal worker         | A person who is skilled in adornment of body   | Technology |
| 16 | Sericulturist              | A person who sells goods directly to the consumer.   | Technology |
| 17 | Horticulturist             | A person who uses machine tools to make or modify parts  | Technology |

### D3 Vocational Education

**Read the following article on vocational education.**

Vocational Education prepares learners for jobs that are based on manual or practical activities. It has traditionally been considered non-academic and totally related to a specific trade, occupation or vocation. Hence, it is sometimes referred

to as technical education. It is generally given at the secondary or post-secondary level. It focuses on development of skills that are needed for specific trades and hence practical work is given greater importance than bookish learning.

There is an urgent need to respond to the growing skill requirement so that the momentum of the economy can be sustained. By focusing on employability, our education system can fulfill the requirements of skilled manpower. Further, vocational education also creates more employment opportunities by equipping learners with entrepreneurial skills. It also addresses the changing face of technology through diversified courses.

However, there are many concerns, foremost among them being low motivation amongst students to pursue vocational education. It is compounded by the rigid mindset of parents and educators in accepting vocational courses. It is also a painful fact that many vocational courses that are being offered have become obsolete. Since there is poor linkage between institutions offering vocational courses and the private sector, students often find it difficult to secure proper employment immediately after completing their courses.

As a result of globalization, new sectors in both manufacturing and service industries have opened up. Hospitality, fashion technology, film and television, information technology, retail, health care etc are some of the emerging areas that require skilled man power.

### D.4. After reading the above passage, complete the notes given below:

#### VOCATIONAL EDUCATION

1.0 What is VE

1.1 Prepares .....

1.2 Related to .....

1.3 Generally at the ..... level.

1.4 Focus on ..... and .....

2.0 Need of VE:

2.1 To sustain.....

2.2 To provide .....

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- 2.3 Creates ..... by .....
- 2.4 Addresses ..... through .....
- 3.0 Concerns:
  - 3.1 Low .....
  - 3.2 Rigid .....
  - 3.3 Obsolete .....
  - 3.4 Poor linkage .....
- 4.0 Emerging Fields:
  - 4.1 Globalization has resulted in .....
  - 4.2 New fields of employment:
    - Hospitality
    - 
    - 
    - 
    - 
    - 
    -

**D.5. Based on the information provided in this section along with the input given below write an article on "The growing need for Vocational Education"/ "Education Curriculum requires fresh perspective"**

"In India every year 6,50,000 Engineering graduates and approximately two million graduates pass out of colleges. Nearly two thirds of the 6,50,000 engineering graduates need to be re skilled, so that they can get jobs in the industry. The developed world requires knowledge workers and skilled professionals. By 2020, the developed world will have a shortage of 40 million working people, says a report.

According to a survey, 72 per cent of our population is under the age of 35 and it is estimated that 300 million people between the ages of 18 and 50 seek employment of some or the other form. While 57 per cent are unemployable, 46 per cent are registered with employment exchanges with little hope of finding work as there lies a mismatch between the skilled manpower required and skilled manpower available. A majority of the youth passing out of colleges do not have the specific skills required by various sectors in the market.

You may follow the CODER to write your article. You may arrange your information as suggested below:

Para 1- Introduction (The present education system- How is Vocational education different)

Para 2- The short comings of the system, its effect on the development of the country

Para 3- Reasons for this mismatch in the market

Para 4- Suggestions to bridge the gap

**D.6. Your school is planning to close down two vocational courses at + two level as the enrolment has not been very encouraging. However, the school has decided to hold a debate concerning this issue. The team that is able to convince the students will be the deciding factor for the courses.**

**Based on all the inputs provided in the section, hold a class debate on the following topic:**

**"Education should be skill based rather than knowledge based"**

Divide the class into four groups, two FOR the motion and two AGAINST the motion. In your groups choose:

Group Leader: To co ordinate the work

Group speaker: To effectively deliver the views

Group Secretary: To note down the points discussed

A Chairperson, Debate Secretary and Time keeper will be appointed to conduct the debate.



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**D.7. Most children face dilemma while choosing the right stream at + two level. Most of them are unsure of what they want to do. The decision is mostly taken based on popular choice, parents' pressure or peer pressure.**

Rashmi is a student of class X. Her school organized a workshop on career counseling. It proved to be an eye opener as she came to know about the varied possibilities and benefits of joining a Vocational Course and learn things that she has always been interested in. At the same time she also learnt about the requirement of the job market. She has taken a decision about pursuing Photography/ Choreography. She has decided to tell her family about her decision. Each one of them reacts differently. Her father is very much against the idea. Her mother though supportive, is very apprehensive about the future prospects. Her sister, who is a counselor, supports her decision.

In groups of four, you will discuss the choice that Rashmi has made. You will play the following roles:

1. Rashmi
2. Mr. A.K Saxena (Father)
3. Mrs. Rita Saxena (Mother)
4. Ms Rakhi (Sister)

Your teacher will distribute Role Cards, which will give you information about the roles you are to play. Each group should do a presentation in the class

**Role Cards:**

Rashmi- A very bright student who loves taking pictures of animals. Her Grand father's gift of a camera made her realize her passion. She has a very good eye for the aesthetics of a picture. She has no desire to study Science or Commerce. She wants to pursue her passion. She is also interested in dance and music.

Mr. A.K Saxena- An engineer by profession has high expectations from his daughter. He wants her to follow his footsteps and go to his Alma mater, IIT. He cannot think beyond B. Tech. He is of the firm opinion that such interests are appropriate for hobbies but not for a career

Mrs. Saxena- A banker by profession, is more open to the idea but is anxious whether her daughter will be able to survive in the world- whether she will get a job. She wants to support her daughter but her set outlook on what are the right choices of career for girls is getting in her way.

