



Language Skills Book

Functional English

(Revised)

Class XI



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092



CBSE, Delhi 110301

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Forward

ENGLISH: BUILDING A BRIDGE BETWEEN ACADEMICS AND WORKPLACE

The CBSE's English Language Curriculum in the classes IX to XII, in particular XI and XII, stands out for its strong dynamism and continuous evolution and development. Since the 1990's with the advent of the communicative methodology, the curriculum has changed by adopting the functional approach. In the current climate of psychological, social and economic changes, the trend is influenced by explosive knowledge creation and exponential technology growth. Thus, the need to modify and infuse changes in the English Curriculum at +2 levels is a necessary step in the up gradation and updation of the existing curriculum. The aim is to bring it at par with other academic and competency and skills based disciplines in its rigor and content. It should be borne in mind that the methodology used in the classroom will be automatically followed by some alterations in the language teaching and learning process. The increasing use of audio visual aids and the internet also impacts on our objectives to give our learners greater autonomy in their learning, enabling differentiated instruction, and, its transformational impact on teaching methods and deployment of assessment tools, consistent with those objectives.

At the + 2 stage, students begin to contemplate and introspect on their choice of subjects for higher study. For some students, this stage may be the end of their formal education, leading to the world of work and employment; for others, the foundation for higher education. They may choose either specialized academic courses or job-oriented vocational courses. The Functional English curriculum should equip them with the necessary associate life skill to make a meaningful contribution in the field they choose. Students' levels of competency can also notably influence which career path they can follow.

Therefore, the revised Functional English Course highlights CBSE's approach to language training within an academic- professional context. The content will emphasize language competencies and effective workplace communicative skills. The Literature Reader* is divided into three parts: prose, poetry and drama. The literary pieces cover a range of interesting and values based themes that can be easily understood and



appreciated by the age group. The Functional Language Skills Book is based on a set of five themes, which students can relate to from an academic, professional or vocational perspective, namely, Media and Networking, Stepping into the World of Business, Ethics and Values, Our Natural Capital and, Wellness and Fitness. The units offer a wide range of sub-themes and skills -based activities that will equip students to introspect, research, analyse and evaluate knowledge content independently, extend and apply such knowledge and skills in a number of academic and professional contexts. Two sets of sample questions are provided at the end of the book as practice materials that are broadly reflective of the question paper design.

By the end of the course, students will read, write and use grammar structures and a wider set of vocabulary effectively and, learn to speak and listen efficiently.

The teachers handling the course need to inform themselves regarding the effective use of course content, teaching methodology, lesson planning, deployment of electronic technology for teaching, management of group work and independent individual work, management of large classes, appropriate use of assessment tools, grading and record keeping to benefit their students.

The seamless integration of the language skills will provide students more focused language skills necessary for their successful upward mobility academically and professionally as a result of their higher standard of English proficiency. This will enhance the total Learning Experience of our students who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English in higher academic study or the work place.

The revision of this book would never have been possible but for the sincere effort and devotion put in by Ms. P Rajeswary, Education Officer and her team , under the leadership of Dr. (Prof.) Sadhana Parashar, Director [Academics, Research, Training & Innovation], CBSE.

Any further suggestions are all welcome and will be incorporated in the future editions.

Vineet Joshi

CHAIRMAN, CBSE



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A Note for the Teachers

The 2-year revised Functional English Course at the Senior Secondary stage will equip students with the linguistic knowledge and the necessary competency to make a meaningful contribution in their chosen field of higher study or work. Indeed, today's job market, offering employment, for example, in hotels, hospitals, construction, or manufacturing, welcomes workers with the ability to understand and interact orally, to fill out job applications, and to use manuals or catalogues and participate successfully in training programs in English. Then, again, at the managerial level, increasingly, a proficient command of English is necessary to interact efficiently and appropriately with English-speaking colleagues, clients, customers or employees; and, for students, it will also be the achievement of a higher level of competency in a global language.

Aims and Objectives:

- to enable the learner to acquire competence in different linguistic functions
- to reinforce the various sub-skills related to reading, writing, listening and speaking.

The Approach:

- A skill based communicative approach is recommended in Functional English with graded texts followed by learner centred activities.
- It is recommended that teachers consciously take a back seat, playing the role of a manager, coordinator and facilitator.

Reading Skills:

- The course aims at introducing variety in text type rather than having only short stories and prose pieces.
- The emphasis is to enlarge students' vocabulary through word building skills and to impart training in reading for specific purposes.



Guidelines:

- Two periods per week may be allotted for reading and the students can work independently. With the teacher facilitating the task a specific time of about 10/15/20 minutes may be allotted depending on the length of the text.
- After the while and post reading exercises are completed by the students, the answers can be discussed. The teacher should not read the passage aloud and explaining. During the discussion, if there is a major discrepancy among the answers the teacher may consider the student's justification, and then assess if the response is consider.
- Both short and the longer texts from a range of themes should be done in the first term to provide the students adequate practice before formal assessment.

Writing Skills:

The activities have been presented in such a way that they lead students towards acquiring advanced writing skills through integrated tasks that move from less linguistically challenging to more challenging ones. It has been planned on the premise that sub skills of writing should be taught in context and greater emphasis should be on teaching the process of writing.

At the end of the course, students will:

- use suitable registers
- use vocabulary to write about a range general vocational subject area.
- draft research report
- business letters
- formal letters -leave application, permission, invitation& replies, complaints & replies
- draft letters to the editor
- script newspaper/magazine articles
- write about specific problems at work
- draft work related reports



- describe people, processes, functions, events/happenings
- draft a written role-play of an academic issue/on-job situation
- design posters-commercial/non-commercial
- draft circulars and notices
- define simple day-to-day objects, places, persons, devices, tools etc [can be based on a visual]
- write a job application[with / without a resume]
- draft formal and informal invitations and replies

Guidelines:

Effective writing emerges out of students' access to the right resources and guidelines. Of course, with lively and original ideas, many students may write succinctly, and gain marks in the examination, but those who write fluently and accurately should also be able to achieve good results, even if their ideas are pedestrian. Hence, clear guidelines have been incorporated in the design of the activities, to strike a balance between students' need to think for themselves and their need to achieve learning outcomes in tangible and concrete terms. The writing ability should not only enable the students to produce clear and correct sentences but also help them to write extended pieces of writing through effective and efficient linking of ideas. The activity may be based on inputs such as letters, e-mails, notes, dialogues, excerpts from conversation and messages, besides visuals such as diagrams, pictures and simple graphical representations, flowcharts, advertisements, posters, notes, extracts from speeches etc.

Contextualisation: Before putting pen to paper, the skilled writer contemplates two important questions:

a) *What is the purpose of this piece of writing?*

The purpose of writing will influence the choice of organisation and the choice of language.

b) *For whom am I writing this?*

This pertains to the audience. The writer may be an individual, or a group of colleagues, an institution, an examiner or a tutor. Contextualisation helps the students to judge the content and value of presentations and format. The answers



to these two questions therefore provide the writer with a sense of purpose and a sense of audience.

The second phase of the activity is the writing itself which consists of making the first draft. The aim at this stage should be to write the content well. Details like correct spelling, punctuation and grammar can be attended to afterwards, in the final draft.

The third stage involves editing, wherein, the final readjustments and accuracy need to be checked, so that, the text is accessible to the readers.

The fourth stage is the writing of the final draft.

Speaking and Listening Skills:

Speaking needs a very strong emphasis and is an important learning objective leading to professional competence. Hence, assessment of oral skills is an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills. The Speaking and Listening / Conversational Skills component will be broadened to develop students' confidence to respond fluently and intelligently during situations where the use of English is imperative. The course will help students develop strategies to listen with comprehension to spoken English, especially in the context of formal academic discussions, interviews and discussions about career prospects. They will be internationally intelligible during their communicative exchanges, so that, they can play a range of roles in academic, social as well as workplace contexts.

Guidelines:

The Development of Speaking and Listening skills and the correct usage for the purpose of effective communication is a primary concern. The students activities suggested can be 'staged' in the classroom using an appropriate number of volunteers from amongst the students, taking different volunteers for different activities to involve a maximum number of learners in the experience. Appropriate number of periods per week may be allotted for the development of Speaking and Listening Skills. At the course, this module assures the students of having acquired proficiency in the oral-aural skills.



Grammar and applied phonetics:

The Grammar that supports these skills includes adjectives and adverbs, modals and semi-modals, gerunds, infinitives and participles, the simple, continuous, perfect [present, past] tense forms, future time, active and passive voice, reported speech, sentence transformation. The Speaking and Listening Skills acquisition will be supported by the inclusion of the following: Speech Mechanism, Classification of Vowels, Diphthongs, Cardinal Vowels, Phonemes, Allophones and Allophonic Variations, Homonyms and Homophones, Stress and Rhythm, Intonation, Juncture, Elision and Assimilation

Evaluation and Assessment:

The revised Functional English, which is intended as a preparation for higher academic studies/vocational careers, will require students to qualify in the assessments of the following skills areas.

- Reading
- Writing
- Grammar
- Literary appreciation
- Practicals - Speaking and Listening Skills
- Extended Reading Texts (Literacy)

Project: Group Activities should be based on the use of English in Academic or Occupational contexts.

The multi-focal, revised Functional English curriculum therefore, aims at equipping our students with excellent communicative skills in diverse applications of English language designed to open up a wide spectrum of higher academic and career avenues in a fast evolving knowledge and technology driven society. The curriculum with its component for students' exposure to major works of literature will foster human values will stimulate self-exploration and effective self-expression to empower them to be active participants/contributors in today's knowledge society.

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक '[सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतन्त्रात्मक गणराज्य] बनाने के लिए, तथा उसके सम्स्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और '[राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बगलीस्वां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतन्त्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बगलीस्वां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना को निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति व्याभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और जनार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.



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The Overview

Unit 1: Media and Networking						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Father, Dear Father	Mind mapping Group discussion	Completing a given table based on conclusions drawn Completing statements MCQ's	Group discussion		Writing an Article	Synonyms
B. After Twenty Years	Worksheet on lexical items related to crime Identifying parts of a stage Group discussion Mind mapping	MCQ's Sequencing events in a flowchart	Enacting the play	Play reading	Writing a newspaper report Designing a Poster, a Brochure and an Invitation	Reported Speech
C. Social Networking Sites	Conducting a Survey	MCQ's Completing a given table based on conclusions drawn	Group/ Panel Discussion	Panel discussion	Writing an Article	Active and Passive Voice Process Description Sequence markers
D. Films and Entertainment		Note — making		Listening to an interview with Aamir Khan for specific information	Writing a Film Review	
E. Project	TV Show					



Unit 2: Health and Fitness						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Double up with Laughter	Group discussion Brainstorming	MCQs Short answer questions	Role play	Listening to a story for specific information	Drafting a Notice	Conditionals Word formation
B. Yoga for Holistic Well-being	Conducting a Survey Writing a report	Completing a flowchart	Giving instructions	Listening to a passage for specific information	Writing an informal letter	Prepositional phrases Compound words
C. A Healthy Brain	Group discussion Brainstorming	Short answer questions Completing a flow chart	Role play		Writing instructions	Active and Passive Voice Synonyms Adverbs or Adjectives
Unit3: Our Natural Capital						
Section	Warming up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Nature Tourism	Reading an advertisement with understanding Matching nouns to adjectives Choosing appropriate adjectives for advertisements		Narrating experience Expressing an opinion	Listening to a conversation for specific information	Designing a promotional advertisement Writing a job application [with /without a resume]	Reordering a jumbled words to make meaningful sentences Modals
B. Wild		Completing statements				Synonyms Compound



Himalayan Havens		Short answer questions				words Word stress in compound words Connectors
C. The Trees are Down		MCQ's Onomatopoeic words	Listing reasons for tree felling		Writing a speech	
D. Our Animal Friends			Expressing opinions			Tenses
Unit 4: Step into the Business World						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Nature Tourism	Mind mapping Group discussion	MCQ's Short answer questions	Panel discussion	Panel discussion	Writing an e-mail (formal)	Synonyms Phrasal Verbs Idioms Business Collocations
B. Buyer is the Boss	Understanding lexical items in context Completing KWL Chart Vocabulary worksheet Awareness quiz	MCQ's Short answer questions	Pair work discussion Group discussion		Writing a formal letter of complaint Designing a Poster Designing a Classified Advertis ^{ment}	Subject-Verb concord
C. Powerful	Identifying successful women	Completing a given pyramid	Conducting an interview		Writing a feature	



Women in Indian Business	Entrepreneurs	about people referred to in the article Short answer questions	Role play		article	
D. Wealth From Waste	Pair discussion	Creating a timeline Short answer questions Completing a flowchart		Interview with an entrepreneur	Writing a speech	Active and Passive Voice

E. Project: Creating Quirky Advertisements

Unit 5: Ethics and Values

Section	Warming up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
A. Art of Story Telling	Group discussion Brainstorming	MCQ's Art of story telling	Pronunciation practice Reminiscence about story telling times Survey		Reminiscence Essay about joint family system	Word formation Idioms and Idioms quiz New Words
B. Attitude Changes Everywhere The Star Fish Story	Quiz Discussion Brainstorming	The Star Fish Story Quiz	Discussion and Brainstorming about Professional Ethics		Essay about Values and Ethics	Types of Sentences
C. Are More People Cheating?	Discussion and Brainstorming	Report : Are More People Cheating Matching Exercises			Drafting Slogans Letter of Complaint	Guessing the meaning using contextual clues



D. A Heroism Are the Rich Happy?	Brainstorming and Discussion about the Qualities of a Hero	Poem: Brainstorming and discussion Appreciating An Excerpt: Are the Rich Happy? Note Making	Group Discussion about starting a vocational course on Values and Ethics		Summarising	Sequence of Tenses Timing of Events
Unit 6 : Listening and Speaking Skills						
Section	Warm up	Speaking	Listening	Pronunciation and Grammar		
A. Introducing Conversation	Quiz on Conversation	Let's speak in English Let's Begin at the Beginning.....				
B. Exchanging Information		Socially Speaking... Offers, Acceptance and Refusal Dialogue /Role Play Short responses Seeking and giving information Formal and Informal Speech Appropriacy of Style and Register Speaking before an Audience				
C. Pronunciation	Identifying Rhyming Words			Silent Letters Homonyms and Homophones Sounds and Symbols Consonants in English		



				Pronunciation Table Word Stress in English The Syllable Rules of Word Stress Sentence Stress Tones in English
D. At a Meeting	Sounds of vowels, consonants and diphthongs	Language of Meetings Making Phone Calls	An announcement A Conversation An Interview Taking Directions Taking Instructions A Cricket Commentary	
Appendix				
Listening Tape - Scripts				
Sample Questions for Practice				



UNIT 1

Section - A

Media and Networking

- **How would you define the media?**

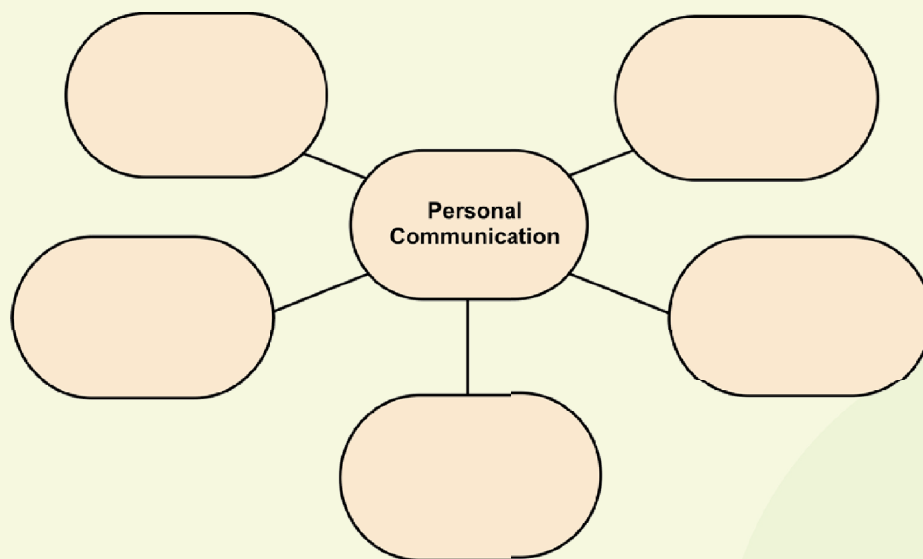
Media refers to.....

