

9

MAIN COURSE BOOK

A Textbook for English Course
(Communicative)



CENTRAL BOARD OF SECONDARY EDUCATION

Interact in English

Main Course Book

A Textbook for English Course
(Communicative)

Class IX



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002

Reprint : 2,50,000	
Reprint : 1,10,000	
Reprint : 25,000	May 2005
Reprint : 38,000	
Reprint : 2,00,000	
Reprint : 1,50,000	January 2007
Reprint : 1,50,000	November 2007
Reprint : 50,000 Copies	May, 2008
Reprint : 3,00,000 Copies	November, 2008
Revised Edition : 6,00,000 Copies	December 2009-10
Reprint : 4,50,000 Copies	January, 2011
Reprint : 2,50,000 Copies	December, 2011
Reprint : 25,000 Copies	May, 2013
Reprint : 75,000 Copies	December, 2013
Reprint : 1,00,000 Copies	November, 2014
Reprint : 1,00,000 Copies	December, 2015
Reprint : 1,00,000 Copies	December, 2015
Revised Edition	March, 2022

© **CBSE, India**

Design & Layout:

Anand Book Binding House-1042/A-2,
Raghubarpura No-1, Gandhi Nagar, Delhi-110031, Mbl.: 9891110888

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण¹ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त 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

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढसंकल्प होकर अपने इस संविधान में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 को धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।

2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 को 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, राष्ट्र ध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाला 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 का 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 सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों से सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाईयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिए शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolve to constitute India into a ¹SOVEREIGN 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 the² unity and integrity of the Nation;

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

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

2. Subs, by the Constitution (Forty-Second Amendent) 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 51 A

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 national constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

1. Subs. By the Constitution Sec. 04 (Eighty-Six Amendment) Act, 2002

Foreword

The English Communicative Curriculum was implemented in Class - IX in the academic session 1993- 94. The books were revised in 1995, 1997 and 2003 as a result of the feedback received from students, teachers and ELT professionals.

The Board received feedback from teachers teaching in various school systems i.e., independent schools, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti in large numbers which suggested that a change was already overdue. Accordingly, the book was revised in 2009.

The book has been designed to develop the student's communicative competence in English. The extracts selected have been taken with the purpose of making students think on their own and inculcating in them the life skills necessary for facing the challenges of the present as well as the future. The present book includes a few more activities to enable students to explore communicative aspects in more depth.

Teachers may adopt appropriate pedagogical practices to enhance the creativity of students. It must also be noted that language is not just a functional tool; it is rather a medium through which students interact with the world around them. Therefore, students should be encouraged to think on their own and express their ideas using their experiences, knowledge and imagination, rather than being text or teacher-dependent.

The effort of the material developers and editorial board for all editions is acknowledged. Feedback/suggestions for further improvement are welcome.

Team CBSE

Acknowledgements

- An Exemplary leader from The Perfect Boss by Hari Om published in
- http://www.hyd-masti.com/2009/03/tale_to_understand_characteristics_of.htm
- 'Sound of the Shell' listening input adapted from Lord of the Flies by William Golding, OUP 219 Anna Salai, Chennai 600600
- 'Ordeal in the Ocean' adapted from The Other Russia by Norman Stone and Michael Glenny, Faber 1990
- The Final Flight adapted from U.S. Centennial of Flight Commission - Amelia Earhart-Keri Rume http://www.centennialoflight.gov/essay/Explorer_Record_Setters_and_Daredevils/Earhart/Ex29.htm
- Last Flight by Amelia Earhart (arranged by George Palmer Putman from Correspondence, 1988, Crown Publishers ISBN 0-517-56794-6 www.ellensplace.net/ae_lift.html)
- The Indian Rhinoceros adapted from an article on http://www.en.wikipedia.org/wiki/Indian_Rhinoceros
- Project Tiger adapted from an article on http://www.en.wikipedia.org/wiki/Project_Tiger
- Bermuda Triangle adapted from articles on http://www.associatedcontent.com/article/1803340/air_France_plane_missing_near_bermuda.html?ca=62 http://www.bermuda_triangle.org/html/introduction.html
- The Tragedy of Birlstone adapted from The Valley of Fear by Arthur Conan Doyle <http://www.classicreader.com/book/1470/3/>
- UFO report form from The World of the Unknown by Ted Wilding-White, MacDonald and Co.
- The Invisible Man adapted from H.G. Wells by Renu Anand from New Expressions, Tata McGraw-Hill ISBN-13: 978-0-07-068002-9
- Stories of Shraavan Kumar and Narendra Kumar adapted from "India's Children", Illustrated Weekly of India, 13 August 1989.
- Self Awareness adapted from The Quest, The Hindu.
- Directory Extracts from Longman Dictionary of Contemporary English 87 (Second Edition), Longman Group UK Ltd. Longman House, Burnt Hill, Harlow.
- Hockey - en.wikipedia.org/wiki/Hockey
- Football - en.wikipedia.org/wiki/Association_football
- Interview with Koneru - latestchess.com/show_interview
- Harry Potter - conversation between Hagrid and Harry Potter adapted from Harry Potter and the Philosopher's Stone by J.K. Rowling.

ADVISORY

Dr. Vineet Joshi, IAS

Chairman, CBSE

Dr. Joseph Emmanuel

Director, Academics

EDITORIAL BOARD – 2022

Dr. Praggya M. Singh, Joint Secretary, CBSE

Dr. Shweta Singh, Asst. Professor, English Department, Lakshmibai College, Delhi University

Dr. Ameeta M. Wattal, Executive Director, DLF Schools

Dr. Rupa Chakravarty, Director, Suncity School, Gurugram

Ms. Sunila Athley, Principal, Amity International School, Vasundhara

Ms. Anudita Bhatia, PGT English, Sardar Patel Vidyalaya, New Delhi

Ms. Meera Bhardwaj, PGT English, Ramjas School, RK Puram, New Delhi

Ms. Ruchi Sengar, ELT Expert

MATERIAL DEVELOPERS – 2022

Ms. Susmita Roy Choudhury, Dean Academics, G D Goenka Public School, Jammu

Ms. Maya Alfred Fernandes, Principal, The Down Town School, Guwahati

Ms. Jyotsna Grover, Vice Principal, Salwan Public School, Rajendra Nagar, New Delhi

Ms. Suganya J., HOD of English, The PSBB Millennium School, OMR, Chennai

Ms. Sonal Singh, PGT English, The Khaitan School, Noida

Ms. Arti Nirula, PGT English, Faculty Head English, Happy school, Daryaganj, New Delhi

Ms. Swetha M, TGT English, DAV Public School, Kukatpally, Hyderabad

Ms. Ruchi Sengar, ELT Expert

ADVISORY BODY – 2017

Mr. R. K Chaturvedi, IAS, Chairman, CBSE

Sh. Manoj Kr. Srivastava, Joint Secretary (ART&I) & In-Charge, Academics, CBSE

EDITORIAL BOARD – 2017

Dr. Praggya M. Singh, Joint Director, CBSE,

Dr. Sweta Singh, Joint Director, CBSE,

Ms. Neha Sharma, Deputy Director, CBSE,

Dr. Monali Bhattacharya, Former Associate Professor, Banasthali Vidyapith,

Dr. Shweta Singh, Motilal Nehru College (Evening), University of Delhi,

Mr. Sandeep Tokas, Motilal Nehru College (Evening), University of Delhi,

Mr. Azaharuddin, Motilal Nehru College (Evening), University of Delhi,

Ms. Kirti Tandon, Step by Step School, Noida.

ADVISORY BODY – 2009

Sh. Vineet Joshi, IAS, Chairman & Secretary, CBSE

Prof. Kapil Kapoor, Convenor, Committee of Courses, CBSE

Prof. Usha Dutta, Department of Languages, NCERT

Ms. C. Gurumurthy, Director, Academics, CBSE

Dr. Sadhana Parashar, Education Officer, CBSE

EDITORIAL BOARD – 2009

Ms. Neelima Sharma, Education Officer, Directorate of Education, Delhi,

Ms. Neerada Suresh, Principal, K. V. Bhandup, Mumbai,

Dr. Indu Khetarpal Principal, Salwan Public School, Gurgaon,

Ms. Renu Anand, ELT Consultant,

Ms. Gayatri Khanna, ELT Consultant,

Ms. Menaxi Jain, Asst. Education Officer, CBSE.

MATERIAL DEVELOPERS – 2009

Ms. Alka Rai, ELT Consultant, **Ms. Anudita Bhatia**, Sardar Patel Vidyalaya, New Delhi,

Mr. Arvind Vikram, New State Academy, New Delhi, **Mr. D.N. Tiwari**, Laxman Public

School, New Delhi, **Ms. Manvinder Kaur**, Delhi Public School, Ghaziabad, **Ms. S. Mary**,

KV CRPF Avadi, **Ms. Mohini Kapoor**, Delhi Public School, Ghaziabad, **Ms. Mridula**

Aggarwal, Springdales Public School, Pusa Road, New Delhi, **Ms. Neena Kaul**, St. Mary's

School, New Delhi, **Ms. Neeru Bali**, Delhi Public School, Vasundhara, Ghaziabad, **Ms. P.**

Rajeshwary, MES Sr. School, Doha, Qatar, **Mr. Richard Court**, Kasiga School,

Dehradun, **Ms. Sarita Manuja**, Director & Principal, Ryat Bahara Group of Schools,

Chandigarh, **Ms. Seema Sharma**, DAV, Gurgaon, **Ms. S. Sukumar**, KV No. 2, Roorkee,

Ms. Swati Das, DPS Maruti Kunj, New Delhi, **Ms. Vandana Mishra**, KV No.3 Colaba,

Mumbai, **Ms. R. Venkateshwari**, Air Force Golden Jubilee Institute, Subroto Park, New

Delhi, **Ms. Vijay Lakshmi Raman**, Padma Seshadri Bala Bhawan, Chennai, **Ms. Meeta**

Tripathi, Freelance Artist, **Mr. Surinder Tripathi**, Freelance Artist.