Ms Rita- A counsellor by profession is very happy that her sister has been able to find out so early in life what she wants. She supports her decision and tries to convince her parents that they should let Rashmi do what she wants to do.

**D.8. Your school has decided to introduce Mass Media Studies as a subject under the vocational stream. This is going to help students who want to pursue a career in films , its production and other attached fields. Write a notice for your school notice board informing all students who are studying in class X regarding the course.**

### **Writing a notice**

A notice is information regarding an important event that is about to happen or that has happened. It is publicly displayed — a kind of information for others to know and follow:

- \* The notice must contain complete information
- \* The message with essential details includes :
  - an eye-catching caption — preferably a phrase and not a sentence
  - important details
  - the name of the body / organisation organising the event

**As the Head Boy/Head Girl of your school, you are organizing a Career Counselling session for students of class IX and X of your school. Write a notice giving details to be displayed on your school notice board in about 50 words.**

## UNIT-2

**JAWAHAR NAVODYA VIDYALAYA, VADODRA**

**NOTICE**

**CAREER COUNSELLING WORKSHOP**

The Students' Council of the school is organizing a **Career** *Event*  
**Counseling Workshop** for students of Classes IX and X on  
**Saturday, 6th January** between **9 am and 1 pm** in the **School**  
*Date* *Time*  
**Auditorium. Renowned counselors from MS University** will  
*Venue* *Details*  
 address the students. Students interested in participating should  
**be seated in the Auditorium by 8.45 am.**  
*Follow-up*

**Issuing Authority** →

**Date** → 1st Jan 20xx

**The word NOTICE**

**Heading**

**Body of notice with details:**

- Purpose
- Event
- Date/time
- venue
- Details

**Name and designation of person issuing the notice** →

Nakul Purohit  
Head Boy



**D.9. Rahul - in the picture is not only your co worker but also a good friend. When you see him working with so much diligence and dedication, you feel happy at having supported him when his father was against him learning to be a Machinist. Write a narrative piece on Rahul's journey of self realization and success and how your support helped him achieve his ambition.**

**D.10. Read and ponder over the following story silently.**

***Pelican Watching — Donna Getzinger***

**Have a class discussion on the great lesson that human beings can learn from Papa Pelican.**

One day my father took me fishing with him. I told him that I wasn't ready to use my own fishing pole yet, but he brought two fishing poles anyway. I sat in the boat and watched the sea birds as my father untied the fishing boat from the dock and started up the motor.





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"What kind of birds are those funny ones with the tiny heads and fat bodies?" I asked, pointing to the two birds not far from us.

My father looked up and said, "They are pelicans."

"The little one looks angry. It keeps flapping its wings at the big one."

"Hmmm," my father said. "Looks like the big one with the yellow feathers around his eyes is the papa. That little one with the grey and white feathers must be his baby. The baby wants to sit with him on his post."

"But he won't let her," I said, as I pointed out how the papa pelican kept pushing the baby pelican off the post.

"Oh, look," my father said. "Papa's gonna dive for a fish. There he goes."

"Go, Baby Pelican!" I laughed. "She has nabbed the post, dad!"

"Not for long," my father replied with a cool smile playing on his lips.

Sure enough, Papa Pelican came up with a fish in his mouth. He flew to his messy post, pushed off Baby Pelican and swallowed the fish.

"That's not fair!" I said. "Papa Pelican should share his post with his baby and give her some of his fish."

"I don't know about that," my father said. We watched Papa Pelican dive into the water two more times, coming each time to knock his daughter off his post.

"Come on, Dad, let's go," I said. "I've seen enough."

"No, wait," my father insisted. "Just a little longer."

The next time Papa Pelican dove, he came up with a fish, but he didn't take it back to his own post. Instead, he put it on another post. Then he flew back to his own post and knocked his daughter off.

"He wants her to go to the other post," my dad said.

Baby Pelican flew around for a moment as if she was confused, but the smell of the fish must have caught her attention because she eventually landed on the other post and swallowed the food.



Papa Pelican dove again, brought up a fish and ate it. Baby Pelican squawked loudly. Papa Pelican dove a couple more times to catch a few more fish for himself. Each time Baby Pelican squawked louder.

"Just get your own fish then, Baby," I yelled to her. "You can do it!"

The fourth time Papa Pelican dove, Baby Pelican copied him. Papa came up with a fish in his mouth. So did Baby Pelican. They both went to their own posts and swallowed their food. Baby Pelican cooed, and Papa Pelican flew close to her so he could touch her with his long beak as if he was kissing her.

"He taught her how to fish!" I gasped.

"Incredible, eh?" my father said. "Watching all that fish-eating has made me hungry".

"Let's catch some big ones for ourselves!"

"Yeah!" I agreed.

After a short while, we found a cove where the water was calm. My father put bait on a hook and handed the pole to me.

"No thanks, Dad," I said, pushing the pole back towards him.

"I thought you wanted to fish today," my father said.

"I do," I said. "I just want to do it with my own pole."

My father grinned. "It's about time!" He leaned over, hugged me and messed up my hair. "Do you want to put the worm on, too?" he asked.

I looked at the tub of worms. "Well, actually, I think I will let YOU handle that."

The two of us fished side-by-side all afternoon. Each time I caught a fish all by myself, with my own pole, I would cheer. And every time there was cause to cheer, my father would lean over and kiss me on the head.