.....

- 1. Have a group discussion. Share your definition within your group. Add user information to your definition, if you wish.**
- 2. Today, with twenty-four hour news stations, blogs, e-zines, newspapers, films and electronic tickers; information about our world is literally everywhere. Cell phones have put the world in our pockets. How does this ever-expanding, live information stream affect you? Do you think it has made you more informed, or just more jaded? How can you make the most of it? Share your ideas about social media with your class in a short presentation.**

Father, Dear Father

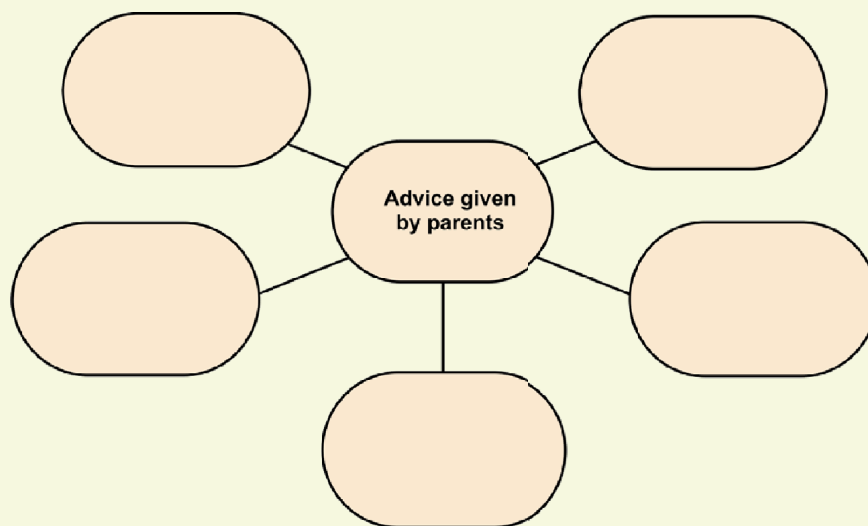
- 3.1** What are the various means of personal communication?





3.2 Which ones of these do you use most often in your communication? Why do you prefer it over the others?

3.3 What advice do your parents give you regarding your studies and your career?

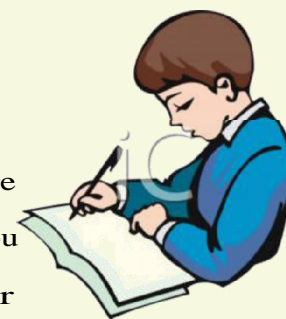


3.4 How do you respond to their advice? Share your views with your group.

4. Read the letter a young boy writes in reply to the one he has received from his father. Let us find out what he has to say.

Dear Papa

- 1 . This is in answer to your letter about my transgression. Yes, my first rank slipped to the second. You advise that I should think before answering the papers. Yes, the operating word 'think' did make me reflect and these are the results of those reflections.
- 2 . Father, we've never really been close and I can't rightly say you've been my friend, philosopher, guide, etc. Yet I would like you to be aware of my thoughts. They are very important to me. You are highly educated and you provide very well for the family. But in your





departmental store, do you apply Pythagoras' Theorem or Newton's Law of Gravity? For that matter, does your doctor friend? Or your lawyer brother?

3. Papa, my grandfather speaks of a carefree and beautiful childhood. Of days spent in plucking mangoes and guavas from their orchards, of picnics on the banks of the river where the men cooked mouth-watering food, of playing marbles and *gillidanda*. From his talk, it seems, studies were an ancillary subject: and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world has turned topsyturvy in just about 70 years?
4. Papa, my grandmother is semi-literate. Yet she is at peace with her pots, pans, her flowers and garden, her *Bhagvad Gita* and scriptures. My mother, highly qualified, is highly strung, tense and nervous. Do you think literacy makes us, restless, afraid and frustrated?
5. Oh Papa, last week, my rose plant almost died. Some pests. I asked my Biology teacher what I should do to save it. And she was cross. She said go ask the guy who keeps gardening things. He'll tell you. We learn about pesticides but we do not know how to use them. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did. What matters to me is that my rose plants remain healthy; when there is a fuse in my house, I should know how to do something about it: I should know how to make a desk for myself from my carpenter's tools. Instead I learn about hypotenuse, relational square roots.....
6. Papa, once I asked my grandmother how she got to be so wise. Do you know what she said? By living and experiencing. And she laughed as though I had asked something which was so obvious. Are we living Papa? Or is life by-passing us?
7. What I fear is that if I were to meet Newton face to face, I would fail to recognise him, so busy am I learning about him! You know, just like that boy, Vinu, in that award winning film, he prattles on "the Hibiscus is red" – a



hundred times, but in his book, he colours it yellow. Are we missing out on the essence of life?

8. Anyway Papa, do you know where I lost that quarter mark that brought about my fall? It was a fill-in-the blanks. I held that I was invited to tea and my teacher was adamant that he was invited for tea. A matter of grammar. And Papa, if he says George Bush is the president of India, it will have to be so. If he says the sun rises in the west, so be it: and if he says the earth is flat, it will be, it will be, my Papa. At least on my answer papers. My first rank is at stake, you see. Still, my dearest Papa, I shall keep your advice in mind and try not to lose any quarter marks.

As always,

Yours ever obedient son,

Rahul

P.SYour eyes will not see this anguished plea, my father. This was only to lighten my over-burdened heart. It is not all arteries and muscle: it feels too.

- An article from *The Hindu*

4.1 Based on your reading of the letter, give reasons for the following statements made by Rahul.

	Statement	Reason
1.	The father has never been a friend, philosopher, guide to his son.	
2.	Information like the Pythagoras' Theorem, and Newton's Law of Gravity is not useful to everybody.	
3.	The boy's childhood is not as carefree and beautiful as his grandfather's was.	



4.	The writer perceives a difference in the attitude of his mother and his grandmother.	
5.	The Biology teacher was angry with the boy.	

4.2 Complete the following statements.

1. When the writer's grandfather was a boy, it was considered important to know how to
.....
2. Rahul's grandmother is more at peace with her surroundings because.....
.....
3. According to the writer, education must include
.....
4. In Rahul's opinion his biology teacher is unable to help solve his problem as
.....
5. Rahul writes the letter to his father to
.....

4.3 Choose the most suitable option:

1. The word *transgression* means
 a) behaving rudely
 b) getting poor marks
 c) breaking rules
 d) disobeying orders



2. Rahul's father his son when his rank "slipped to second."

- a) praised
- b) rebuked
- c) encouraged
- d) supported

3. A word in the passage that means *providing additional support* is

- a) carefree
- b) ancillary
- c) fibbing
- d) topsy-turvy

4. The writer of the letter is a/an student.

- a) responsible
- b) respectful
- c) perceptive
- d) opinionated

5. The relationship between the father and son is

- a) apologetic
- b) affectionate
- c) distant
- d) insensitive

5. Discuss with your partner: What kind of education does the writer think is the most useful? Do you agree/ disagree with him? Give at least five reasons.

6. Write an article for the school magazine in about 300 words on the effect of formal examinations on teaching and learning in your school.



We write articles.....

- To present information on a variety of themes (describing an event, person and his life and actions; places; experiences; opinions on topics of social interest; arguments for or against a topic) in a long and sustained piece of writing.
- To pass on such information in a wide range of contexts (magazine→general, school→newspaper)

How to Write a Newspaper Article

Researching the Article

A newspaper article is of current and widespread interest. Therefore, you must try to avoid bias. At times, you may have strong opinions that affect your conclusions. It is important that you conduct research that will give you a full understanding of your topic.

Interviews

Next, interview a few people to collect quotes that reflect the public's perception of the event or story. Also let the interviewee know that you will be quoting him or her.

Parts of a Newspaper Article

Headline or TitleThe title of your news article should be catchy and to the point. The first word is capitalized, but words after the first word are typically not. Numbers are not spelled out.

BylineThe byline is the name of the writer.

1. Introduction→ The opening paragraph (called the Introduction) must

- Tell what the article is about
- Catch attention
- Arouse interest
- Limit and control what you plan to discuss in your article
- Language clear and precise; may even use a definition or quotation



2. Develop cause-effect relationship

- Use facts
- Give examples to support your views
- Present arguments in a coherent, logical and convincing manner

3. Comparison and contrast

- Give views contrary to yours
- Compare why your views are better

4. Conclusion

- **Summing up**-consolidation of ideas
- Offering suggestions/ measures to improve the situation
- Personal observations and predictions

Detail any events **inchronological order**

Use **active voice**-avoid passive voice when possible.



Section - B

After Twenty Years

- Working in groups of four, match the words naming criminals in Column A to their meanings in Column B.

Column A	Column B
(i) Blackmailer	Someone who makes an illegal copy of a document, painting, etc.
(ii) Murderer	Someone who intentionally kills another person.
(iii) Burglar	Someone who illegally takes goods from a shop without paying for them.
(iv) Forger	Someone who obtains money from people or forces them to do something by threatening to make known a secret of theirs or to harm them.
(v) Shoplifter	A person who steals.
(vi) Gangster	Someone who kills a famous or important person usually for political reasons or in exchange for money.
(vii) Assassin	A person who illegally enters buildings and steals things.
(viii) Thief	A member of an organised group of violent criminals.

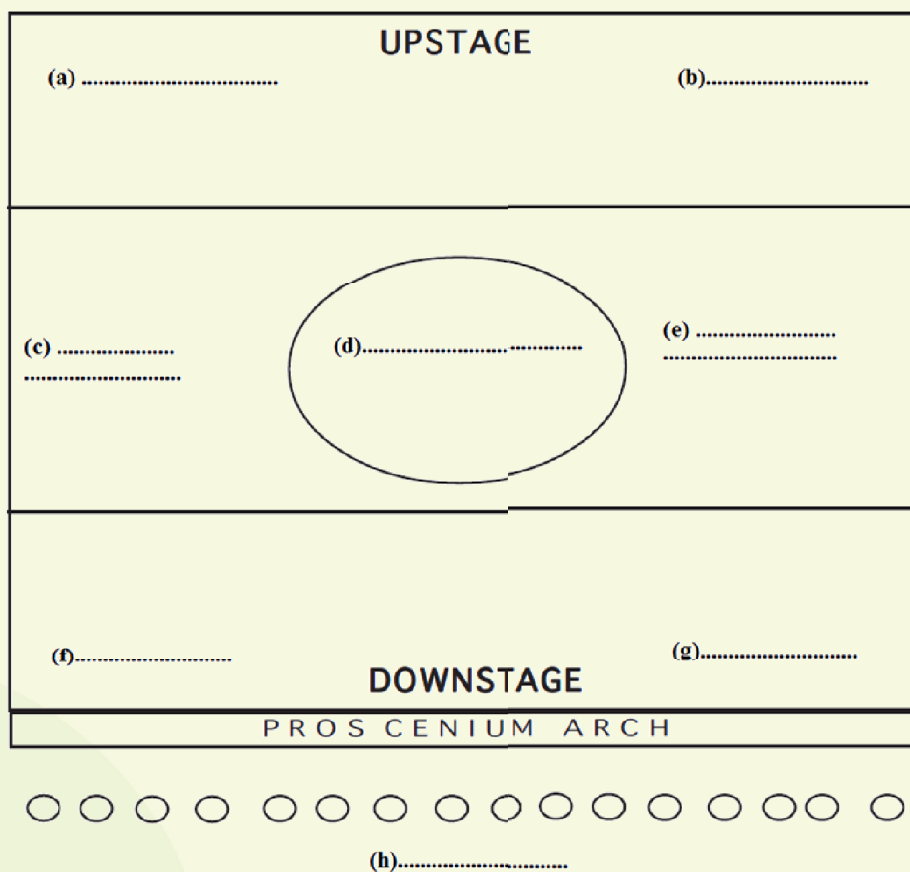
1.1 Stage Directions Areas of the stage are named from the actor's point of view. If you are standing on stage looking out at the audience, *stage right* will be to your right and *stage left* to your left. *Upstage* is towards the back wall and *downstage* is closest to the audience. This terminology comes from the days when stages were raked, or angled down, towards the audience so that everyone standing on the ground could see (now our theatre seating is usually raked instead). The proscenium arch is the vertical frame around the stage.