First Edition - 1994

ADVISORY BODY

Prof. B.P. Khandelwal, Chairman

Mr. H.R. Sharma, Director (Academics)

Dr. R.K. Agnihotri, Convener

Prof. R. Dixit, NCERT

Dr. G.R. Kanwal

Mrs. Neelima Sharma

Mrs. Neelam N. Katara

CONSULTANT

The College of St. Mark and St. John Foundation,
Derriford Road Plymouth U.K.

Rod Bolitho, Dy. Director

Ray Williams, Coordinator

Sarah North

(Late) Stuart Mathews

Richard Walker

Sandy Urquhart

Kalhy Smith

Mike Scholey

MONITORING COMMITTEE

Prof. B.P. Khandelwal, Chairman

Mr. H.R. Sharma, Director (Academics)

Dr. R.K. Agnihotri, Delhi University

Prof. R. Dixit, NCERT

Dr. Rajni Badlani, English Studies Offerer, BCD

CONSULTANT

Mr. S.K. Gangal, Education Officer, CBSE

Dr. Rajni Badlani, ESO., BCD

Ms Sadhana Parashar, Assistant Education Officer, CBSE

Contributor

Material Production Group

Amber Banerjee, Anuradha Kalia, Beena Gokhale, James A. Bright, Kiran Bhatt, Lalitha C., Laxmi Srinivasan, Louisa Devadas, M. Vasudev, Neelam Nalini Kataria, P. Mani, Preet Kanwal, Ponmudi V., R Rajeshwari, Shashi Kochar, Veena Bhasin, Vijaya Lakshimi Raman.

Testing and Evaluation Group

Annie Koshi, Anuradha Kalia, Emu Foning, Indu Chopra, Kiran Kahsyap, Kusum Sharma, Manobi Bose Tagore, Nalini Ravindran, Patricia N. Franklin, P. Mani, Pushpa Chawla, Reinu Nagarkar, S.K. Gangal, Urmila Guliani

Inservice Teacher Training Group

Amber Banerjee, Anjali Dere, B.S.Dashora, Chetna Bhatt, D.Silva Jennifer, Emu Foning, G.Madhav Rao, Indira Srinivasan, Indramohini, Kangmani Jayraj, Meenu Bajaj, Meera Balachandran, M.Kantha, Nalini K., Neelima Sharma, Nirmala Jairaj, Nomita Wilson, Parvathi Krishnan, P. Seshubabu, P.U. Chackkapan, Sarita Manuja, Sheila Subramanian, Susmita Pani, T. R. Doholiya, Vijaya Subramanian

Revision Team

Ms. Neelima Sharma, Ms. Urmila Guliani, Ms. Neelam N. Katara, Ms. Veena Bhasin, Ms. Neena Kaul, Ms. Renu Anand.

Ms. Vimmy Singh, Ms. Wilma B. Kumar, Ms. Mridula Manchanda, Ms. Annie Koshi, Under the guidance of Prof. Kapil Kapoor, JNU, New Delhi

CBSE Advisors :

Mr. G. Balasubramanian, Director (Academic),

Mr. P. Mani, Education Officer (Humanities & Languages)

Note to Readers

Main Course Book (MCB) encourages and emphasizes self-directed education, creativity and discovery rather than rote memorization. The students are encouraged to incorporate their own interests into projects, within a set of broad guidelines. Leaning into student-led learning, the book offers educators an opportunity to learn alongside their students as they grow in a nurturing, creative environment.

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. The vision is for the children to become fluent, frequent and lifelong readers. We want our children to be 'readers', not just children who can read.

Hence, the themes of each unit of the MCB, such as Adventure, People, and Sports, include passages that have been carefully chosen according to the age and interest level of the students. These offer an excellent resource, introducing the student to different kinds of texts that they should be familiar with. These reading extracts will help the students to learn the sub-skills of Reading.

The book demonstrates how to use a range of comprehension strategies along with the skill of making inter-text connections. The varied themes provide opportunities for the children to interact and collaborate. The focus is to encourage children to ask the 'why' questions and plan opportunities to interpret and respond to the text. It also subtly aims for the children to develop a wider and more interesting vocabulary.

The book offers to develop the learner's written expression of thought and provides opportunities to explore ideas. It demonstrates various writing forms/skills for example, in-class responses, journals, notebooks, reports, argumentative essays, articles and letters.

The MCB also has an exciting unit on creating student Radio and Video shows. As the students take a break from their daily school routine and begin

vacation, they can be initiated into creating Radio shows. As they explore the world of books, they can draw from their reading experiences from any of the genres given: mystery, horror, science fiction, comedy or fantasy.

This is an ideal opportunity to not only allow the students to explore their creativity, but also learn to collaborate, work in teams, and learn yet another way of utilising the language effectively to communicate at a broader level.

Main Course Book (MCB) is an invaluable resource that initiates a student into the world of Reading and Writing with clarity and purpose. Feedback is welcome for further improvement.

Contents

UNIT 1 : PEOPLE 1

Introduction	2
A. An Exemplary Leader	5
B. A Burglary Attempt	14
C. Can You Know People You Haven't Met	17

Unit 2 : ADVENTURE 23

Introduction	25
A The Final Flight	27
B The Sound of the Shell	34
C Ordeal in the Ocean	38

Unit 3 : ENVIRONMENT 48

Introduction	49
A The Indian Rhinoceros	50
B Save Mother Earth	59
C Save the Tiger	68

UNIT 4 : THE CLASS IX RADIO AND VIDEO SHOW 74

A Radio Show	75
B Video Show	77

Unit 5 : MYSTERY 80

Introduction	82
A Bermuda Triangle	83
B The Invisible Man	91
C The Tragedy of Birlstone	100
D Harry Potter	105

UNIT 6 : CHILDREN 107

Introduction	109
A. Tom Sawyer	110
B. Children of India	114
C. Children and Computers	120
D. Life Skills	126
E. We are the World	132

UNIT 7 : SPORTS AND GAMES 135

Introduction	136
A Grandmaster Koneru Humpy Queen of 64 Squares	138
B It's Sports Day	149
C Hockey and Football	151

ANNEXURE 158

(SUMMARY)

SECTION	In this UNIT, you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
Introduction					
(A) An Exemplary Leader	<ul style="list-style-type: none"> Listening to a speech 	<ul style="list-style-type: none"> Learning to present your views through group discussions Reaching a consensus Discussing solutions to problems 	<ul style="list-style-type: none"> Working out the meanings of new words Identifying the main points of a story Recognising how a story is organised Using a dictionary effectively 	<ul style="list-style-type: none"> Responding to personal inventory Sequencing Writing an e-mail Completing a story Writing short responses Writing a speech 	<ul style="list-style-type: none"> Using and understanding words that describe personal qualities of a person.
(B) A Burglary Attempt	<ul style="list-style-type: none"> Listening to an interview 		<ul style="list-style-type: none"> Writing a newspaper report 	<ul style="list-style-type: none"> Taking notes Writing the description of a person in a paragraph form 	<ul style="list-style-type: none"> Learning words which describe the physical appearance of people
(C) Can you know people you haven't met?			<ul style="list-style-type: none"> Drawing conclusions from available facts Comparing different styles of writing 	<ul style="list-style-type: none"> Completing sentences Writing an informal letter Writing sentences using words of probability Report completion 	<ul style="list-style-type: none"> Using words which express different degrees of probability

PEOPLE

In this Unit...

Discover and share the 'Secret You' by answering a simple personal inventory.

- (A) An Exemplary Leader - A biography of an exceptional personality and a few excerpts from his famous book give an insight into the real person. You will enjoy the story, develop your vocabulary, and write an e-mail, a story and a speech.
- (B) A Burglary Attempt - Can you help the police solve the mystery of a daring neighbourhood burglary? Listen to an interview between the police inspector and some witnesses and write a description of the burglar.
- (C) An Abandoned Farmhouse, an empty room - What clues do they give you about their owners? You will use the language of probability to arrive at conclusions. Also, write a letter to a friend describing a room-mate you haven't met.

INTRODUCTION**Know and Share Yourself**

Complete the personal inventory.

THIS IS ME!**PERSONAL INVENTORY**

My **name** is _____

People **also** call me _____

My **address** is _____

My residential **telephone number** is _____

My **birthday** is on _____

Paste a
photograph
of yourself
or make a sketch
of yourself

PEOPLE

UNIT-1

My **family** consists of _____

I am **interested** in _____

I **do not** like _____

I have a **special friend**, his / her name is _____

I am very **good at** _____

I am **not so good at** _____

I **spend** a lot of time _____

I would **like to learn** about _____

I would be much **better off** if _____

I get really **happy** when _____

I have a few **good habits** which are _____

PEOPLE

UNIT-1

If I could only **change** the way I _____

Things that I **dislike** in other people _____

If I was allowed to **help** in class, I would _____

The **proudest moment** of my life was _____

Some day I **will** _____

My **favourite television show** is _____

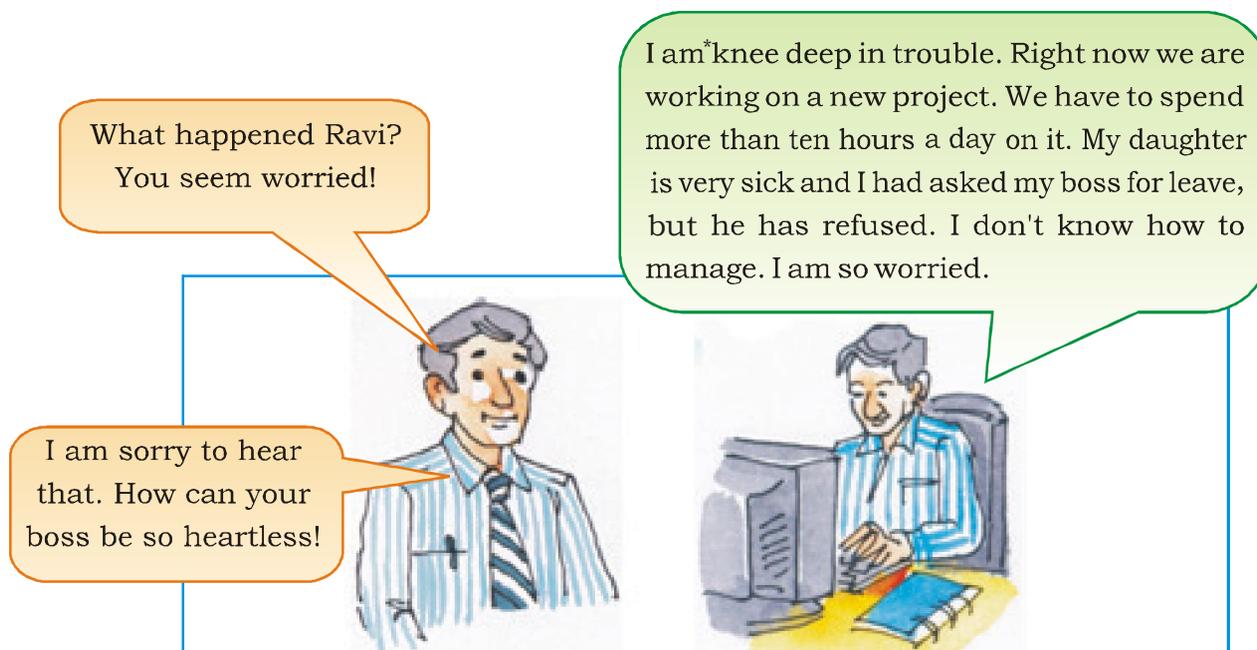
The **best movie** that I have ever seen is _____

If I could **change** anything, I would first _____

My **feelings about my school** are _____

A. AN EXEMPLARY LEADER

A.1. Read the following conversation between two friends.