1.2 Look at the picture of the Stage. Label the following areas on the stage.

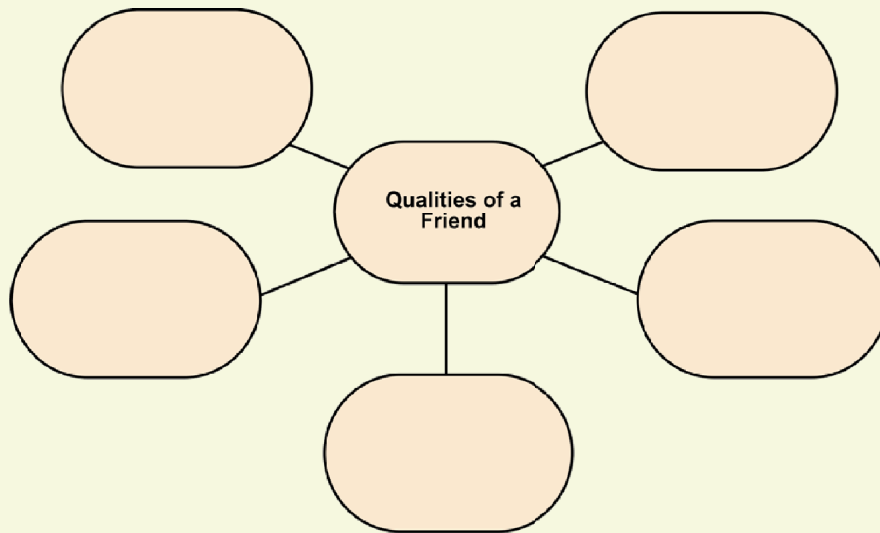
- 1 . Centre Stage
- 2 . Audience
- 3 . Up right
- 4 . Up left
- 5 . Right
- 6 . Left
- 7 . Down right
- 8 . Down left

1.3. Parts of a Stage





2. What are the qualities that you look for in a friend?



2.1 Compare this list with the list made by your best friend? Do your lists match?

**2.2 Do you think that you would be able to remain friends when you leave school?
Share your ideas.**

2.3 Read the play based on a story by O. Henry which is about two friends who grow up together in the big city. They are like brothers. Then, one of them leaves town and returns twenty years later. Which friend has changed the ~~most~~ the one who left, or the one who stayed behind?

After Twenty Years

Characters

Narrator

Bob, *a well-dressed man*

Policeman

Young Bob, *Bob, twenty years before the time in which this play is set*

Young Jimmy *Young Bob's best friend*

Man



Scene One

NarratorA New York City policeman on the beat walks up an avenue. The street is empty. The time is almost ten o'clock at night, and chilly gusts of wind with a taste of rain in them below. The policeman slows in front of a dark doorway. A man named Bob stands in the shadows there.

Bob: It's all right officer. I'm just waiting for a friend.

PolicemanYes?

Bob: It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Let me explain. About that long ago there used to be a restaurant where this store stands—Big Joe Brady's restaurant.

PolicemanUntil five years ago. It was torn down then.

NarratorThe man in the doorway strikes a match and lights his cigar. The light shows a pale, square-jawed face with keen eyes and a little white scar near his right eyebrow. He wears a large diamond pin in his scarf.



Bob:Twenty years ago tonight, I dined here at Big Joe Brady's with Jimmy Wells, my best pal and the finest chap in the world. He and I were raised right here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty... .

Scene Two

NarratorTwenty years previously, young Bob and Jimmy talk at Big Joe Brady's restaurant.



Young Bob: Are you sure that you don't want to head West with me, Jimmy?
I'm telling you we can make our fortunes out there.

Young Jimmy: I guess I'll stay right here in New York, Bob. To my mind, this is
the only place on earth.

Young Bob: I'll miss you, pal.

Young Jimmy: And I'll miss you.

Young Bob: Say, why don't we make an appointment to meet each other
again?

Young Jimmy: What do you mean?

Young Bob: Let's meet up again, years from now, when we'll have our
destinies worked out and our fortunes made. What do you say
we meet again in twenty years?

Young Jimmy: I get you. A reunion.

Young Bob: Exactly!

Young Jimmy: No matter who we are, or what we're doing, or how far we have
to come, twenty years from tonight let's meet right here, at Big Joe
Brady's restaurant.

Young Bob: It's a deal. I'll see you then, pal!

Scene Three

Policeman: It sounds pretty interesting. Seems like a long time between meets,
though. Haven't you heard from your friend since you left?

Bob: Well, yes. For a time we wrote letters. But after a year or two we lost
track of each other. But I know Jimmy will meet me here if he's still
alive. He was the truest, staunchest chap that ever lived. He'll never
forget. I came a thousand miles to stand in this door tonight, and it's
worth it if my old partner turns up!



Narrator Bob takes a diamond-studded watch from his pocket.

Bob: It's three minutes to ten. It was exactly ten o'clock when we parted here at the restaurant door.

Policeman Did pretty well in the West, didn't you?

Bob: You bet! I hope Jimmy has done half as well. He was kind of a plodder, though, good fellow that he was. I had to compete with some of the sharpest wits going to get my fortune.

Policeman I'll be on my way. Hope your friend comes around all right. Are you going to give him until ten o'clock, then head out?

Bob: I should say not! I'll wait for him at least until ten-thirty—may be longer! So long, officer!

Policeman Good night, sir!

Scene Four

Narrator A fine, cold drizzle begins to fall. Bob waits, smoking his cigar. After twenty minutes, a tall man in a light overcoat, its collar turned up to his ears, crosses the street.

Man: Is that you, Bob?

Bob: Is that you, Jimmy Wells?

Man: Bless my heart! It's Bob, sure as fate. I was certain I'd find you here if you were still alive. Well, well, well! The restaurant's gone, Bob. I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?

Bob: Bully! It has given me everything I asked it for. You've changed lots, Jimmy, I never thought you were so tall.

Man: Oh, I grew a bit after I was twenty.

Bob: Are you doing well here in New York, Jimmy?

Man: Moderately. I work for the city. Come on, Bob, we'll go around to a place I know of, and have a good long talk about old times.



Narrator The two men walk up the street, arm in arm. Bob, his ego enlarged by success, tells his companion all about his career. The other man listens with interest. Soon they pass a brightly-lit drugstore. In the glare of the lights, the two men take a good look at each other.

Bob: Hold on! You're not Jimmy Wells! Twenty years is a long time, but it's not long enough to turn a man's eyes from brown to blue!

Man: It can be long enough time to turn a good man into a bad one. You've been under arrest for the past ten minutes, "Silky" Bob. The Chicago police department thought you might be heading our way. They sent us a telegram saying they wanted a little chat with you.

Bob: *(Sighs)* I'll come quietly. But how did you know here to find me?

Man: Here's a note I was asked to hand to you. You can read it before I take you to the station. It's from Patrolman Wells.

Narrator Bob reads the note.

I was at the appointed place on time. When you struck the match I recognized your face from a "wanted" poster sent from Chicago.

I didn't want to arrest you myself, so I went around and got a plain clothes detective to act as your friend after twenty years, Jimmy.

3. Choose the most suitable option based on the story by O' Henry.

1. The man standing in the doorway of the hardware store seems out of place in the neighbourhood because

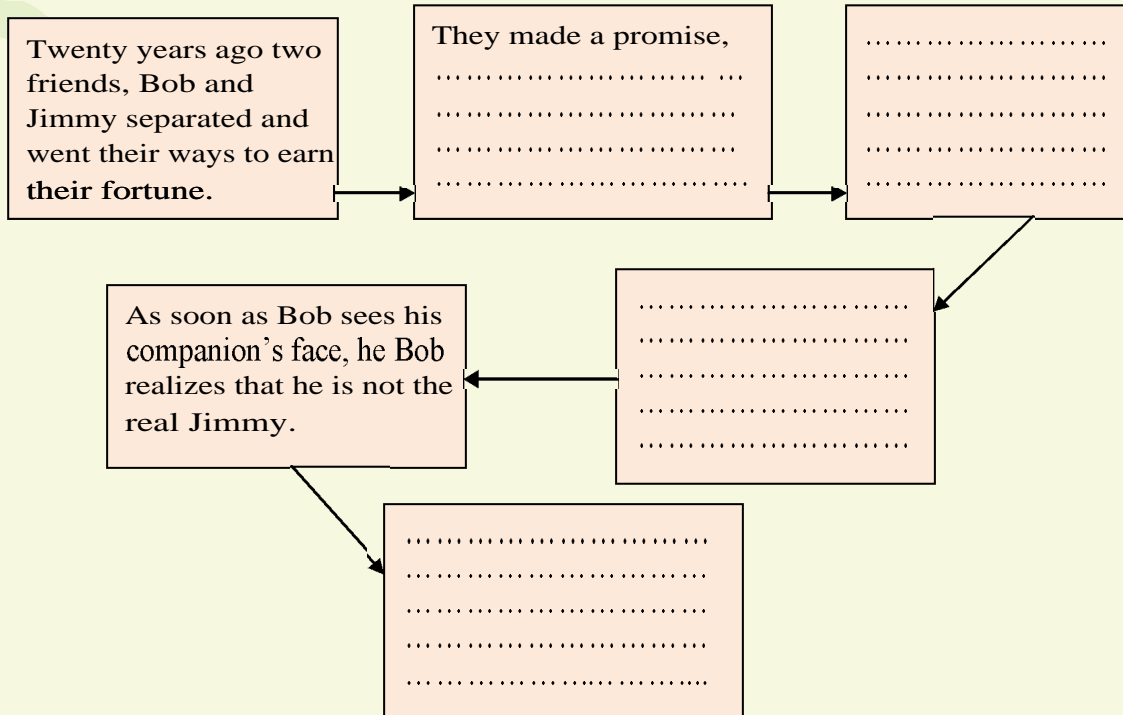
- a) he appears to be a wealthy man.
- b) no one there knows him.
- c) the businesses are all closed for the night.
- d) it is a dangerous place to be.



- 2. As the police officer approaches, the man in the doorway**
 - a) shrinks back fearfully
 - b) stares at him intently
 - c) begins to walk away
 - d) speaks to him immediately
- 3. Jimmy did not arrest his friend because he**
 - a) couldn't recognize Bob in the dark.
 - b) didn't want Bob imprisoned.
 - c) didn't reach the place in time.
 - d) couldn't bring himself to arrest his friend.
- 4. Bob's hand trembles at the end of the story because of his feelings of**
 - a) fear
 - b) anger
 - c) hatred
 - d) regret
- 5. When Jimmy Wells asked Bob whether he would wait for his friend, he actually wanted to find out whether**
 - a) Bob was as true a friend as he claimed to be
 - b) he had enough time to send another officer
 - c) Bob knew that he really was Jimmy
 - d) he had time for a drink before arresting Bob
- 6. Bob recognises that the man is not Jimmy Wells because of the**
 - a) shape of his nose
 - b) way he walks
 - c) colour of his eyes
 - d) man's height



4. Complete the flow chart by listing the sequence of events in the story.



5. As a news reporter who chanced to be at the spot where Bob was arrested, write the report in about 300 words for your newspaper. First, work in groups of four.

First discuss and decide:

- the details to be included in the report
- the number of paragraphs and the details to be discussed in each of them.

Give a suitable headline for the report.

6. Enact the play in groups. For this you will need to:

- a) decide on a Director
- b) choose the Cast
- c) Design a Brochure and an attractive Invitation which you can display on the class notice board.



7. Reported Speech:

As the narrator, report what is being spoken by Bob and Jimmy that you heard to the readers.

Young Bob: Are you sure that you don't want to head West with me, Jimmy? I'm telling you we can make our fortunes out there.

Young Jimmy: I guess I'll stay right here in New York, Bob. To my mind, this is the only place on earth.

- Note the differences in the way you reported with the actual conversational exchange. Share your observations.

1. **Reported Speech** we report what was said at a different time, and so we change the tense to reflect the time which we are reporting. We normally "shift back" one tense.

[Eg] **Direct speech** "We are not going shopping today."

Reported later "She said that they weren't going shopping that day."

1. Sometimes the pronoun has to be changed.

[Eg] **Direct speech** Jane: "My family don't like living here." (Vijay is referring to his family)

Reported speech Vijay said (that) his family doesn't like living here. (The pronoun **his** refers to **Vijay's**)

2. We may also need to change other words about place and time.

[Eg] **Direct speech** "I like **this** story."

Reported speech He said (that) he liked **that** story.

[Eg] **Direct speech** "I went to Singapore **last month**"

Reported speech She said (that) she had gone to Singapore **the previous month**

Why do we use the Reported Speech?

1. We use **reported speech** to tell someone what another person said.



[Eg] Jena says to you:

"I don't watch films."

"I can't eat non-vegetarian food."

"My parents like to travel."

"I'm going out now so you will have to wait until I get back."

"I'll help you with the revision this evening."

Later, you tell your friend what Jena said:

Jen said (that) ~~he didn't~~ watch films.

She said (that) ~~he doesn't eat non-vegetarian food~~

She said (that) ~~her parents like to travel~~

She said (that) ~~she was going out~~ now so ~~he would~~ have to wait until ~~he got~~ back.

She said that ~~he would~~ help me with my revision this evening

Additional points

1. If we report something which is still happening in the present time, it is not necessary to change the verb.

[Eg] **Direct speech** "My rucksack ~~is~~ bigger than yours."

Reported speech He said his rucksack ~~is~~ / ~~was~~ bigger than mine.

2. When we are reporting past tenses and we see the events from the same viewpoint as the original speaker, it is not necessary to change the tense.

[Eg] **Direct speech** "The earthquake ~~happened~~ at half past seven."

Reported speech The TV news said that the earthquake ~~happened~~ at half past seven.

3. Modal verbs **could, might, would, should, ought, had better** usually do not change in the reported speech.

[Eg] **Direct speech** "I should go for tuitions."

Reported speech He said that ~~he should~~ go for tuitions.



Form and meaning:

We use **reporting verbs** to report what someone said more accurately than using **ask, say and tell**. As the narrator, report what is being spoken by Bob and Jimmy that you heard using other reporting verbs.

Young Bob Say, why don't we make an appointment to meet each other again?

Young Jimmy What do you mean?

- Discuss with the class why you chose certain words.

Additional points:

Verb + infinitive

Agree, decide, offer, promise, refuse, threaten

[Eg] They **agreed** to help the flood victims.

[Eg] He **refused** to give up junk food.

Verb + object + infinitive

Advise, encourage, invite, remind, warn

[Eg] He **advised** me to revise my lessons thoroughly.

[Eg] She **reminded** me to bring my text book.

Verb + gerund

Deny, recommend, suggest

[Eg] The security guard **recommended** checking all the gates.

[Eg] The manager **suggested** starting the meeting a little later.

Verb + object + preposition (+ gerund)

Accuse, blame, congratulate

[Eg] The press **accused** him of taking bribes.

[Eg] The Principal **congratulated** the class for their exam results.



Verb + preposition + gerund

Apologise, insist

[Eg] They ~~apologised~~ **apologised for** being late to class.

[Eg] He ~~insisted~~ **insisted on** their going out for dinner.

Verb + (that) + subject + verb

Admit, agree, decide, deny, explain, insist, promise, recommend, suggest

[Eg] Rahul **decided** (that) his room needed cleaning.

[Eg] The teacher ~~recommended~~ **recommended** (that) we take an auto-rickshaw home.

What about reporting questions?

- As the narrator, report this exchange between Bob and Jimmy that you heard to the readers.

~~Man~~ that you, Bob?

~~Bob~~ that you, Jimmy Wells?

- Note the differences in the way you reported with the actual conversational exchange. Share your observations.

These general rules for reported speech also apply here.

1. When we report questions, the subject comes before the verb.

[Eg] ~~Direct speech~~ "Where are you going?"

~~Reported speech~~ He asked me where ~~I was going~~

[Eg] ~~Direct speech~~ "Why is he shouting?"

~~Reported speech~~ He asked me why ~~he was shouting~~

[Eg] ~~Direct speech~~ "What do you want?"

~~Reported speech~~ He asked me ~~what I wanted~~

2. When reporting questions we don't use the auxiliary verb ~~do~~ except in negative questions.



[Eg] **Direct speech** "Who doesn't like cheese?"

Reported speech He asked me who ~~didn't~~ like cheese.

3. We report ~~yes / no questions~~ with **I** ~~if~~ **whether** —

[Eg] **Direct speech** "Do you want me to come?"

Reported speech He asked him ~~if~~ **whether** I wanted me to come.

[Eg] **Direct speech** "Have you fed the dog?"

Reported speech He asked me ~~whether~~ **whether** I had fed the dog.

4. When we report questions with **who**, **what**, **which** → to be + object, the verb **be** can come before or after the object.

[Eg] **Direct speech** "Who is the champion?"

Reported speech He asked me who the champion ~~was~~ **was** [or] She asked me ~~who was~~ **who** the champion.

[Eg] **Direct speech** "What is your favourite colour?"

Reported speech She asked me what my favourite colour ~~was~~ **was** [or] She asked me ~~what was~~ **what** my favourite colour.

7.1 Transform the following into the reported speech.

1. **Bob** "It's all right officer. I'm just waiting for a friend."

Policeman Yes?

2. **Young Jimmy** "I get you. A reunion."

Young Bob Exactly!

3. **Policeman** "It sounds pretty interesting. Seems like a long time between meets, though. Haven't you heard from your friend since you left?"

4. **Young Jimmy** "I guess I'll stay right here in New York, Bob. To my mind, this is the only place on earth."

Young Bob "I'll miss you, pal."

Young Jimmy "And I'll miss you."



5. Bob: I should say not! I'll wait for him at least until ten-thirty-may be longer! So long, officer!

Policeman: Good night, sir!

6. Bob: *(Sigh)* I'll come quietly. But how did you know here to find me?

Man: Here's a note I was asked to hand to you. You can read it before I take you to the station. It's from Patrolman Wells.

8. Speaking and listening activity Students may role play as a famous personality visiting the school. Other students interview him/her and report back.

9. Writing As the narrator, write a diary entry of about 120-150 words on what you saw and heard that night. Bring out the lessons of life you learnt.

Section - C

Social Networking Sites

- **Warm up**

Conduct a survey

Young people today are the most digitally connected generation we have ever seen. Get an insight into their media usage by asking at least twenty people between the ages of 14 and 21 years the following questions. Share the information with you group.

Now take this survey:

1. Name of School:

2. Gender:

a) female b) male

3. Age:

a) under 14 b) 14 - 16 c) 17 and older



4. Residential Area:

- a) city b) town c) rural

5. What different kinds of electronic devices do you use?

- a) PC/laptop e) music player

- b) mobile phone f) smart phone

- c) tablet PC g) any other (specify): _____

- d) TV

6. How much time per week do you spend on surfing the Internet?

- a) 0- 7 hours d) 21-28 hours

- b) 7- 14 hours e) 28-35 hours

- c) 14-21 hours f) more than 35 hours

7. How much time per week do you spend on watching TV?

- a) 0-7 hours d) 21-28 hours

- b) 7-14 hours e) 28- 35 hours

- c) 14-21 hours f) more than 35 hours

8. How much time per week do you spend on listening to the radio?

- a) 0- 7 hours d) 21-28 hours

- b) 7- 14 hours e) 28-35 hours

- c) 14-21 hours f) more than 35 hours

9. How much time per week do you spend on blogging, posting to blogs and sending private messages on social networking sites?

- a) 0- 7 hours d) 21-28 hours



b) 7- 14 hours e) 28-35 hours

c) 14-21 hours f) more than 35 hours

10. Are you online even when watching television or listening to music?

a) mostly

b) sometimes

c) never

11. Have you got your own PC/laptop?

a) yes

b) no, I use the family PC/laptop

c) yes, but I share it with my brother/sister

d) no

12. What device do you use for Internet access?

a) PC/laptop c) Netbook

b) Tablet PC d) Smartphone

13. What do you use the Internet for?

a) Keep in touch with friends and be entertained

b) Read local, national and international news

c) Download music, films, games

d) Send e-mails

e) Play online games

f) Look for other helplines g) to buy things

h) Look for technical support

i) Pursue school activities

j) to navigate



k) Read entertainment news or gossip

l) Any other (specify) _____.

14. How do you arrange meeting friends?

a) via text message d) via social networks (e.g. facebook)

b) via cell phone e) any other (specify) _____

c) via e-mail

15. What information do you "publish" on social networking sites?

a) name d) phone number

b) address e) personal pictures

c) e-mail address

16. From where do you get the daily news?

a) newspaper d) online news

b) television e) none, I'm not so interested in daily news

c) radio f) any other (specify) _____

17. Are you a member of any of these sites?

a) Facebook d) I am not interested

b) Twitter e) Any other (specify) _____

c) Skype

18. Users of electronic devices meet fewer friends "in real life" since they meet them in the virtual world.

a) Agree b) Not sure c) Disagree

19. Cyber-bullying is an increasing problem.

a) For yourself d) At school



b) For your friend e) Not at all

c) In your peer group

20. Have you ever visited an illegal site to

a) watch a film / download a film ?

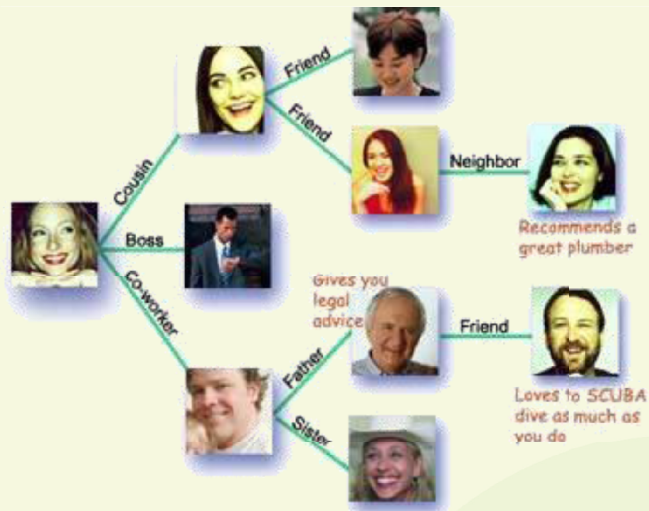
b) download music ?

c) download/ upload files ?

1. Working in groups, have a panel discussion on "Youth and the Digital Connect." A representative presents the group's views.

2. Read more about social networking sites.

1. Do the names MySpace, Facebook, Orkut, etc. ring a bell? They probably do because they are some of the most popular sites on the internet today. These sites are all called 'social networking' sites because they help people meet and discuss things online. Each of these social networking sites has its own strengths: MySpace is especially popular among teenagers, Facebook is popular with college age people, Orkut is especially loved in Brazil, and CyWorld is the site to visit in South Korea. The common thread among all of these social networks is that they provide a place for people to interact, rather than a place to go to read or listen to 'content'.



Web 2.0

2. Social networks are considered to be web 2.0. What does this mean? To understand this, it's important to understand what the original web did (often



called web 1.0). Back in the nineties, the internet - or web - was a place to go to read articles, listen to music, get information, etc. Most people didn't contribute to the sites. They just 'browse' the sites and took advantage of the information or resources provided. Of course, some people did create their own sites. However, creating a site was difficult. You needed to know basic HTML coding (the original language the internet uses to 'code' pages). It certainly wasn't something most people wanted to do as it could take hours to get a basic page just right. Things began to get easier when blogs (web logs) were introduced. With blogs, many more people began writing 'posts', as well as commenting on other people's blogs.

MySpace Surprises Everybody

3. In 2003 a site named MySpace took the internet by storm. It was trying to mimic the most popular features of Friendster, the first social networking site. It quickly became popular among young users and the rest was history. Soon everyone was trying to develop a social networking site. The sites didn't provide 'content' to people, they helped people create, communicate and share what they loved including music, images and videos. The key to the success of these sites is that they provide a platform on which users create the content. This is very different from the beginning of the internet which focused on providing 'content' for people to enjoy.

Key to Success

4. Relying on users to create content is the key to the success of web 2.0 companies. Besides the social networking sites discussed here, other huge success stories include: Wikipedia, Digg.com and the latest success - Twitter. All of these companies rely on the desire of users to communicate with each other, thereby creating the 'content' that others want to consume.

Changing times

5. As today's youth flock to social media like children to candy, youngsters need to be especially prudent as postings and pictures on social media can impact



their lives in unimaginable ways. Foremost, we must remember that social networking sites are in the public domain, no matter how careful we are about privacy settings. Thus, we must exercise caution before posting personal and sensitive information. Further, we need to remember that we all have multiple selves – we behave

differently in class, in the college canteen, at a family wedding and on a picnic. But on most social networking sites, these identities tend to meld as all our contacts are privy to our posts. So what may be an appropriate comment to a friend may not be suitable for a teacher. We have to ensure that we do not treat our contacts as a homogenous unit.



The consequences

6. In the cut-and-paste digital world, we can effortlessly add and delete content at the click of a mouse. Thus, while we may delete an inappropriate picture or post, that does not mean that we have erased it from the minds of those who have already seen or read it. So, while we can retract posts, we may still have to face unintended consequences. Whenever we make a comment or upload a picture, we are creating an online trail of ourselves that can be tracked. Further, some employers check FB profiles of candidates they are hiring; so next time, you are putting up pictures of a beach party you attended, ask yourself if you would want your potential employer to see those snapshots.

Net addiction

7. Youngsters should also self-monitor how much time they spend online. Nowadays, people are tethered to their devices no matter where they go. While there are obvious advantages to 24/7 connectivity, Net addiction can be detrimental. In her book **Alone Together**, MIT professor Sherry Turkle describes a scenario where young American students failed to make the most of a foreign



placement programme. Instead of “experiencing Spain,” the students were glued to FB and online chat rooms during their free time. Time spent online also reduces the time you spend extending yourself by engaging in other recreational activities.

Despite the umpten ‘friends’ we have online, we need to cultivate and maintain ‘real’ friends whom we see face-to-face and interact with. Turkle notes that adolescents find personal interactions increasingly difficult as they are so used to hiding behind a screen while dealing with people. When we communicate online, we do not gain access to a person’s tone of voice, facial expression and body language—nonverbal aspects that are integral to our humanity. Finally, and most importantly, every person, especially youngsters, needs downtime to reflect, ponder and discover him or herself. By shutting out the dizzying din of digital distractions for a few minutes everyday, we can recharge and reclaim ourselves.

About.com and The Hindu

2.1 Choose the correct options

1. Orkut is.....

- a) a blog b) a social networking site
- c) a content site d) a website about Brazil

2. Facebook is especially popular among

- a) young adults b) college students
- c) the people of Brazil d) the Koreans

3. Social networking sites encourage people to.....

- a) browse articles and other content
- b) code pages in HTML
- c) look for jobs and other opportunities
- d) interact with other people



4. Social networking sites are called
- a) Web 1.0 sites b) Web 2.0 sites
 - c) Web blogs d) HTML coding
5. Originally the web was used for
- a) posting thoughts and ideas online
 - b) researching and browsing content
 - c) interacting with other people
 - d) storing classified information
6. Many people didn't create web pages in the beginning as they.....
- a) didn't have the permission to do so
 - b) didn't want to communicate with others
 - c) didn't know how to code HTML pages
 - d) didn't know they could create web pages

2.2 Complete the table given below listing the threats of social networking.

Precautions to be Used	Not give out one's identity or personal information	Be careful about what one puts online	Be careful about the amount of time spent online	Need to spend time with 'real' friends
Reasons for being cautious				



3.1 Read the news item that appeared in a national daily.

Facebook, Orkut Crimes on the Rise Across World

Using Social networking sites like Facebook and Orkut may seem a like a harmless way of staying in touch with your friends and family but it has resulted in a rise in crime across the globe. In UK, the tabloid Daily Mail, using the Freedom to Information Act, has found out that there have been more than 100,000 crimes linked to Facebook in UK in the last five years. According to the Daily Mail, callers have alerted officers to alleged acts of terrorism, sudden deaths, frauds and hate crimes.

3.2 Ever since they entered our lives, social networking sites have served as platforms where users could use the virtual space offered by these social media platforms to freely express their views on myriad issues. However, recent events have caused many to question the perceived verbal sanctuary that social networking websites have been deemed to offer.