A2. In pairs, discuss the problem Ravi is facing. Do you think Ravi's boss is right? Give reasons for your answer. Tick mark the qualities that you feel are desirable in a boss.

trustworthy	egoist	problem-solving	oratory skills
meticulous	garrulous	ability to take decisions	whimsical
calculating		willing to take risk	

A.3. An e-mail, short for electronic mail, is a 'store and forward' method of composing, sending, storing, and receiving messages over electronic communication systems. It is the quickest way to communicate in writing.

E-mail messages consist of two major sections:

1. **Header** consisting of - subject, sender's e-mail id, receiver's e-mail id and date.
2. **Body** which contains the message. It can be a formal / informal letter depending on the purpose.

*To be knee deep in something means- 1. to be overwhelmed by something very difficult or troublesome. 2. to have an excessive or plentiful amount of something.

UNIT-1

Study the following tips on composing e-mails:

Subject

- * It should be brief
- * It should give a clue about the content of the message
- * It need not be a complete sentence

Salutation

Formal-

- * Dear Madam/Sir
- * Sir/Madam
- * Dear Ms./Mr.

Informal-

- * Dear...
- * My dear...

Opening Statement

- * Begin with a pleasantry or a greeting
- * When replying to an e-mail: Thank you for your mail/response etc.

Clarity and tone

- * When you expect a reply - 'Please let me know'
- * When you want help - 'Please' or 'Kindly'

Paragraphs

- * A paragraph includes a topic sentence, 2-3 supporting sentences (minimum) and a concluding sentence.
 - Each main idea should ideally be in a separate paragraph.
 - Use complete words and sentences. (avoid colloquial terms)

Complementary Close

Formal

- * Dear Madam/Sir or Madam/Sir or Dear Ms. / Mr.
- * Regards / Warm regards/ Yours sincerely
- * Name

Informal

- * With love/affection
- * Name

Note: People often choose to just include 'Regards/Warm regards' and omit 'Yours sincerely'. A very formal e-mail usually requires 'Yours sincerely'. Both practices are accepted.

From:	Sender's email
To:	Receiver's email (more than one can be added)
Date:	
Subject	

UNIT-1

A.4. Think of an occasion when you participated in a team competition. Think back on the leadership qualities displayed by your Team Leader/ Captain. Recollect the specific incidents when those were displayed and how they contributed to the success of the team.

Write an e-mail to your mentor-teacher sharing this experience.

A.5. AN EXEMPLARY LEADER

Let's read a short story about an exemplary boss.

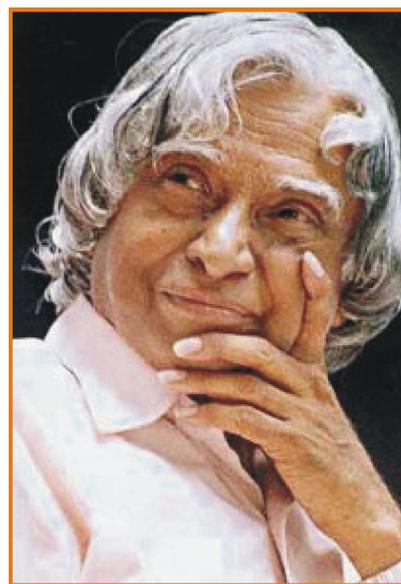
Working 12 to 18 hours a day was not uncommon for scientists at the rocket launching station, Thumba. A group of such scientists was frustrated due to the work pressure and meeting their boss's demands; however, they were loyal to him.

One day, a scientist gathered enough courage to go up to his boss and say, "Sir, I have promised my children that I will take them to the exhibition this evening. Therefore, I have to leave the office by 5.30 pm. Can I leave early today, Sir?" His boss replied, "Alright. You may leave early today." The scientist was happy for having received the permission and continued with his work. He stayed on to work after lunch, and, as always, got so engrossed in his work, that he peered at his watch only when he thought he was done. Unfortunately, it was past 08:15 pm.

With a jolt, he remembered his promise to his children. He looked for his boss who was not in his office. Having told him just that morning, he wrapped up his work and hurried home.

As he drove home, he felt very guilty for having let his children down. When he reached, the children were not at home. His wife was busy reading. He felt that initiating any conversation with her would only add fuel to the fire, so he stayed quiet.

Looking up at him, his wife asked, "Do you want something hot to drink or would you like to have dinner right away?"



The man could only ask, "Where are the children?"

His wife said, "Don't you know? Your boss came here around quarter past five and took the children to the exhibition you had promised to take them to."

He was surprised, but it did not take him very long to guess what had happened.

The boss who had granted him permission had observed him working very seriously well past 5.00 pm. He realized that the scientist would not leave the work half done, but if he had promised his children a visit to the exhibition, then they deserved it. So, he took the lead in taking them to the exhibition himself.

The boss did not have to do it every time. But once it was done, loyalty was established.

No wonder, all scientists at the Thumba continued to work under this boss, in spite of the great pressure.

This boss was none other than Dr APJ Abdul Kalam.

A.6. Following are the eight incidents from the story, but their order is mixed up. Put them in the right sequence.

- (a) The scientist rushed home anticipating the disappointment of his children.
- (b) Scientists were working for 12-18 hours a day at Thumba.
- (c) The boss consented.
- (d) Scientists were under immense work pressure but they were loyal.
- (e) A scientist approached the boss for permission to leave at 5.30 pm to take his children to the exhibition.
- (f) To his surprise, he learnt that his boss had kept his appointment for him.
- (g) Suddenly, he remembered his promise to his children.
- (h) The scientist became so engrossed in his work that he continued working till 8.15 pm.

PEOPLE

UNIT-1

A.7. When we talk about people, we discuss their qualities. The box below contains some words which can be used to describe people.

unassuming	authoritative	egoist	sympathetic
domineering	kind-hearted	thoughtful	tireless
laborious	diligent	careless	irresponsible
workaholic	sagacious	tiresome	

Work in pairs and select the appropriate words for the following characters.

The Scientist:

The Boss:

A.8. Based on your reading of the extract, answer the given questions by selecting the correct options.

As he drove home,... stayed quiet.

1. Choose the option which best reflects the scientist's thoughts as he drove home.
 - A) This should never happen again. I should not work late hours.
 - B) Oh! My boss... does he ever let me go in time?
 - C) This should never happen again. I should never break my promise.
 - D) Surely my boss must have taken my children out. I have always been loyal to him.

2. Choose the option that DOES NOT evoke the same feeling as when the scientist 'let his children down'.
- A) Sarabjeet gave up trying in spite of promising his father to work hard.
 - B) Iqbal managed to reach the Railway station just in time to bid his friends goodbye.
 - C) As it rained heavily, the football match got cancelled.
 - D) Mother Nature did not bless the farmer with good rain this year.
3. Select the option that appropriately fills the blank.
- initiate : conclude :: _____ : _____:
- A) evaluate : assess
 - B) consider : think
 - C) admire : detest
 - D) admit : confess
4. Choose the option that lists the correct meanings of 'adding fuel to the fire'.
1. worsen 2. pacify 3. provoke 4. aggravate 5. conciliate
- A. 1, 3, 5
 - B. 3, 5
 - C. 2, 5
 - D. 1, 3, 4

A.9. Answer the questions by selecting the correct options.

- 1) When the scientist 'gathered enough courage' to go up to his boss, he was
- A) courageous
 - B) hesitant
 - C) confident
 - D) expectant

PEOPLE

UNIT-1

2. Choose the quote that is the most suitable for the text.

A. A good leader leads the people from above them. A great leader leads the people from within them. – N D Arnold

B. If your actions inspire others to dream more, learn more, do more and become more, you are a leader.—John Quincy Adams

C. Great leaders don't tell you what to do. They show how it's done.

D. A leader is one who knows the way, goes the way, and shows the way. – John Maxwell

3. Pick out the option that is ODD with reference to what the scientists felt at Thumba.
- A) Pressurized
 - B) Frustrated
 - C) Loyal
 - D) Guilty

A.10 Answer briefly

1. “Eustress” or positive stress is defined as stress which enables employees to perform better and increase their job satisfaction. Relate the above information to the scientists at Thumba.
2. Validate the scientist's choice of staying quiet after reaching home.
3. Explain how Dr Kalam was an ‘exemplary leader’.

A.11 Imagine that the incident ended in a different way. Predict the outcome based on the following lines and complete the given cue.

“As he drove home, he felt guilty for having let his children down. He reached home, entered the house and saw his wife and children watching the television...”

A.12 From Page 159, your teacher or a student will read out a speech by the honourable former President of India, Dr APJ Abdul Kalam, on his 'Vision for India'. While listening, fill up the following.