Working in groups discuss, whether social media, a platform for self-expression, has become a dangerous forum. You may share your ideas about:

- a. What does freedom of expression online mean to you?
- b. From a youth perspective, what are the challenges to protect freedom of expression?
- c. What limits your freedom of expression?
- d. Do you think these limits are right?
- e. How do they impact upon your experiences online?
- f. Are the legal consequences of saying exactly what you want online understood by users?
- g. How can we educate users so that they understand the legal issues surrounding free speech online? What role can service providers play?
- h. Does age impact freedom of expression?
- i. What are the roles and responsibilities of users of social media services as they relate to openness, privacy and security?



- j. What is the user's role in addressing when someone else's freedom of expression goes too far?

3.3 Based on your discussion, write an article in about 300 words for your school magazine on *Social media, young people and freedom of expression*.

4. Active and Passive Voice

Voice refers to the form of verb that indicates whether the doer of the action in a sentence is the subject or the object.

Change of voice involves **three** major changes:

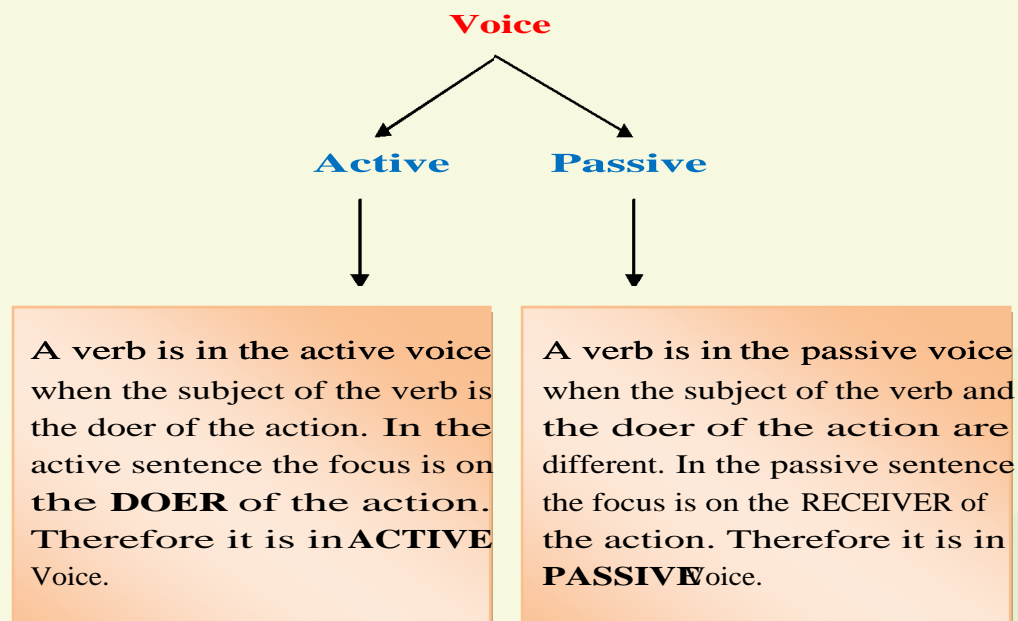
It changes the **functions** of the subject and the object.

It changes the **position** of the subject and the object.

It changes the **form** of the verb.

Remember:

- The meaning of the sentence remains unchanged.
- The tense of the verb remains unchanged
- The passive voice is used when the agent or doer is unknown or obvious.
- Passive voice is used in journalistic, scientific or legal writing.





The Active voice	
<p>1. The active voice is more direct than the passive.</p> <p>Sentences in active voice are generally clearer and more direct than those in passive voice.</p>	<p>Shikha sings a song.</p> <p>The subject (Shikha) + an active verb (sings) + an object (a song).</p>
The Passive voice	
<p>1. The Passive voice calls attention to receiver of the action rather than the performer:</p> <p>2. Passive Voice points out the receiver of the action when performer is unknown or unimportant:</p> <p>3. It avoids calling attention to the performer of the action (known as the "institutional passive")</p>	<p>1. A song is sung by Shikha.</p> <p>2. The thief was arrested.</p> <p>3. The fines will be collected on Monday.</p>

4.1 Changing Active Voice to Passive Voice

Given below are the active and passive equivalents followed by some examples of active and passive sentences.

Tenses	Active Voice	Passive Voice
Simple present	write/writes	am/is/are written
Present continuous	am/is/are writing	am/is/are being written
Simple past	wrote	was/were written
Past continuous	was/were writing	was/were being written
Present perfect	has/have written	has/have been written
Past perfect	had written	had been written



Simple future	will write	will be written
Conditional	would write	would be written
Perfect conditional	would have written	would have been written
Present infinitive	to write	to be written
Perfect infinitive	to have written	to have been written
Present participle/Gerund	writing	being written
Perfect participle	having written	having been written

Note The continuous forms of the present perfect, past perfect, future and future perfect are rarely used in the passive.

4.2 Read the newspaper headlines. Use the information in the headlines to complete the paragraphs.

(a) **Leptospirosis Virus Claims Four Lives**

..... in Thana district due to Leptospirosis, caused by rat urine, following the recent floods in the district.

(b) **Kidnapped Engineer's Body Recovered**

The body of Mr Kapoor, the engineer of the government-owned Bharat Petroleum Corporation,by the police three days after he had been killed.

(c) **Traders Hit Hard by Removal of Encroachments**

Traders from different parts of the country coming to the city for supply of fruit and vegetables by the removal of encroachments in the Grain Market here.

(d) **Question mark over Kochi IPL owners: Modi**

Unfazed by Shashi Tharoor's counter-attack, Indian Premier League Commissioner Lalit Modi



(e) Funds for Elephant Rehabilitation and Rescue Centre near Tiruchi

The Union Ministry of Environment and Forests

(f) Chairs, Desks for MCD Schools after Six-year Wait

Chairs and desks to MCD schools after a six year wait. Reason being that samples of desks-cum-chairs sent for a quality check were rejected by Shri Ram Institute for Industrial Research for not meeting standards.

(g) 3-Member Committee to Probe Attack on ADJ

A day after a trial court judge was allegedly roughed up by a group of lawyers at the Rohini court complex, the Bar Council of Delhi on Thursday..... to look into the incident.

(h) Sporadic clashes in J&K over youth's death

..... in the Sopore and Baramulla townships of north Kashmir on Wednesday as, who fell into a river while fleeing from security forces.

4.3 Given below are instructions for making Maggi soup. Use these cues to complete the paragraph:

Mix the soup powder with 750 ml of water without allowing it to form lumps.



Pour the mixture into a heavy-bottomed vessel.



Bring it to a boil, stirring continuously.



Simmer the soup for five minutes



Pour the soup into four soup bowls and serve garnished with fried croutons.



The packet is opened and the contents (a) _____ with 750ml of water, without allowing it to form lumps. The mixture (b) _____ into a heavy-bottomed vessel. It (c) _____ continuously and (d) _____ to a boil. Then the soup (e) _____ on a slow flame for five minutes. Finally before the soup (f) _____ it (g) _____ into soup bowls and (h) _____ with fried croutons.

4.4 Here are instructions for making vermicelli upma. Use them to complete the paragraph that follows.

- Heat some oil in a pan. Fry the vermicelli till golden in colour. Keep aside.
- Heat some more oil in a pan. Toss in the mustard seeds followed by the black gram. Stir fry both till the mustard seeds splutter fully and the gram is red in colour.
- Add warm water along with salt to taste and bring to a boil.
- Reduce the heat and add the vermicelli.
- Cook whilst stirring often till all the water has evaporated and the vermicelli is well cooked.
- Remove from heat and serve garnished with grated coconut.

First some oil is heated in a pan and the vermicelli (a) _____ and kept aside. Then some more oil is heated in a pan. The mustard seeds (b) _____ followed by the black gram. Both (c) _____ till the mustard seeds splutter fully and the gram is red in color. Warm water (d) _____ along with salt to taste and (e) _____ to a boil. The heat (f) _____ and the vermicelli (g) _____. It is stirred often till all the water has evaporated and the vermicelli is well cooked. It is then removed from heat and (h) _____ garnished with grated coconut.



Section - D

Films and Entertainment

1. Read this essay.

1. The film industry is facing the challenge of the television screen which, because of its ready availability and nearness to entertainment seekers, is becoming very popular, particularly in the West where television programmes are as indispensable to people as newspaper material. Sustained entertainment for multitudes lasting two or three hours is possible only in big cinema halls. Scenic beauty, background effects and colour techniques which have made the products of cinema industry so attractive and delightful may not be reproduced by television programme organisers, and therefore, this important invention in the field of wireless communication, in spite of having become a big rival of the cinema, may not succeed in replacing it.

2. The motion picture has also stepped into the international sphere as an agent of goodwill and co-operation among nations. Cultural contacts which tend to reduce tension in the world and bring harmony in international relations have been established through the medium of films. The more people understand and appreciate the past history, present aims, customs, habits and beliefs of men and women in foreign lands, the more will they realise that their interests can best be served by establishing friendly relations with them and by removing those irritants which breed distrust, lack of co-operation and the desire to punish those whose views and attitudes are such as they do not like. As cultural agents, films can cement ties of love and brotherhood among nations and teach them to confer on each other the benefits of all the rich and glorious achievements of the present enlightened age. In recent years artistes of the film world have been visiting foreign lands with a view to presenting before audiences in those countries the best products of their cultural heritage. Film festivals which many European and Asian countries have been organising from time to time have also proved to be of



immense value in reducing social barriers, colour prejudices and other causes of friction between nations.

3. In the spheres of human conduct and behaviour, films are an inexhaustible source of inventiveness. All our new fashions in respect of the clothes we wear, the cut of our hair, the shape of our footwear, interior decoration of our rooms, and even our manners and habits at social gatherings owe their origin to the cinema industry where they first appear with the glamour of their novelty and the appeal of their sensuous attractiveness. In the screen world nothing ever grows dull and stale: even the most ordinary things are invested with a halo which changes them into objects of exquisite charm. The science of makeup which is the mother of all new fashions is the handmaid of the cinema industry without which it would lose half its glamour. Tailors, photographers, barbers, shoemakers, manufacturers of articles of toilet and of a thousand other varieties of luxury goods, interior decorators and a host of other men in different trades look to this industry for guidance and inspiration, for from it proceed all those new and wonderful ideas which enrich their professional knowledge and help them meet their customers' demand for newness.

1.2 On the basis of your reading, complete the notes

I. Film industry vs. TV

1. Popularity of TV (esp. in West)

1.1. (a)

2. Imp of cinema

2.1. (b)

2.2. (c)

II. Films & International Relations

1. (d)

1.1(e)



1.2. cultural contacts

1.3(f)

1.4(g)

1.5(h)

a) history

b) present aims, customs, habits and beliefs

1.6. cement ties of love and brotherhood

III. Effect of Films on daily life

1. (i)

2. (j)

Main Processes Involved in Note Making

1. Storing: Very often we are required to store information for future use.

Storing of information is important because:

- We cannot be expected to remember all the information that we gather by reading, speaking or listening.
- We may not need some information immediately but at some time in the future.

2. Retrieval Storing of anything will be of little avail if we cannot retrieve it for use. To ensure effective retrieval of information from notes the following points should be borne in mind:

- Information should be systematically organized.
- Notes should not be obscure because the note maker may fail to recollect what he had in mind when he used a particular set of symbols or abbreviations in the notes.

How to Make Notes:

- First identify the main points and supporting details in a given text.



- Condense the information.
- Organize the condensed information in a systematic way.

Highlights of the Notes

- Notes are usually not written in complete and conventionally (grammatically) 'correct' sentences.
- They are much shorter than the original text.
- Main points and supporting details are clearly distinguished.
- Information is condensed using certain devices like abbreviations, symbols, shorter words, numbers etc.
- Certain types of words are often dropped: articles, words that are repeated, verbs which can be understood in the context, relative pronouns, conjunctions etc.
- Condensed information is organized and recorded in a systematic manner that brings out the structure of the original text.
- Headings and supporting details are numbered.

Steps in Note Making

- First read the text quickly to understand its general purport or message. Do not worry if you do not know the meaning of a few words/phrases. Try to deduce their meaning from the context.
- Read the text again, now a little slowly, to locate the main points and supporting details. If you like, you may underline them using different colour ink. The second reading should also help you understand the way in which the author has organized his thoughts, i.e. the 'scheme' of the text.
- Decide the system you will use for organizing and presenting your notes. Though many systems exist, the present practice is to follow the decimal system without indenting.
- Condense the information, using abbreviations, symbols and short forms and write the notes. Avoid examples and illustrations from the text unless they are vitally important.



- Organize the notes with suitable headings and subheadings in the decimal format. Give an appropriate short heading.

Some Common Devices for Condensing information

1 . Numbers for Figures.

Eg: Six metres → 6m

Ninety kilos → 90 kg

However big numbers like 1,00,000 and 1,000,000 should be expressed as one lakh and one million respectively.

2 . Short words for long words

Eg: investigation → probe

Policeman → Cop

3 . Abbreviations and Acronyms

An acronym is a word made up from the first letters of the name of something, especially an organization, eg. UNESCO. An abbreviation is a short word or expression, eg., 'Dr.' for 'Doctor', 'Prof.' for Professor.

4 . Apart from standard abbreviations, we can ourselves abbreviate words in different ways.

- By using only the first few letters of the word.

eg.	abbreviation	:	abbr.
	examination	:	exam
	computer	:	comp.
	representative	:	rep.

- By using the first few letters and the last letter of the word.

eg.	government	:	govt.
	department	:	dept.
	assistant	:	asstt.
	standard	:	std.



- By dropping all or most of the vowels in the word.

management : mngmnt

frequent : freqnt

external : extnl.

5. We can also use convenient symbols in our notes.

eg. = is equal to, means the same as

≠ Is not equal to, not the same as

→ leads to, results in

∴ therefore, so, as a result

∵ because

6. By deleting certain kinds of words we can shorten sentences.

eg. articles, auxiliary verbs, relative pronouns, conjunctions etc.

PROJECT

Making a TV Show

In this unit you will produce your own TV Show.

1. You all have seen many TV programmes, which will give you ideas for your own programme.
2. Each group will invent their own channel. Give it a name and logo. The duration of the programme should be about 10 - 15 minutes.

Each group will have the following → Two Anchors, Script Writer, Director, News Reader, Camera person and assistant, Cast, Reporter, Recorder and event manager.

Anchor Present the programme in a lively manner.

Script Writer Ensure the final draft of the script is ready before you start recording.

Director Ensure the programme has enough variety.



News Reader Report school news, current news and neighbourhood news.

Camera person Capture the items on camera.

3. It is good to plan the show.

First, have a group discussion about the number of programmes you will include in your show.

Second, decide on the Anchors. It is preferable to have two anchors who outline content at the start of the programme.

Have a group discussion:

- a. Why should there be two anchors?
- b. What is the role of these anchors?
- c. What is the anchors' style?
- d. Why do the anchors outline some of the contents right at the start of the programme?

Third, decide on the content

What will you include?

1. School News
2. An Interview: 'Meet the Teacher'/ 'Meet the Sport star'/ Prefect/ Ex-student
3. A Play/ Opera/ Dance
4. Advertisements
5. A Talk Show related to School Environment/ Safety/ Health Issue
6. General knowledge quiz, panel game, word game
7. Information about local sites: monuments / sites of historical importance and of tourist interest
8. Entertainment reviews: music, films, video, books, etc.



Is there enough variety of content?

You are free, of course, to add your own ideas. Remember, the programme must be in English.

4. As a group, you will need to follow these steps

- a. Decide the length of your programme
- b. Fix the duration of each item.
- c. Ensure that the programme has enough variety of content.
- d. Decide the sequence of items.
- e. Supervise the script for each item.
- d. Present the programme in a lively manner.

2. Listen to the interview with Aamir Khan by the news agency, Reuters, about his show 'Satyamev Jayate'. You and two students may role play the interview by reading the questions and answers aloud.

2.1 Indicate whether the following sentences are True or False Write 'Can't Say' for sentences for which no information is provided. (page 46)

- 1 . Aamir Khan made the programme "Satyamev Jayate" as he fancies himself a good Samaritan. _____
- 2 . Aamir Khan is happy with the way the programme has been able to reach out to people across the country. _____
- 3 . Before he made the show, Aamir felt a show about social issues would not be successful. _____
- 4 . The show, "Satyamev Jayate" resulted in a number of states announcing strong action against the wrong-doers. _____
- 5 . TV offers a unparalleled scope for bringing about social change as it appears in seven languages. _____
- 6 . Aamir Khan admitted to editing the episodes to "dumb them down." _____



7. Aamir Khan targeted doctors as a large minority are intentionally engaged in unethical medical practices.
8. Indian society is not yet ready for a social change.

2.2 The Culture Society of your school screened the Aamir Khan film *3 Idiots* for students of Classes XI and XII. Write a review of the film for the school magazine in about 300 words.

How to Write a Film/ Book Review

The aim of writing a review is to judge a film, play or a book and inform the viewer / reader about it. The reviewer talks about the subject of the film, play or book being reviewed and how the film maker or director / author has handled the subject. At times the reviewer's aim is to arouse the interest of the viewer / reader so that she / he wishes to see the film / read the book. Sometimes, the reviewer warns the viewer/ reader why she / he should not see or read a particular film / book.

While writing the review, you must include:

- the name of the film
- the cast / director / writer
- the important characters
- a very brief outline of the film
- why the film was worth seeing or not worth seeing.

Listening Script

Interview with Amir Khan

(Reuters) - It's 10.30 on a Friday night – an unlikely hour for an interview. But Aamir Khan has been busy the whole day, shooting for his next film and then appearing on a news channel programme about his TV show "Satyamev Jayate". Khan took time off to talk to Reuters about what "Satyamev Jayate" has meant for him, what he hopes it will



achieve and whether he fancies himself a good Samaritan.

Q: This Sunday, the last episode of 'Satyamev Jayate' went on air. How do you look back on the show?

A Well, emotions are mixed right now. I have to say I am absolutely thrilled with the kind of response the show has got. The way people have connected. I won't even call it response, you know. The deep emotional connect, right from Kashmir to Kanyakumari, across different languages and across urban and rural, across economic groups.

All the more because when we were setting out, we had no idea. This was something which had never been done. People who knew what I was doing used to tell me 'Aamir, you don't know television. People only want entertainment. A show about social issues is not going to work. People are not going to connect with it.' But, I felt differently. I just did what I felt like doing, basically. It indicates that people are ready for change. India is ready for change.

The fact that it is the last episode makes me feel a little sad. Somewhere, this journey which started two years ago -- actually a little more than two years ago, will come to an end. I am hoping this is not the end, this is just the beginning. It may be the end of the first season, but it is the start of a longer journey.

Q When you started out, you must have had an objective in mind for the show. Has it achieved that?

A Yeah! I think it's been a fantastic response. You know what me and my team would term a dream response. Not only the people, but I am so happy to say that the administrative class and political class of this country have been extremely pro-active in their response to the show. They have shown such courage at times ... they have been very dynamic. For example, generic medicines, we've seen a lot of movement in that area, a number of states have announced it. Female foeticide, a number of states have announced strong action -- political will is behind that action. If you look at the episode we did on alcohol, Alcoholics Anonymous has received 2 lakh phone calls. Two lakh people have contacted AA to come out of alcoholism. That's a huge number.

Q You've dealt with some pretty wide-ranging issues -- like manual scavenging and caste. These are also very complex issues at heart. Do you have to dumb them down to make sure they reach a mass audience?

A I would not like to use the word 'dumb it down'. The medium that I am using to



communicate is television. The reason I am using television is because of its massive strength. Each home has a television set. Therefore the reach of television is phenomenal. We have multiplied that by appearing in seven languages -- in other words, you are covering the country. We have multiplied that by being also on Doordarshan, which is our national terrestrial channel. Now, when I have chosen a platform which is mass communication -- I am not talking to one person in my study -- so communication has to be in a form which is ... something the vast majority of people can consume and understand what I am saying. The moment I am talking to lakhs and crores of people, simultaneously, I have to make sure that my communication is of the kind that will reach everyone. But at the same time I don't want to compromise on any of the issues. So we may choose to discuss the core of it and maybe three or four related issues around it. We may not be able to deal with all 20 layers of it. But that is a good start. If you are able to address the core and issue and four or five issues surrounding it, that is a good enough start.

Our programmes are information and knowledge based and we are not shying away from that. You may look at the episode we did on untouchability. Just based on statistics, you are aware and I am aware that 80 percent of the population of this country is non-Dalit. But I am still choosing to take up that issue because I think it is an important issue. These are tough decisions for us, but we have tried to be honest, we have been honest to our convictions and our intentions.

What are my skill-sets? In this show, we have tried to combine journalism -- hard-core journalism, along with what my skill-sets have been for the last two decades and that is communication. Our first attempt is to gather information and in a journalistic manner, do thorough research on every topic. Once that is done and we collect all the data and information we need to figure out how do we communicate this. Because to communicate it to you in a manner that is interesting, honest, of course honest -- we have to be hard-core honest in what we are saying to you. And that is where my skill-sets come in as a communicator. That is what I have been doing all my life. I have been telling you stories and here is a story I have to tell you, which is the truth.

"The word is not dumbing it down -- I have tried to use my skill-sets to the best of my abilities. Of reaching out and telling people -- tugging at your heartstrings -- that's where my skill-sets lie. Those are the abilities I have learnt in my twenty years. So we are combining journalism with good story-telling.



Q There has been negative opinion on the show too -- especially the caste episode where it was said that the editing was not done in a fair manner or that subjects were interviewed separately.

A That's complete rubbish. People who don't understand the form of television or film are perhaps saying that. We edit everything. Without editing, we can't do a program. We have guests coming from different parts of the country. This is not the only episode but in a number of episodes, when a guest is not able to come on the appointed day, we have 15-20 people talking on a show. So to coordinate 15 peoples' dates on the same day is difficult. So if a guest says sorry I can't come on this day but we feel that it is important that they be part of the show, we request the guest to come on another day. We record the interview on another day. But we keep the heart of what every guest says ... I feel it is silly to respond to a complaint like this. These are all absurd things. They don't warrant my time.

Q There was also a list of complaints against you by the doctors' body. Do you feel these are some of the negatives of doing the show?

A Every episode is taking one issue which is affecting all of us and majority of us are affected in a negative way and want to find a solution to this problem. But there is a small minority which is causing the problem and that small minority is gaining from the problem. They don't want the problem to disappear. So that small minority will not like what we are saying on the show because we are exposing that small minority. People who are not part of the solution, they are part of the problem. They will hit out at us. Write lies against us. They will spread rumours. We were aware of that. There is no question of that not happening.

The fact of the matter is that I have not said a word against doctors. I have only said against doctors who are intentionally doing unethical medical practices. I have spoken against unethical medical practices. Why would any doctor object? Every doctor should say 'Yes, we agree'. There should not be any unethical medical practices. So those doctors who are objecting to what I am saying, you can guess for yourself where they are coming from.

Q One of the things that you are really good at is marketing. How much of the success of "Satyamev Jayate" would you attribute to that?

A: I just believe I am being honest. You have to be honest about what work you have



done. Marketing can only help you bring an audience to the first episode. Thereafter if your episode, your work, your content is not good you don't stand a chance. That's it.

Q Did you start thinking about these issues before "Satyamev Jayate"?

A The seed of the show was in me 15 years ago. Soon after becoming a star and like every other person, I also read the papers, I talk to people. I come to know things and you feel disturbed about what is happening around you. You feel disturbed about injustice at many times. You feel why can't things be better? If I am privileged, how I can change things for those who are not. That was in me many years ago. And it was fermenting in me, which finally somewhere came out through the show.

Q Now that you have covered so many issues, how do you see India as it stands today?

A I have a lot of hope in me. I believe that India is wanting to change. I believe it will change. Over the last 3-5 years I have met so many people with a desire to do good. I can see it in their eyes. I can feel it in their voice. Society is ready for change.

Q Any issues that you haven't dealt with?

A A lot of them that come to mind. But I won't tell you about them (laughs).



Unit 2

Section - A

Health and Fitness

1. Warm up

Now look at these advertisements and write down what kind of help do these offer. Give reasons and share your ideas.



Read this definition of the term 'Holistic Health' and discuss about in class.

Holistic health in medical terms means taking into account all aspects of people's needs including: psychological - physical - social - spiritual. Which means that disease is a result of physical, emotional, spiritual, social and environmental imbalance.

Now discuss with your partner about how should one help another and when:

- Somebody falls ill
- someone goes through a depression
- somebody responds rudely to your simple and pleasant greetings
- A friend constantly suffers from anxiety



Read this:

**Because it's human, laughter must be of the highest order.
To repress it is to destroy human quality.**

Laugh for a minute and write how it feels after laughing together with your classmates.

1. Now read on.....

1. We will have to give life a new orientation. The past has crippled life very badly; it has made you almost laughter-blind, just like there are people who are colour-blind.
2. The constant repression of laughter has made you laughter-blind.
Situations are happening everywhere, but you cannot see that there is any reason to laugh. If your laughter is freed from its bondage, the whole world will be full of laughter. It needs to be full of laughter; it will change almost everything in human life. You will not be as miserable as you are. In fact, you are not as miserable as you look- it is misery plus seriousness that makes you look miserable. Just misery plus laughter, and you will not look so miserable!
3. Just look around at life and try to see the humorous side of things. Every event that is happening has its own humorous side, you just need a sense of humour. No religion has accepted sense of humour as virtue. I want a sense of humour to be a fundamental quality of a good man, a moral man, a religious man. And it does not need much searching: you just try to see it, and it's everywhere. Seriousness has become almost part of our bones and blood. You will have to make some effort to get rid of seriousness, and you will have to be on the lookout wherever you can find something humorous happening, don't miss the opportunity. Everywhere there are people who are slipping on banana peels, just nobody is looking at them. In fact it is thought to be ungentlemanly. It is not, because only bananas fall on banana peels.



4. Laughter needs a great relearning, and laughter is a great medicine. It can cure many of your tensions, anxieties, worries; the whole energy can flow into laughter. And there is no need that there should be some occasion, some cause. Even just sitting in your room, close the doors and have one hour of simple laughter. Learn to laugh.
5. In one apartment house, people were puzzled about one thing. Every couple was fighting, throwing pillows, throwing things, breaking cups and saucers, shouting at each other, husbands and wives screaming. The only problem was with one gentleman.
6. From his flat they never heard anyone fighting; on the contrary, they always heard laughter. So they caught hold of the fellow as he was coming from the market and said, "First you have to tell us what is the secret why do you laugh when everybody fights?" the fellow said, " what happens is, she throws things at me. if she misses then I laugh; if things hit me then she laughs." Seriousness is a sin.
7. Laughter has tremendous beauty, a lightness. It will bring lightness to you, and it will give you wings to fly. Life is full of opportunities. You just need to be sensitive and create chances for other people to laugh. Laughter should be the most cherished qualities of human beings because only man can laugh, no animal is capable of it.
8. Because it is human, it must be of the highest order. To repress it is to destroy a human quality.

2. Choose the right option:

a. To go from miserable to not so miserable, one would have to

- i .** tell oneself to stop being miserable
- ii .** laugh at somebody slipping on the banana peel



iii. laugh while fighting

iv. tinge misery with miserable

b. According to the writer, one has become laughter-blind because

i. laughter cannot be seen only heard

ii. one has become too serious in life

iii. our past experiences have killed the laughter in us

iv. one does not the value of laughter

c. The writer feels that laughter has the ability to

i. make us lose weight

ii. make us feel light-hearted

iii. make us sensitive

iv. help us use opportunities

3. Answer briefly:

a. Why does the writer feel that we need to give life a new orientation?

b. Which three ailments will laughter cure?

4. Briefly sum up the place of laughter in a human being's life. Share it with your class.

5. Conditional Clauses

Read the following example:

If your laughter is freed from its bondage the whole world will be full of laughter.

The part of the sentence which is in italics and underlined is called a 'conditional' clause.



- A conditional clause states conditions, real and imagined.
- **Conditions** deal with imagined situations: some are possible, some are unlikely, some are impossible. The speaker/writer imagines that something can or cannot happen or have happened, and then compares that situation with possible consequences or outcomes, or offers further logical conclusions about the situation."

Eg. i. *If only I had tried* I would have been in the team

ii. Reema would have told us *if she had known* about it.

- Like other adverbial clauses, a conditional clause can come either before or after the clause on which it states a condition.
- A conditional clause begins with '*if, unless, provided that, in case of*'

5.1 Complete the following sentences with suitable conditional clauses:

- He would have won the race
- He ~~can~~ get into a good college
- he would not have fallen ill.
- you can get malaria.
- You will be able to access the net

look at the underlined words in the following sentence

- It is misery plus seriousness that makes you miserable.
- Laughter is the best medicine.