- a. Select the option that Dr. Kalam HAS NOT mentioned as capturing our country or mind.
(A) The Portuguese (B) The Spaniards (C) The Turks
- b. State the reason why 'Freedom' is Dr Kalam's first vision.
- c. _____ was the speaker's second bliss.
- d. Select the scientist who was succeeded by Professor Satish Dhawan.
(A) Dr. Kalam (B) Dr. Brahm Prakash (C) Dr. Vikram Sarabhai

A.13. The Process of Writing: CODER

In your written work, it is advisable to follow the process outlined below. (We call it 'CODER' - Collect your ideas; Organise your ideas; make your first Draft; Edit your work; Revise your work.)

1. C-Collect your ideas

Working in groups, recall and jot down the opinion that the 'scientist' formed of his boss in A.5.

2. O-Organise your ideas

(a) Now work in pairs. Choose one or two opinions about the boss that you feel quite strongly about, or agree with.

(b) Also, note down the opinions that you prefer about the scientist.

3. D- make your first Draft

Write the description individually. You may refer to some of the words in the boxes in A.2. and A.7.

Note: At this stage of your course, you should not worry about the language and tone of a formal description.

4. E - Edit your work

Now exchange your description with your partner, and suggest improvements in grammar, spelling, punctuation etc.

PEOPLE

UNIT-1

5. R- Revise your work

Rewrite your speech and check it carefully, before handing it to your teacher.

A.14. Now, using the ideas given below, write a speech on 'The Role of Youth in Realising the Dreams of Dr. Kalam'. (Refer to CODER)

- a) fighting for equal rights
- b) fighting corruption
- c) empowering the masses
- d) looking for jobs within the country
- e) active involvement in social issues
- f) promoting national integration
- g) equal participation of women in all fields

B. A BURGLARY ATTEMPT

B.1. We notice lots of details about people and their appearance, but in order to vividly describe them, we need to be specific. Working in pairs, look carefully at the people around you and complete the table with appropriate words from the box given on the next page. You may add words of your own to describe people.



PEOPLE

UNIT-1

angular	close-cropped	well-tailored	casual	stocky
elegant	unshaven	ill-fitting	formal	lanky
bearded	sloppy	medium	petite	hefty
balding	slim	plaited	thick	round
open	friendly	wavy	long	receding
over weight	sharp-featured			

	A	B	C	D
Face				
Hair				
Dress				
Build				

B.2. When we meet people, we notice their faces more than anything else. The box below contains words which describe the features of a face. Work in pairs and list them under the appropriate headings. Then add more words of your own.

twinkling	shifty	discoloured	short	oval
pear-shaped	large	close-cropped	broken	long
protruding	gapped	thick	pointed	wide
fair	thin	pale	swarthy	staring
square	round	untidy	close-set	neat
wavy	upturned			

Shape of face	Complexion	Eyes	Hair	Nose	Lips	Teeth

PEOPLE

UNIT-1

B.3 Read the newspaper clipping.

BURGLAR ESCAPES WITH JEWELLERY

A daring burglary took place yesterday at 36, Chowringhee Lane. The burglar got away with cash and valuables worth lakhs.



Teacher/Student to read out an interview between the Police Inspector, in-charge of the case, the house-keeper, Ms. Lakshmi, and the watchman, Ram Singh given at page no 161. As you listen, note down the details of the burglar.

DESCRIPTION

Built	
Height	
Clothes	
Shape of the face	
Complexion	
Eyes	
Hair	
Nose	

Lips	
Teeth	
Special features	

B.4. Taking hints from B.3, write a paragraph describing the burglar.

C. CAN YOU KNOW PEOPLE YOU HAVEN'T MET?

C.1 Is it possible to make accurate guesses about people you have never met? Read the poem, to see how conclusions can be drawn about people.

Abandoned Farmhouse

He was a big man, says the size of his shoes
 On a pile of broken dishes by the house;
 A tall man too, says the length of the bed
 In an upstairs room, and a good, God-fearing man,
 Says the Bible with a broken back
 On the floor below a window, bright with sun;
 But not a man for farming, say the fields
 Cluttered with boulders and a leaky barn.

A woman lived with him, says the bedroom wall
 Papered with lilacs and the kitchen shelves
 Covered with oilcloth, and they had a child
 Says the sandbox made from a tractor tyre.
 Money was scarce, say the jars of plum preserves
 And canned tomatoes sealed in the cellar-hole,
 And the winters cold, say the rags in the window frames.
 It was lonely here, says the narrow country road.

Something went wrong, says the empty house
 In the weed-choked yard. Stones in the fields
 Say he was not a farmer; the still-sealed jars



PEOPLE

UNIT-1

In the cellar say she left in a nervous haste.
And the child? Its toys are strewn in the yard
Like branches after a storm - a rubber cow,
a rusty tractor and a broken plow,
a doll in overalls. Something went wrong, they say.

Ted Kooser

C.2 Based on your reading of the given extract, answer the questions that follow by selecting the correct option.

*A tall man too, says the length of the bed
In an upstairs room, and a good, God-fearing man,
Says the Bible with a broken back
On the floor below a window, bright with sun;
But not a man for farming, say the fields
Cluttered with boulders and a leaky barn.*

1. Select the most suitable option that fills the blank.
The lines of the extract _____.
A) introduce us to the farm family.
B) introduce us to the farmer.
C) explain what happened to the family.
D) explain the reality of failure.
2. The expression “the Bible with a broken back” implies that the man _____.
A) was careless with his possessions.
B) looked for comfort and answers to his troubles in the Bible.
C) enjoyed reading articles.
D) disliked his Bible and thereby, his faith.
3. Choose the option in which the blank CANNOT include the word ‘cluttered’.
A) The house where Dolly lives is _____ with years of accumulated junk.
B) Inspection sites are dirty and _____ with tools, materials, or debris.

PEOPLE

UNIT-1

- C) My desk gets very _____ if I don't clear it at the end of each day.
- D) Local residents have _____ up protest against the planned dumpsite.
4. Choose the option that correctly completes the given literary devices.
- Bible with a broken back: _____ :: _____ : personification
- A) Alliteration; says the length of the bed
- B) Alliteration; good, God-fearing man
- C) Personification; God-fearing man
- D) Personification; bright with sun

C3. Answer by selecting the correct option.

- 1) The poet has chosen specific details such as 'still-sealed jars', 'left in a nervous haste', 'toys strewn' in the last stanza. The impact of these words is that they _____.
- A) describe the family's condition vividly
- B) suggest a tragic outcome of the farm family
- C) explain the family's common condition
- D) mourn the loss of the family
- 2) The first two stanzas have a certain similarity because both focus on the _____.
- A) events of what happened to the family
- B) reason the farmhouse is abandoned
- C) characters and the image of the farm family.
- D) conflict between the characters
- 3) The usage of the words "weed-choked farm" suggest that
- A) the house has been abandoned for some time.
- B) the man has been too busy to de-weed.
- C) there is a drought in the area.
- D) weeds grow well on farms where there are boulders.

PEOPLE

UNIT-1

C.4. Answer briefly.

- 1) How does the poet's use of personification of objects bring the people of the house to life?
- 2) Comment on the overall tone of the poem.
- 3) With proper reference, speculate the problems the woman must have faced in the house.
- 4) Why do you think the farmer left the Bible behind if he was a God-fearing man?

C.5. Imagine that a Social Worker comes to the abandoned farmhouse to find out what may have happened to the family. She makes the following observations in her note-pad :

Clues	Conclusions
* empty house	Have they left? Where could they have gone to?
* boulders in the field, leaky barn	The owner might not have been a farmer.
* sealed jars in the cellar	A woman lived there - family short of money - left in a hurry
* toys scattered in the yard	Something went wrong ?????

On the basis of these notes, the Social Worker wants to present the facts to her Head of Department. Write the report in 120-150 words.

You may begin like this:

When I reached the farmhouse, I saw that the house was empty. I.....

C.6. The poet draws conclusions about the family without having met them. He does this in lines such as:

*Something went wrong, says the empty house
in the weed-choked yard...*

PEOPLE

UNIT-1

This is a style of English that is very suitable for a poem. But in ordinary speech or writing we use expressions such as:

So it is Therefore it is	probable likely possible	that	
It	seems appears	that.....	because.....
This suggests that...			

For example, we could say:

- * There are large shoes in the farmhouse, so it is likely that the farmer was a big man.
- * *It seems that* they had a child, because there is a sandbox made from a tractor tyre.
- * The kitchen shelves were covered with oil cloth. This suggests that a woman lived in the farmhouse.

Make other sentences like this, using ideas from the poem.

C.7. When we write informal letters (to a friend, or to a member of our family), we use this layout.

<i>33 Bhagat Singh Road</i>	}	_____	Address
<i>New Delhi</i>			
<i>22 February 20---</i>		_____	Date
<i>Dear Dad</i>		_____	Salutation
(body of the letter - in paragraphs)			
<i>Yours affectionately</i>	}	_____	Complimentary Close
<i>Nandini</i>			

PEOPLE

UNIT-1

C.8. Amit from Hyderabad has got admission in a college at Bengaluru. He has to share his room with another boy. When he arrives at the hostel he learns that his room mate has gone home for a few days. Based on his observations of the room, Amit writes a letter to his friend, Sumit, about his new roommate. As Amit, write the letter.

In your writing, remember to follow CODER



(SUMMARY)

SECTION	In this UNIT, you will develop your				VOCABULARY
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	
Introduction		<ul style="list-style-type: none"> • Discussing various aspects of adventure 	<ul style="list-style-type: none"> • Matching headings to magazine extracts • Identifying characteristics and features of adventure by completing a web chart 		<ul style="list-style-type: none"> • Using words related to adventure
(A) The Last Flight			<ul style="list-style-type: none"> • Matching words with their meanings • Identifying main events chronologically • Arranging order of the main events • Using a dictionary effectively 	<ul style="list-style-type: none"> • Completing a time-line • Filling in gaps to complete a diary entry • Expressing feelings and emotions • Paragraph writing 	<ul style="list-style-type: none"> • Identifying meaning in context • Learning the meaning of new words related to exploration • Using words that describe emotions
(B) The Sound of the Shell	<ul style="list-style-type: none"> • Listening to and comprehending a conversation • Interpreting what is heard 	<ul style="list-style-type: none"> • Conveying ideas • Expressing and arguing a point of view. • Taking part in group discussions • Justifying the choices made 	<ul style="list-style-type: none"> • Identifying ways of creating interest and arousing curiosity 	<ul style="list-style-type: none"> • Writing short responses • Transcoding information from a map to a piece of writing • Writing a newspaper article • Designing a tourist brochure 	<ul style="list-style-type: none"> • Learning expressions to create interest and arouse curiosity

In this UNIT, you will develop your					
SECTION	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
(C) Ordeal in the Ocean	<ul style="list-style-type: none"> Appreciating the creativity of others 	<ul style="list-style-type: none"> Using expressions creatively to draw comparisons 	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Comprehending, analysing, interpreting, inferring and evaluating information Transcoding information from a written extract to a map 	<ul style="list-style-type: none"> Completing sentences Writing a poem or descriptive paragraph based on nature 	<ul style="list-style-type: none"> Learning words to describe nature

ADVENTURE

In this Unit...

Discuss the characteristics of 'Adventure'.

- (A) Amelia Earhart's "*The Final Flight*" is a saga of daredevilry. While reading this section, you will develop dictionary skills, enjoy reading the tragic yet inspiring tale, complete a time chart and make a project on her adventure. You will also write a paragraph narrating an exciting experience you may have had.
- (B) 'The Sound of the Shell' invites you to listen to a part of a classic story given as annexure at page no 163. After listening to the story, you will discuss strategies to survive, and write an article about your adventure. You will also write a description of the island for a tourist brochure.
- (C) 'Ordeal in the Ocean' is another thrilling adventure story which will help you to develop your vocabulary and you will learn how to use the language creatively.

INTRODUCTION

What is Adventure? What are its characteristics? (Read and discuss)

1. **Given below are four headings and four magazine extracts. Match each heading to the corresponding extract and write it as a heading for the extract.**

SPIRIT OF DAREDEVILRY

SAIL TO ADVENTURE

GATEWAY TO DEEP DOWN

A TRAIL OF DISCOVERY

ADVENTURE

UNIT-2

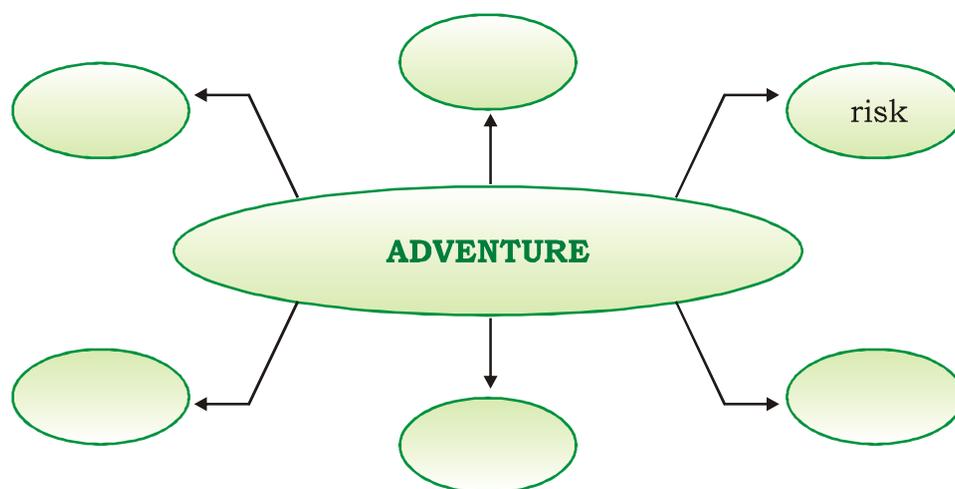
- a) The inaugural round of the 250cc Rodil Trophy Motorcross World Championship was held before 17,000 spectators at the Jawaharlal Nehru Stadium in Pune. India's lone entry, 17 year old Jagatweer Singh of Pune completed the race and picked up the first Rodil Championship points for the country. Stadium Motorcross racing has everything it takes to create a glamorous national event - speed, skill, stuntmanship and a lot of nail-biting drama.
- Source- <http://indiatoday.intoday.in/story/motocross-racing-takes-root-in-india/1/328932.html>*
- b) For twenty years, Valmik Thapar roamed the forests of Ranthambhore in Rajasthan, hoping to catch a glimpse of a tiger. He did see its pug marks and fresh droppings, but it was only the night before he was leaving, that he finally spotted the beast striding majestically down a forest track. For Thapar, that sight was the beginning of what he describes as an endless pursuit to observe and discover more about one of the world's most elusive and evasive nocturnal predators.
- c) Cave exploration (or pot-holding) is both a science and an adventure. The Frankfurt geologist, Gerhard Schmitt, has been descending into the depths of the earth with like-minded colleagues for more than 10 years, and has reached depths down to 975 meters in Turkey, Sardinia, Africa and South America. Schmitt and his team have crawled on their bellies through gaps in the rocks to unknown regions. "The exploration of a cave is just as enticing as climbing the highest of mountain peaks," enthused Gerhard Schmitt, when talking of his daring excursions.
- d) "Cast off!" The order sent the cadets scrambling up the ratlines like monkeys, to unfurl the sails. Varuna was on its way to Australia, 8000 nautical miles away, to take part in the Tall Ships Event along with entries from nineteen other countries. It was a part of the 200th anniversary celebrations marking the landing of the first European settlers in Australia.

We acknowledge the respective sources.

ADVENTURE

UNIT-2

2. In pairs, discuss what is common about all the articles you have just read. Complete the web chart below with the characteristic features of an adventure. (One has been done for you)



A. THE FINAL FLIGHT

- A.1. Below are certain words that appear in the story of Amelia Earhart's journey. The meanings have been given in a jumbled order. Match the words with their meanings.

Words	Meanings
1) Navigator	a) an infection of the bowels
2) Skirting	b) a person who flies an aircraft
3) Dysentery	c) a person who plans a route for a ship or a plane
4) Parachute	d) to put something in a safe place
5) Cable	e) to leave something with no intention of returning
6) Precise	f) to go around the edge of something
7) Transmit	g) a device that is attached to people or objects to make them fall slowly and safely
8) Implement	h) a small boat made of rubber or plastic that is filled with air.

ADVENTURE

UNIT-2

Amelia reached Lae in New Guinea on June 29. At this point they had flown 22,000 miles and there were 7,000 more to go over the Pacific. Amelia cabled her last commissioned article to the Herald Tribune. Photos show her looking very tired and ill during her time at Lae.

The U.S. Coast Guard cutter, *Itasca* had been standing off Howland Island for some days to act as a radio contact for Amelia. Radio communications in the area were very poor as *Itasca* was overwhelmed with commercial radio traffic that the flight had generated.



Amelia left Lae at precisely 00:00 hours Greenwich Mean Time on July 2. It is believed that the *Electra* was loaded with 1,000 gallons of fuel, allowing for 20-21 hours of flying.

At 07:20 hours GMT Amelia provided a position report placing the *Electra* on course at some 20 miles southwest of the Nukumanu Islands. The last weather report Amelia was known to have received was before take-off. The head wind speed had increased by 10-12 mph, but it is not known if she ever received the report.

At 08:00 GMT Amelia made her last radio contact with Lae. She reported being on course for Howland Island at 12,000 feet. There is no real evidence as to the precise track of the aircraft after Nukumanu. No one saw or heard the plane fly over.

ADVENTURE

UNIT-2

Several short transmissions were received by the Itasca with varying signal strengths but they were unable to get a fix on her location because they were too brief. At 19:30 GMT the following transmission was received from the *Electra* at maximum strength.

"KHAQQ calling Itasca. We must be on you but cannot see you... gas is running low..."

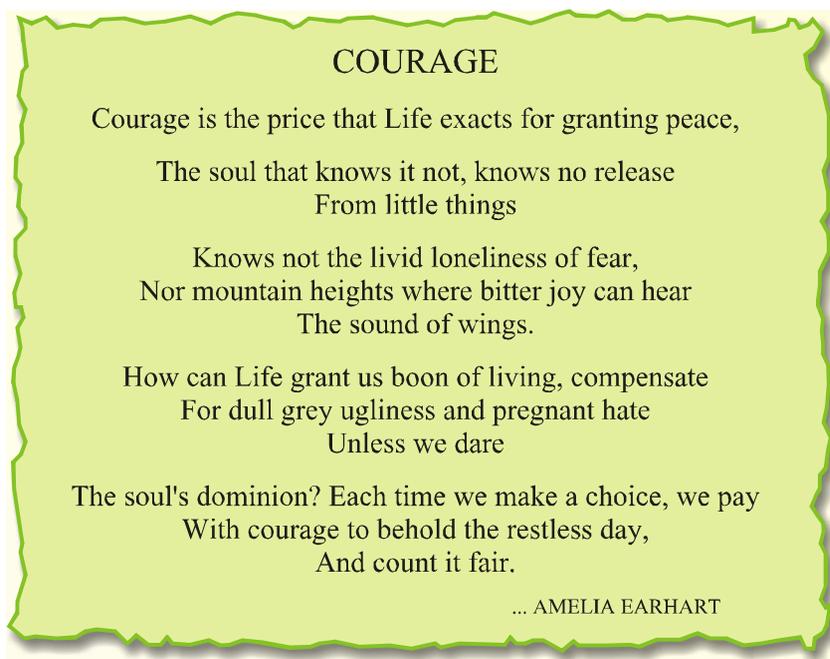
At 20:14 GMT, the Itasca received the last voice transmission from Amelia giving positioning data. The Itasca continued to transmit on all frequencies until 21:30 hours GMT. They determined that Amelia must have died at sea and began to implement search procedures.

It has been determined that the plane went down some 35-100 miles off the coast of Howland Island. A life raft was stowed on board but no trace was ever found of the raft. Some experts felt that the empty fuel tanks could keep the plane afloat for a period of time.

President Roosevelt authorized a search party of 9 naval ships and 66 aircrafts at an estimated cost of over \$4 million. On July 18, the search was abandoned by ships in the Howland area. George continued to seek help in the search, but by October he too abandoned all hope of finding them alive.