The word *seriousness* is the noun form of the adjective *serious*; so is *laughter* the noun form of the verb *laugh*.

5.2 Study the following sentences carefully

- Tarun got into serious trouble because he did not tell the police about the theft in his house.



b Though he wanted to burst out laughing but the seriousness in his tone did not reveal what he wanted to do.

c. “Please don’t laugh” requested the director of the comedy.

You will get a prize for not laughing.

d. Their laughter could be heard outside the school.

- in sentence **1.a** the word serious is an adjective as it tells us something about the word ‘trouble’ it answers the question ‘**what kind of** trouble?’

in sentence **2.a** the word laugh is a verb as it speaks about an action.

- In sentence **1.b** the word seriousness is a noun as it answers the question ‘what’ so does the word laughter in sentence **2.b**

5.3 Write the noun forms of the given words

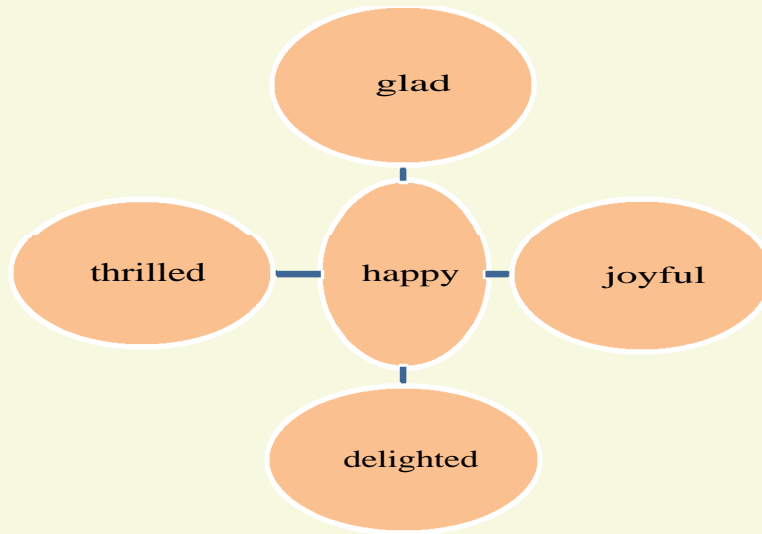
Adjectives	Nouns
Tender	
Kind	
Shy	
happy	
Verbs	Nouns
Teach	
Drive	
Write	
shop	

5.4 Consult your dictionary and write the noun forms of the following adjectives and verbs:

cruel, strong, honest, concentrate, descend, report

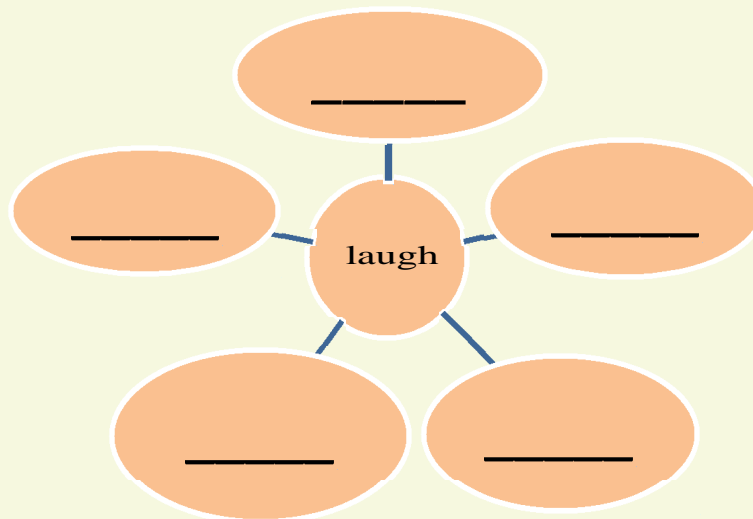


5.5 Look at the word-web.



The web has various words that are almost similar in meaning to the word 'happy' and are often used as synonyms for the word in the centre.

With a partner, complete this word web with words that belong to the 'LAUGH' family.



6. Writing

1. You have decided to form a 'Laughter Club' in your colony. Design a notice in about 50 words informing the residents of your society about it.



Why do we draft a notice?

1. **Must attract the audience and give information**
2. Must have concise slogans
3. Give relevant information
4. Must give the name of the issuing authority at the bottom

6.1 Plan with your friends which would be the best locations in the society/colony to display this notice, so that, the information reaches the maximum number of residents. Make a list of the places that you decide upon and write the reason/reasons why you have chosen those spots. Share them with the class.

7. Listening

Listen to the story about a laughter club and choose the appropriate option.

1. People who came to the laughter club

- i. talked about themselves
- ii. told stories about their lives
- iii. learnt how to laugh

2. The woman thanked the writer because

- i. she had laughed after a long time
- ii. her husband had laughed after two years
- iii. her husband had laughed after a year

3. The elderly woman

- i. found the laughter club funny
- ii. wondered if she would ever laugh
- iii. wondered why laughter club was considered to be funny



4. The speaker informed the elderly lady that

- i. one needs the laughter club to be able to laugh
- ii. one does not need reason to laugh
- iii. laughter is a good medicine

5. Creating laughter is compared to

- i. yoga
- ii. sparkle
- iii. piece of art

8. Speaking: (Role Play with a partner) You are Rajiv, your friend Sanju's grandfather is keen to join the Laughter Club and wants to know more about it. So he rings you up.

Choose a partner and complete the following telephonic conversation between the old gentleman and yourself. You and your partner enact it for the class. While enacting do not face each other. Rather, stand back to back and have this telephone conversation.

Grandfather Hello! This is Sanju's grandfather speaking, could I speak to Rajiv please?

Rajiv: Good morning uncle, I am Rajiv speaking

Grandfather Rajiv, I wish to

Rajiv: That's really good, uncle.

Grandfather But I

Rajiv Sure uncle, how can I help you?

Grandfather First of all and

Rajiv We get together at 6.30 in the morning.

Grandfather



Rajiv

Grandfather Which park?

Rajiv

Grandfather Oh that's quite close to my house. Also tell me

Rajiv For half an hour initially, then we may increase the duration

Grandfather.....

Rajiv We are going start from this Sunday.

Grandfather Thank you Rajiv. I'll certainly be there!



Section- B

Yoga for Holistic Wellness

Warm up:

Take the following questionnaire and conduct a Class Survey. In ten minutes interview as many of your classmates as you can and fill up the column.

Name	Do you do any kind of exercise?	How many times a week do you do it?	Which type of exercise do you do?	For how long do you do it?	Do you practice Yoga?	Why do you exercise?	At what age did you start exercising?

Now prepare a short report of about 250-300 words based on your findings.



1. Read the following essay.

When one is unwell it's just not a physical strain, one's mental health too takes a down turn. It is holistic solutions like yoga that cure both the body and mind. Researchers have found that people who practise yoga have healthier hearts than those who do not.



1. Yoga is an ancient Indian science, more than 5,000 years old, which has recently come into limelight as an effective therapeutic tool. The word 'yoga' means union of the mind, body and spirit, truly a holistic cure. Yogic philosophy believes that our reality is built up of five sheaths or koshas that cover who we really are. These are Physical (our body which has five senses) Emotional /Pranic (feelings and chakras/ energy centres) Mental / Ego mind (Our thoughts) Intuitive/conscious mind (Our self) Bliss / Joy (moment of extreme happiness and well-being). Yoga techniques such as asanas postures which stretch the muscles and keep the joints flexible, pranayams which help us to breathe right, concentration and meditation help strengthen the five sheaths or Koshas.
2. Asanas strengthen the core body or the physical self while pranayamas improve prana- life force, our vital energy. Concentration and meditation tackle emotions and strengthen the mind, and help you grow spiritually. Yoga is a combination of all these along with special techniques for relaxation. As opposed to regular physical exercises, Asanas are done with synchronized breaths and the movements are slow and gentle. The focus is on stretching the muscles, and

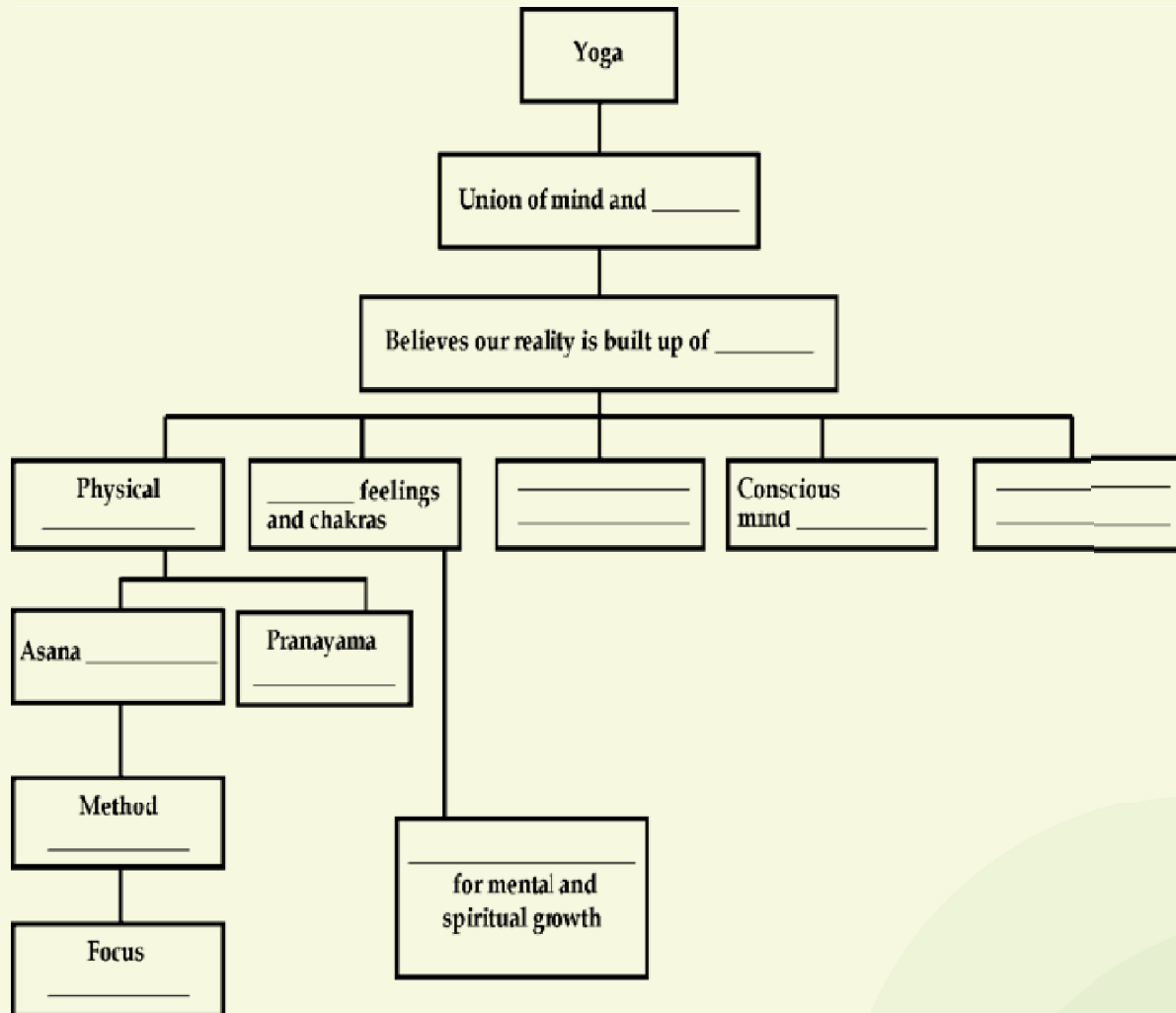


improving joint flexibility, lung capacity and concentration. As a result you feel mentally energised.

3. Yoga is an effective tool to tackle stress and related diseases, mental disorders such as depression and anxiety, lifestyle diseases, cardiac and respiratory ailments, arthritis, digestive problems, lack of sleep, diseases affecting the nervous system, migraines, endocrinal abnormalities and personality disorders.

When practised regularly, yoga can prevent, and at times even reverse certain diseases.

1.2 On the basis of your reading, complete the flow chart





2. Prepositional Phrases Study the following sentence

Asanas are done *with synchronized breaths*

Yoga is a combination of all these *along with special techniques for relaxation*

The group of words in italics 'with synchronized breaths' 'along with special techniques' and 'for relaxation' are **prepositional phrases**

A prepositional phrase will begin with **preposition** and end with **noun, pronoun, gerund or clause** the "object" of the preposition.

preposition + noun, pronoun, gerund, or clause

eg for relaxation

preposition + modifier(s) + noun, pronoun, gerund, or clause

eg with synchronized breaths

along with special techniques

2.1 Identify the prepositional phrases in the following sentences

1. The hotel had a beautiful view of the lake.
2. After five years, the house will finally be ours.
3. She told the maid to make sure she cleaned under the bed.
4. He placed the documents inside the locker.
5. The plane flew high over the snow-capped mountains.

2.2 With the help of the following substitution table, frame as many prepositional phrases as you can and use them to complete the following sentences suitably:

Preposition	Modifiers	Objects	Prepositional phrase
On	dark	grass	
	lonely	road	



	green	night room	
For	my proper complete cleaner	satisfaction family environment relaxation	

- a. You must learn the right techniques _____.
- b. It was _____ so they could not see where the road ended.
- c. Walking bare-foot _____ is good for the eyes.
- d. Each one of us must work _____ so that the earth becomes a healthier place to live in.
- e. I live in this town _____.

2.3 Vocabulary

- a. Here are some words from the passage

lifestyle; limelight; well-being

Each of these words have been formed by combining two independent words

life + style = lifestyle

lime + light = limelight

well + being = well-being

Words thus formed are called **compound words**. Compound words may have a new meaning of its own which would be very different from the meanings of the component words.