Amelia had been sending letters to George at stopovers all along her route quite regularly. These were published in the book 'Last Flight'. The book has a note from her to George....

"Please know I am quite aware of the hazards... I want to do it because I want to do it. Women must try to do things as men have tried. If they fail, their failure must be, but a challenge to others."



Amelia created a number of aviation records:

- o The first woman to fly across the Atlantic in 1928
- o The second person to fly solo across the Atlantic in 1932
- o The first person to fly solo from Hawaii to California in 1935

Guided by her publicist and husband, George Putnam, she made headlines in an era when aviation had gripped the public's imagination.

A.3. The following is a time chart of Amelia's aviation record in her attempt to go around the world. Complete it with the missing dates and events.

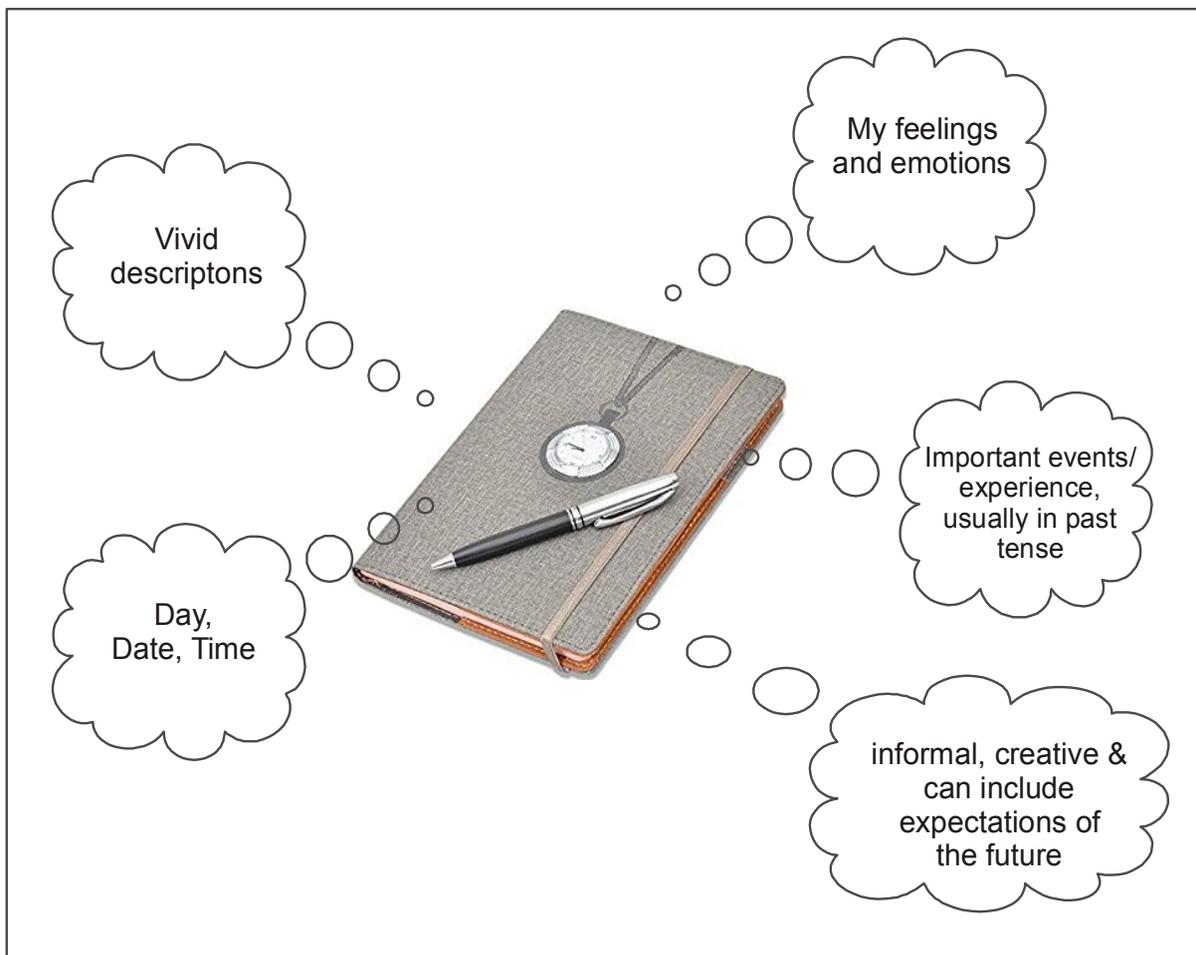
Date	Event
1) June 1, 1937	
2)	Electra flew to Calcutta
3) June 27	
4)	Reached Lae in New Guinea.

ADVENTURE

UNIT-2

5)		Amelia left Lae.
6)	July 2 (7:20 hrs)	
7)		Amelia made her last radio contact.
8)		Last voice transmissions from Amelia
9)	July 18	

A.4. Diary or journal writing is one of the most personal forms of writing. You can put down your thoughts about life, daily events, your feelings, opinions and almost anything that comes to your mind.



ADVENTURE

UNIT-2

A.5. You are a member of 'Explorer' – an adventure club. During your summer vacation, your friends and you decide to enroll in 'The School for Flying'. While training, you had an interesting and unforgettable experience. Write a diary entry about one of your experiences of the adventure activity.

Here are some words and phrases you can use

Curious thrilled terrified relieved
felt euphoric agonizing moments insecurity grateful
uncertainty overwhelming experience extraordinary courage

A.6. You have read an account of the final stages of Amelia's life. It had been a saga of struggle and courage. Read about her early life - the factors that inspired her to become an aviator and the difficulties she faced. Make a project on her life. Here is a list of the reference books and websites which will guide you in your endeavour.

Websites :

- * <https://www.britannica.com/biography/Amelia-Earhart>
- * <https://ameliaearhart.com/>
- * <https://www.youtube.com/watch?v=ivbh9vEkp1g>

Complete the given worksheet, based on your research

MY THOUGHTS ON AMELIA EARHART

* I think one of her biggest challenges was _____

* According to me, her first airplane ride _____

ADVENTURE

UNIT-2

* I feel that she invested in the upliftment of women because _____

A QUOTE I THINK SUITS AMELIA EARHART

**WHAT WOULD AMELIA EARHART SAY TO THE
YOUNGSTERS OF TODAY?**

B. THE SOUND OF THE SHELL

B.1. Teacher/ Student to read out the first part given at page no 163. After you listen, answer the following questions:

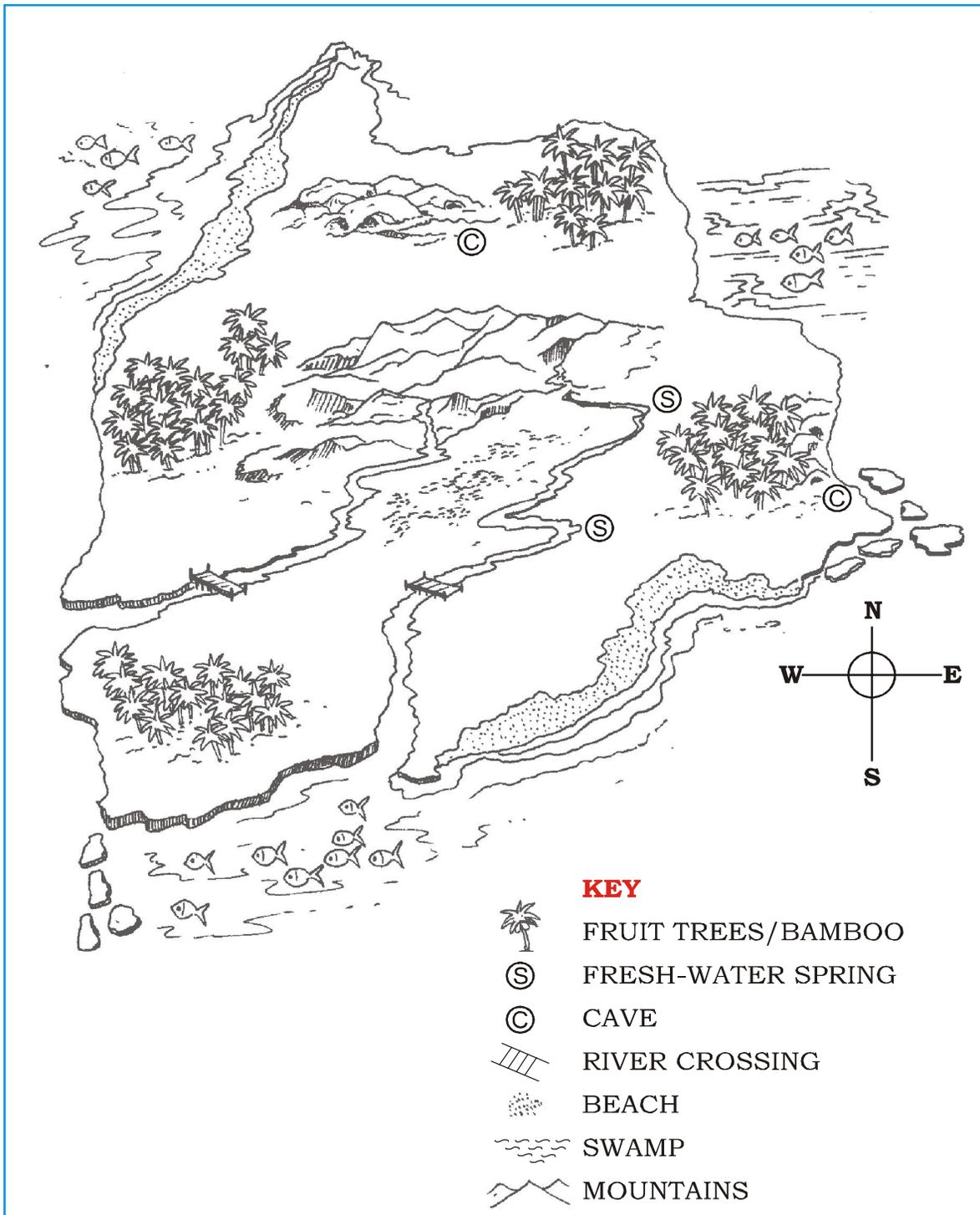
- a. What do you think happened to the boys and the plane they were flying in?
- b. What happened to the other part of the plane?
- c. How did Ralph attract the attention of the other boys?
- d. What were the names of the first three boys who came to the meeting?
- e. Why do you think the groups of boys were marching in two parallel lines?
- f. Do you think there were any adults on the island? Why / Why not?
- g. Can you predict what happened to the boys next? For example, how did they organise themselves? What about shelter and food?

B.2. Imagine that you are one of the boys, and that the map on the next page is of the island on which you have landed. Your most urgent task is to decide where to live. Work in groups of four; decide where to set

ADVENTURE

UNIT-2

up the camp, and the materials you will use. Be prepared to justify your choices to the rest of the class.



ADVENTURE

UNIT-2

B.3. The last part of the extract that you have just heard is given below. Notice how the author creates interest through a step-by-step organisation of his ideas.

With the diamond hue of the beach, something dark was fumbling along. Ralph saw it first and watched until the intentness of his gaze drew all eyes that way. Then the creature stepped from the mirage on to clear sand and they saw that the darkness was not all shadow but mostly clothing. The creature was a party of boys marching approximately in step falling in two parallel lines.

The author uses these words to create an atmosphere of mystery and suspense.

The 'something' becomes clearer...

clearer still...

until finally we learn what it really is.

B.4. Imagine that you are on an uninhabited island with a group of children of your age. In groups of four, discuss and enumerate the strategies that will be adopted by you to survive. You can think on the following lines and use the prompts given below.

- * food
- * shelter
- * protection against animals
- * life-skills (problem-solving, decision-making)
- * protection against harsh weather conditions

I suggest...

Why don't we...

What about....?

We'd better...

Yes, that's a good idea.

But what about the...?

Perhaps we ought to...

That's no good because...

ADVENTURE

UNIT-2

B.6. Imagine that you have just returned from Topo Island. The Editor of a local newspaper has asked you to write about your adventure. Write the article.

Some hints:

- * Describe briefly how you landed on the island, and the main features of the island.
- * Write about where you set up the camp, describe one main adventure, and how you were eventually rescued.
- * Make the adventure part of your story exciting, with lots of action.
- * Include dialogues in the adventure part.
- * Try to create mystery and suspense, as in B.3.
- * Finally, give your adventure story a suitable heading.
- * Your story must be written in paragraphs and should carry the By line.

B.7. Look at the map of Topo Island in B.2 and read the notes given below. Then complete the tourist brochure.

Notes

- * Beaches - 6km north-west coast, 6km south-east coast; relax
- * Fishing - near beach on north-west coast
- * Adventure seekers - caves, mountains
- * Trees - fruit, shade if the day is too hot
- * Lookout Point - can see the whole island

Visit Topo Island for the Holiday of a Lifetime!

Here is the perfect paradise for holiday-makers - Topo Island. You _____
Fishing _____. If it's adventure that you're after, _____. Fruit trees
found on most parts of the island _____. And the Lookout Point on the
northern tip of the island _____. Come to Topo Island, an exotic place,
where dreams come true.

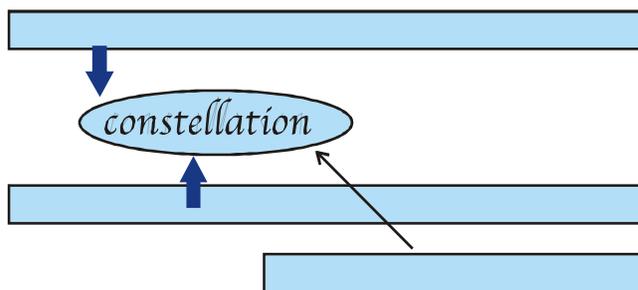
UNIT-2

C. ORDEAL IN THE OCEAN

In this section we shall read an adventure story titled 'Ordeal in the Ocean', in which you will probably come across some unfamiliar words. Therefore, before we read the story, we shall have some more 'puzzling out' practise.

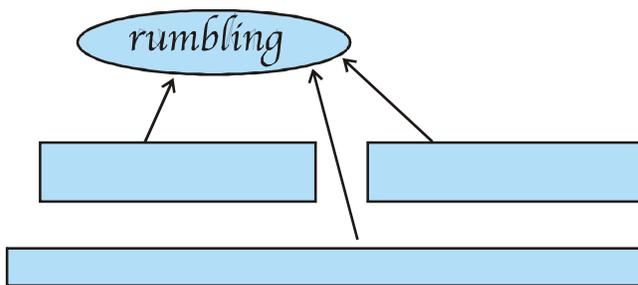
C.1. Read the following extracts from the story, and try to puzzle out the meanings of the encircled words from other words and phrases in the extract. Write the clues in the empty boxes. Then give your own explanation of the encircled words.

- (a) I saw individual stars, but I could not distinguish the **constellation** they belonged to. Then dawn came and put out all my stars.



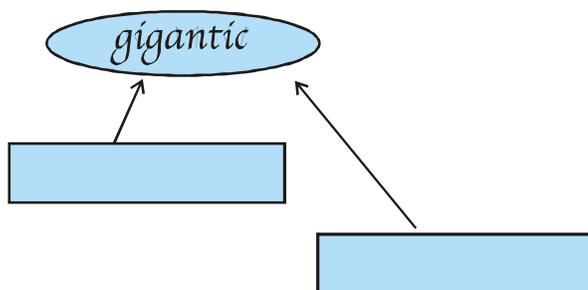
Therefore, constellation means _____.

- (b) Indeed there had been a distant **rumbling** for some time, although I had paid no attention to it. Now that I started listening to it I thought it sounded like the characteristic noise of jet airplanes constantly landing and taking off.



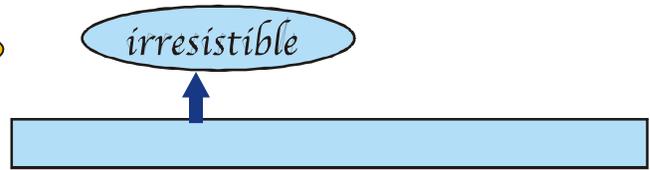
Therefore, rumbling means _____.

- (c) It was a **gigantic** wave with steep, very slowly falling crests. Never in my life had I seen such an enormous wave. It seemed to be touching the sky.



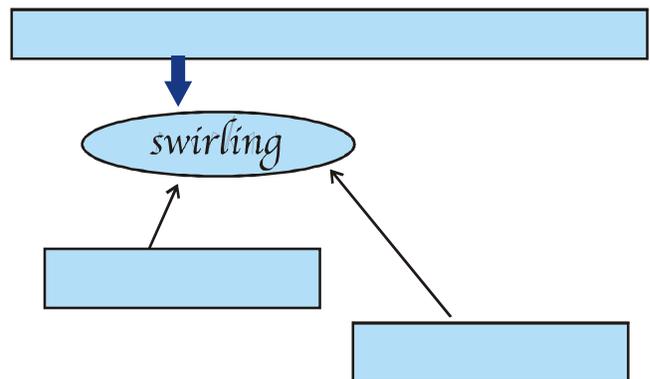
Therefore, gigantic means _____.

- (d) The wave did not break over me as I assumed it would. An **irresistible** force dragged me up its steep slope, right to the very foot of the falling crest.



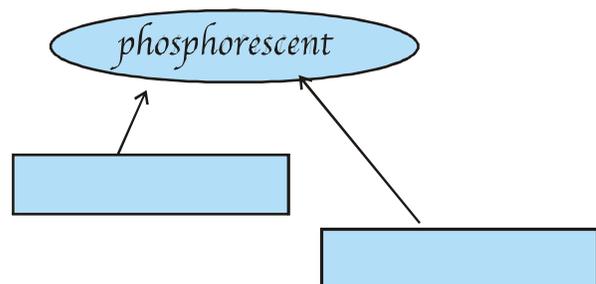
Therefore, irresistible means _____.

- (e) For a moment, I found myself caught in the air under the crest, as if in a cave. Then, my body was in the **swirling** current of water; the inner power of the wave made me recover several times, twisting me in all directions before it subsided.



Therefore, swirling means _____.

- (f) All around me I could see random currents of water, splashes of foam and **phosphorescent** spray of luminous water and my body glittered like some princess's ball gown.



Therefore, phosphorescent means _____.

C.2. Suppose you are on a ship, far out at sea. Something happens, and you find yourself in the water. The ship continues on its journey. Discuss the following with your partner and share your views with the class.

- * How long do you think you can stay alive in water?
- * How will you know which way to swim?
- * What dangers will you face?

UNIT-2

C.3. 'Ordeal in the Ocean' is the story of Slava Kurilov, a Russian, who faced a remarkable trial in the water. Slava Kurilov tells his own story. Read on.....

When the liner had finally vanished over the horizon, I was absolutely alone in the stormy night sea. First I thought I had to swim one way, then another. It was not even midnight yet, and I had no hope at all of finding my way in this terrible night time ocean. I began to feel afraid. Waves of fear rolled through me, starting from my hands and feet, attacking my heart and then reaching through my neck to my head. Waves broke over me and water went into my **snorkel**. I realised I would not be able to last even half an hour in such a condition.



I saw individual stars, but I could not distinguish the constellations they belonged to. Then dawn came and put out all my stars and I felt my solitude more keenly. The sky was grey at first, then blue-violet shades appeared. In a few minutes, the colours became brighter, with dark red strips cutting across the sky!

The rising sun came up over the ocean. I was surrounded by large waves. The clouds turned pink and swept across the sky in all directions. It was a windy day.

There was no land visible. I grew alarmed. Had I made a mistake in my calculations? Perhaps the current had carried me a long way off the course during the night?

A **snorkel** is an air tube that can rise above the surface of water, so that a swimmer can breathe under water.

ADVENTURE

UNIT-2

An hour passed, perhaps two. "Land!!!" I could not deny myself the pleasure of shouting the magic word aloud and of hearing my own voice. Perhaps it was my ghostly island of Siargao? I almost felt I had succeeded - now at least I had hope.