(Eg) the words *lime* and *light* when put together as one word form an entirely new meaning



Some more examples.

butter + fly = butterfly

crack + down = crackdown

fellow + ship = fellowship

pull + over = pullover

half + hearted = half-hearted

2.4 With your partner, give ten examples and share them with the class.

2.5 Underline the compound words in the following report and write what they mean.

The final crackdown, when it came, proved to be very rewarding. Though the 'criminals' were missing the police found quite a few finger-prints. In a soundproof room they found equipment for recording. They decided to listen to some of the recordings. As soon as they pressed 'play' on the audio system they heard children's voices singing the nursery rhymes. They quickly made a beeline for the door for they had realized that they had raided the wrong place. This was not a warehouse but a recording-studio.

3. Writing

Write a letter in about 150 words to your friend telling her/him about the yoga classes you have joined and how it makes you feel better and energetic.

4. Listening

Listen to a talk on Reiki and complete the statements.

- a.** The technique of Reiki is from _____
- b.** Universal energy is _____ by the healer through his _____.
- c.** It works on the principle of _____.
- d.** The tools of Reiki are breathing and _____.
- e.** It helps in _____ various disorders.



5. Speaking

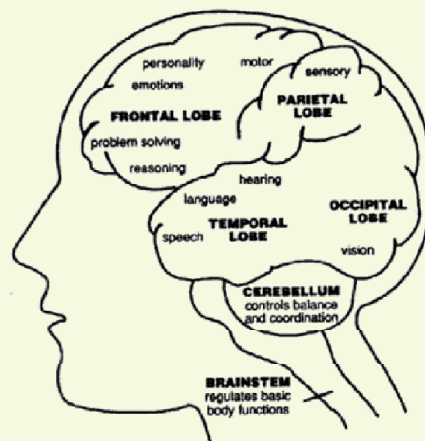
Give the following instructions to the class:

We are now going to do the **improve your immunity** asana. Stand and slightly bend your knees. Stretch out your hands slowly try to push them behind as much as possible. Now turn your head to the right to look over your right shoulder. In this position take five deep breaths and then slowly turn your head to look in front. Repeat this by turning your head to the left side following the instructions given for the right side. Begin by doing this twice and gradually aim to do it ten times. This exercise when done in the sun helps you absorb adequate vitamin D3 and increases your immunity.

Section - C

A Healthy Brain

- *We know that every animal you can think of -- mammals, birds, reptiles, fish, amphibians -- has a brain just as human beings, yet there is a significant difference between the two. Look at this picture of the human brain and discuss what is unique about it*



It is a medically accepted fact that how clever and intelligent we are depends on how sharp our brain is.



1. Read about how breakthrough science has revealed that one can get cleverer at any age.

Build Better Brain

1. You can train your brain for a sharper memory. Aerobic exercises are known to preserve grey matter and meditation helps hone connections between reason and emotion. We want to be able to not only know more but also understand more deeply, make greater creative leaps, retain what we read, see connections invisible to others—in short we want to be smarter and cleverer. By raising our mental game we would be able to make smarter decisions in our work and life.
2. The Latest research in neurobiology and cognitive science shows that our IQ long thought to be largely unchangeable after early childhood, can in fact be raised, and not by a niggling point or two. According to a ground-breaking study, IQ can rise by a staggering 21 points over four years or fall by 18. A higher IQ can get you more than admission to the IIT and IIM, it also gets you bragging rights.
3. Cathy Price, a cognitive scientist, says “if an individual moved from an IQ of 110 to 130, he’d go from being average to gifted. And if he moved from 104 to 84, he’d go from average to below average.” Her study was on people aged 1 to 20 but given recent discoveries about the capacity of the brain to change called neuroplasticity well into one’s 60s and 70s, Price believes the results hold for everyone. She feels that the same degree of elasticity as seen in the young adults maybe present throughout life.
4. Although working on short-term memory- basically, the brain’s scratch-pad has long been considered just one component of overall IQ, recent research shows that it may in fact be the lever that can raise overall intelligence. It has been found that short term memory maybe the foundation of intelligence to a greater extent than anyone suspected. Adult volunteers were





trained on a difficult short memory task: the volunteers simultaneously heard a string of letters and saw a series of computer screens that had a blue square's position which matched that of a several screens earlier. The more they worked their short-term memory, the greater was the improvement in the purest form of brain power, fluid intelligence—the ability to reason and solve problems independently of existing knowledge. The same results were found in school-age kids; the findings show that memory training boosts performance in intelligence tests and so maybe the surest path to a higher IQ.

5. The good news is that there are accessible ways of improving one's brain power. Aerobics and walking do more than provide just physical fitness; they stimulate production of BDNF (brain-derived neurotrophic factor) and increase grey matter in the hippocampus region that processes new knowledge particularly the link between different pieces of information that form complex memories.

Midday naps may not only restore brainpower but also raise it. students who took a 90 minute nap at 2pm after a task that taxed the hippocampus learnt better after the nap than they had before it and better than the non-nappers. In people who stayed awake, there was deterioration in their memory capacity, but a nap restored that capacity to levels even higher than before the nap.

6. The strategy with the strongest evidence behind it for improving IQ is also the toughest. When a brain that is fluent in two languages chooses between the two the cortical circuits that hold both become active. The workout the brain gets in bilingualism carries over to other functions, buffing such IQ skills as problem solving and attention switching; it even seems to postpone dementia by five years.

Scientists believe that healthy diet is associated with lower risk of Alzheimer's disease as well as diabetes and stroke. But it is from certain exotic ingredients that scientists have a great hope. For instance small studies suggest that the spice turmeric and pomegranate juice may improve memory.

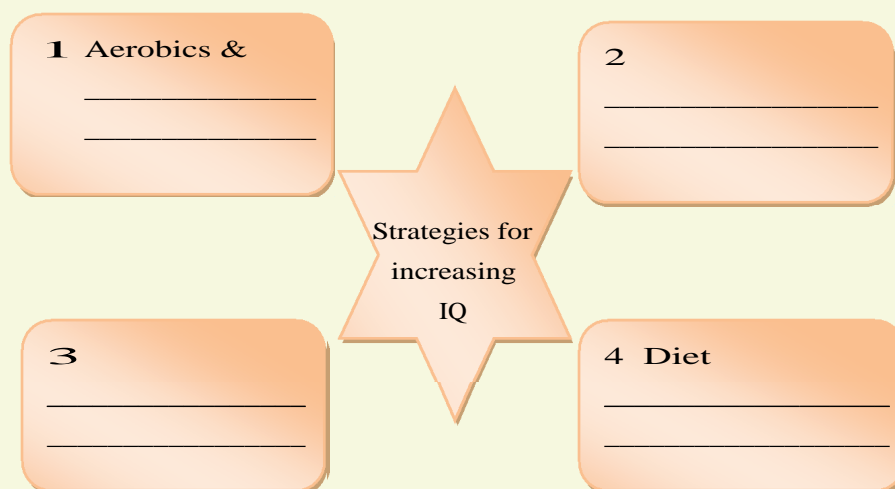
[Adapted Readers' Digest December 2012]



2. On the basis of your understanding answer the following questions:

- a. What has scientific research proved?
- b. What does meditation do for our IQ?
- c. What role does short-term memory play in our IQ levels?
- d. Do you think the writer recommends mid-day naps? Why?

3. Complete the following diagram suitably.



4. Voice forms: a review

4.1 Study these sentences from the text:

'You can train your brain for a sharper memory'

Now look at the same sentence written differently

'The brain can be trained for a sharper memory'

Did you notice the difference?

The Passive form are used to speak about the action with no importance to the doer of that action. That is the reason why this form is used for scientific and descriptive writings because our **interest is in the processes and events: in what and how things happen**



The Active voice is preferred for imaginative and creative writing and wherever we want to say more **about people who makes things happen**.

Read these sentences in the **Passive form** from the text,

- Although working on short-term memory, basically, the brain's scratch-pad **has long been considered** just one component of overall IQ
- **It has been found** that short term memory may be the foundation of intelligence to a greater extent than anyone suspected

Notice the **verb structure** in the passive form:

- Has/have/ had + be / been/ was / were + past participle form of the verb
- Has + been + considered; found

4.2 Write the following sentences in the Passive form:

- According to a ground-breaking study, IQ can rise by a staggering 21 points over four years.
- Asanas strengthen the core body.
- Yoga can prevent, and at times even reverse certain diseases.
- He opened the box with a loud click.
- Pour some water in a pan and keep it on the fire.

4.3 Vocabulary

Given below are some definitions of the words you have come across in the text.

Identify the word and write it in column B to match the definitions in column A

A	B
This pertains to the act of knowing, understanding and remembering	
A form of physical exercise that combines rhythm with stretching and	



strength training, usually performed in group or solo in accompaniment to music	
A science that combines the study of the cells of the nervous system and the organization of these cells into circuits that control our behaviour	

4.4 Here are two words from the text. Consult your dictionary to complete this table.

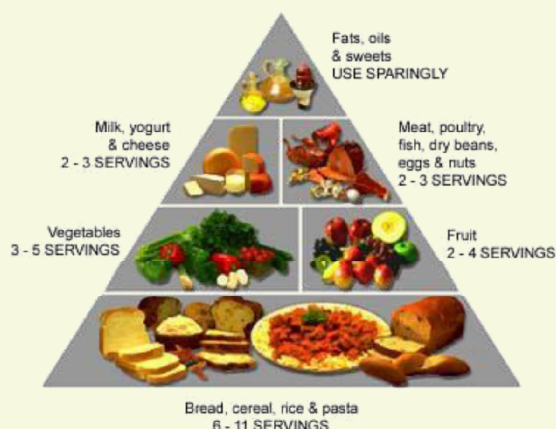
Word as in text	Part of speech	meaning	Root word	Part of speech	Basic meaning
Basically					
Simultaneously					

4.5 Fill in the blanks with the appropriate form of the words in the blanks

- a.** The _____ (basically/ basic) difference between the two friends is that one is clever the other is wiser.
- b.** Both the scientists worked _____ (simultaneously/ simultaneous) on the same project but their results were not the same.
- c.** _____ (Basically/basic) it amounts to your keeping awake for four hours to do the work.

4.6 Writing

Study the chart given below and prepare write out diet instructions a student should follow for a healthy body and brain. Use the Passive Form



ADAM.

You may begin like this:

It has been seen that many students fall ill very often due to which their studies are badly affected. It is suggested that

5. Listening

Listen to this face to face between a dietician and a group of students and complete the following statements:

- a.** On introducing the dietician the teacher tells the students that they can _____.
- b.** For fitness the dietician suggests _____ and _____.
- c.** The dietician recommends including _____ grains in their diets.
- d.** According to the dietician a healthy diet reduces the risk of _____ illnesses.
- e.** For the use of Fats. Oils and sweets she suggests that use them _____.
- f.** For good brain power she recommends good diet, exercise and _____.

6. Speaking Role-Play

- 1.** Get into groups of three. Take on the role of the teacher, dietician and student and enact the above interview. Take turns to play all the three roles.



2. Discuss with your partner about the day's diet.

Listening text 1

This event happened just a few months after I started my laughter club. Gradually more people were coming to our sessions and we all were very happy. People brought their stories of everyday life which often touched me deeply.

It was these stories that made me realize how important my work had become.

After laughter we sat together drinking tea and enjoying cookies. A woman came to me with teary eyes and said 'thank you so much - my husband hasn't laughed for two years and today I heard and saw him laughing. I am so happy and we will come again.' They did and still do.

That day we had a long teatime. A young man who came the second time and an elderly lady got into discussion. During the session, the elderly woman had a hard time opening up and laughing. She interrupted twice saying: "What is so funny?"

I repeated that we do laughter yoga exercises and don't need a reason to laugh. As a laughter leader it is quite disturbing when the flow of laughter in a group is interrupted this way. Building up the atmosphere to let free laughter sparkle among the group is like creating a living artwork - a very fragile and wonderful piece of life art.

Listening text 2

Reiki is a healing technique from Japan. It deals with the flow of energy or Qi in the body. The Reiki healer transmits the 'universal energy' through his hands to the receiver's body. Even if the healer and the receiver in different continents, this alternate healing can work on the principle of distance healing. Breathing and mild body movements are the tools used in reiki. It is helpful in treating aches and pains, stress, digestive disorders and sleep problems.

Listening text 3

This is a face to face between a dietician and a group of students:

Teacher — *Dear students, I have invited a dietician for a face to face session with you. This is Dr. Shreshtha Bhojwani. You are free to ask her questions.*

Student A — *Ma'm, could you please suggest a correct fitness schedule?*

Dr. S.B. : *You must aim for a healthy weight and be physically active*



Student B — *How do we choose one's diet?*

Dr. S.B. — *You must choose a variety of grains daily, especially whole grains and a variety of fruit and vegetables every day. A sensible diet is low in saturated fat and cholesterol and moderate in total fat. Also see to it that salt and sugar content is moderate.*

Student C — *Do you believe that a balanced diet can prevent diseases?*

Dr.S.B. — *Most certainly! A good and sensible diet not only promotes good health but reduces the risk of chronic diseases such as heart disease, cancer, diabetes and stroke.*

Student D — *What would you recommend as the ideal measure of serving of food per day?*

Dr. S.B. — *That's a good and practical question! Let me try and give a breakup of each category - 1 cup of milk or curd, 2-3 ounces of cooked lean meat, poultry or fish if you eat non-veg for vegetarians Paneer or mushrooms or soya preparation 1 egg or 2 tablespoons of butter Vegetable: 1 cup of raw leafy vegetables, 1 cup of other vegetables (cooked or chopped raw), 1 cup of vegetable juice, 1 cup of cooked dry beans Fruit: 1 medium apple, banana, orange; 1 cup of chopped, cooked or canned fruit; 1 cup of fruit juice . Bread, Cereal, Rice: 1 slice of bread, 1 ounce ready-to-eat cereal, 1 cup of cooked cereal, rice No specific serving size is given for the fats, oils, and sweets group because the message is USE SPARINGLY.*

Students: *all this in one meal? Lunch or dinner?*

Doctor SB *no! let you breakfast consist of most of these as that is your sustainer meal, it is the most important meal of the day. Let the lunch and dinner be very light.*

Students: *doctor is there any specific food for 'good brain power'?*

Dr SB: *yes of course! All the food items that I have just recommended eaten fresh and well cooked , adequate physical exercise and healthy activity for brain will definitely improve your brain power*

Students — *Thank you doctor! We will definitely adhere to not only the diet recommended by you but also follow the advice for our brains to be healthy.*

Teacher: *Thank you for your suggestions doctor.*