The sun looked out for the last time, as if it was saying goodbye to me, and hid itself away again. In a few minutes the sky was filled with all the colours of a rainbow, the bright shades changing and merging as I watched. At first the clouds became deep red and then their edges turned bright orange. A little while afterwards, the clouds turned lilac and dark violet. Darkness fell swiftly. My second lonely night in the ocean began. The stars came out unnoticed. I changed course and headed for the south west. As it turned out, this was an unforgivable mistake.

Evening was approaching. The ocean around me was full of life; large fish often leapt out of the water and big birds flew right above my head. I could see the island distinctly now. A line of dancing palms stretched the length of its shore. The sides of the mountain were covered in many different shades of green.

An hour passed, perhaps more. It was extraordinarily quiet. Then suddenly to my horror, I discovered my island had noticeably begun to move north and was drifting further and further in that direction right before my eyes. Before I had worked out what was happening and could sharply change my course towards the north, the southern tip of the island had appeared in front of me and, beyond that, open ocean stretched to the very horizon. I was totally at the mercy of the current and realised to my alarm that it was slowly carrying me past the land.

My third night in the ocean crept up unnoticed. This third night in the ocean was very dark, much darker than the two previous ones. I almost decided to die as I had no hope of seeing another dawn. I was suddenly aware of a quiet voice: "Swim to the sound of the breakers."

Indeed, there had been a distant rumbling for some time, although I had paid no attention to it. Now, I started listening and I thought it sounded like the characteristic noise of jet aeroplanes constantly landing and taking off. The voice inside kept insisting that I should swim towards this thunder of waves.

UNIT-2



At last I obeyed. Again I heard an approaching rumble. What I suddenly saw at a distance of about 30 or 40 metres has imprinted itself on my memory forever. It was a gigantic wave with steep, very slowly falling crests. Never in my life had I seen such an enormous wave - it even seemed to be touching the sky. It moved very slowly and was fantastically beautiful.

The wave did not break over me as I assumed it would. An irresistible force dragged me up its steep slope right to the very foot of the falling crest. Instinctively I clutched my mask snorkel and managed to take a deep breath. The crest started to break over me and pulled me under it. For a moment, I found myself in the air under the crest as if in a cave. Then my body was in a swirling current of water; the inner power of the wave made me recover several times, twisting me in all directions before it subsided.

I realised that I had to try to keep my body on the crest and I quickly took up a horizontal position. This time the wave quickly grabbed me and carried me at great speed for quite a long distance on its crest.

I got up to the surface easily and swam in the direction the waves were heading. "Somewhere there, beyond the reef, there should be a lagoon," I hoped.

Suddenly, I felt something hard under my feet. I could stand up to my chest in water! Around me I could see random currents of water, splashes of foam and phosphorescent spray, all swirling about. Before I fully came to my senses, another large wave approached and carried me some distance further. I was up to my waist in water when a new wave picked me up, taking me several metres forward. Now the depth of the water was only up to my knees. I had enough time to take a few tentative steps, to catch my breath and look around.

I surfaced at the foot of a very tall palm tree. I left a trail of luminous water and my body glittered like some princess's ball-gown. Only now did I feel completely safe. The ocean was behind me....

C.4. Answer the following questions based on the given extract, by selecting the correct options.

At last I obeyed. Again I heard an approaching rumble. What I suddenly saw at a distance of about 30 or 40 meters has imprinted itself on my memory forever. It was a gigantic wave with steep, very slowly falling crests. Never in my life had I seen such an enormous wave-it even seemed to be touching the sky.

- (i) Select the option that is true for the two statements given below.
- (1) The narrator heard an approaching rumble.
 - (2) The narrator was certain that the enormous wave will break his hope to be onshore.
- A. (1) is the reason for (2)
 - B. (1) is the result of (2)
 - C. (1) is independent of (2)
 - D. (2) is the reason for (1)

ADVENTURE

UNIT-2

- (ii) When the writer says 'imprinted itself on my memory forever' he means that he would
- A. write about it later
 - B. research it at the earliest
 - C. choose to erase it from his mind
 - D. always remember it
- (iii) Select the most suitable replacement of the underlined word, from the extract, that is similar in meaning.

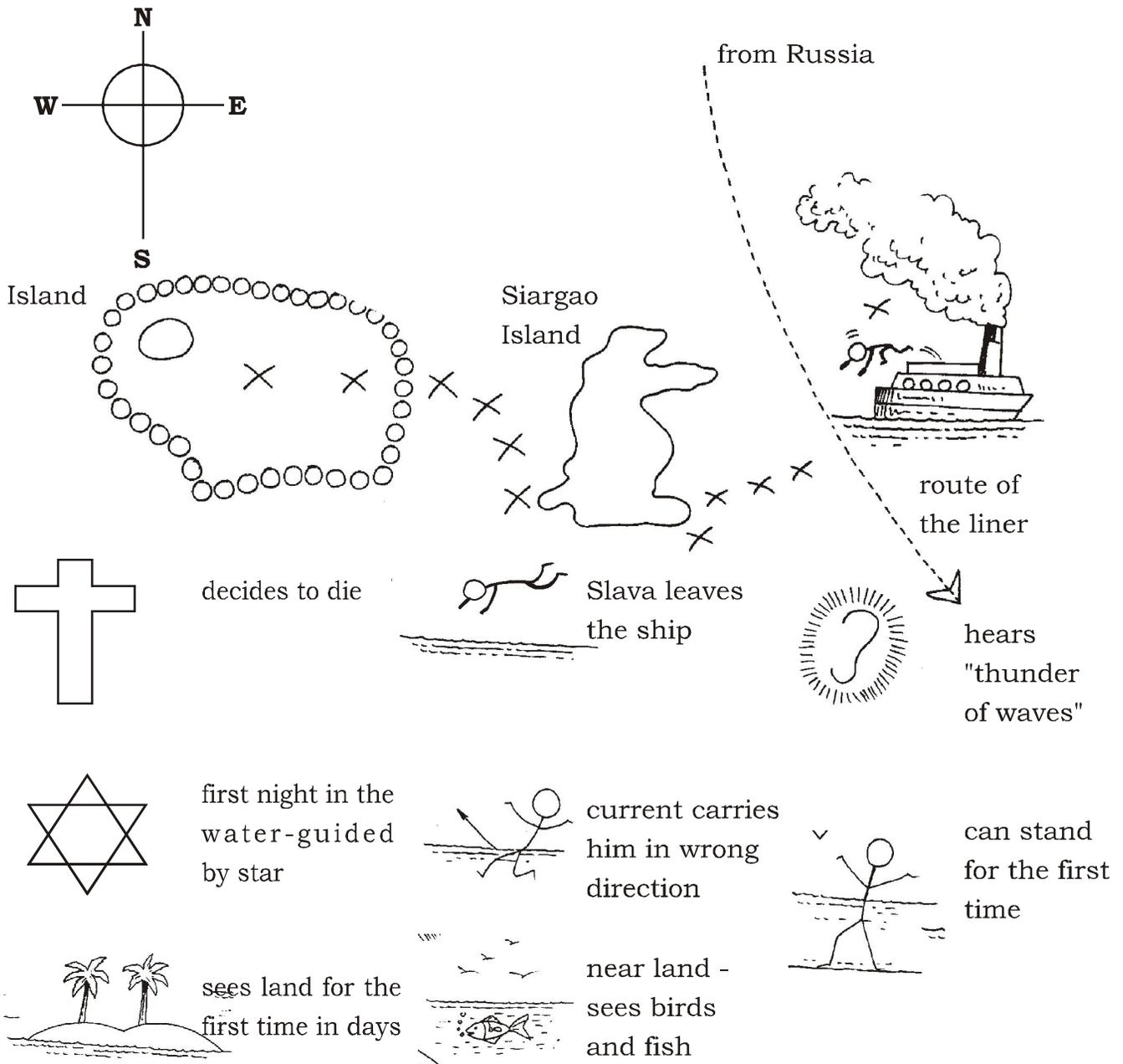
The organisers of the Desert Festival came across gigantic sand dunes and decided to set up camp in that vicinity.

- A. enormous
- B. imprinted
- C. beautiful
- D. sleep

C.5. Answer the following questions briefly.

- a. At the beginning of the story, the narrator seems to be swimming alone in the stormy night sea. Why? Give reason including evidence from the story.
- b. Slava Kurilov mentions one of his actions as an unforgivable mistake. Do you think it was the biggest mistake made by the narrator? Explain.

C.6. Given below is a map of the area in which Slava Kurilov faced his ordeal. You will also see the major events in the story, in mixed order, each accompanied by a symbol. After you have read 'Ordeal in the Ocean', draw the appropriate symbol against each x mark. (One is already drawn for you.) Draw the symbols or number the symbols, and transfer them to the map.)



UNIT-2

C.7. The author uses many vivid and colourful expressions to describe the ocean, clouds, sky, waves and his own feelings. List the expressions that you like the most.

*** Ocean**

1)

2)

*** Clouds and sky**

1) *The sun looked out for the last time as if it was saying goodbye to me.*

2)

*** Waves**

1)

2)

Find at least two expressions under each heading.

C.8. Another technique adopted by the writer is to use figures of speech such as a simile. A simile is used to express similarity between two things. e.g. *He is as fast as lightning. The rain fell heavily on the metal roof like a machine gun.* Similes usually start with 'like' or 'as'.

Find two similes in the last section of the story.

C.9. Now try to build your own similes for the following :

- | | |
|-----------------------------|------------------------------|
| 1. The rock stood... | 6. The bird soared... |
| 2. The waves leapt... | 7. Dawn broke... |
| 3. The sea shone... | 8. The stars... |
| 4. The sun set... | 9. The wind shook the trees. |
| 5. The rain fell heavily... | |

Add other similes of your own and write them in your notebook.

C.10. Now that you have seen some techniques for creating vivid images with language, try to compose a poem or write a short descriptive paragraph using similes and colourful expressions. Work in pairs, if you prefer. Then read it out to the class.

Choose one of these themes: waves, stars and moon, rocks, sunset or sunrise.

Consider the following for your chosen theme:

- * What does it look like?
- * What does it feel like?
- * What does it sound like?
- * How does it move?
- * Where do we see it?
- * When do we see it?



(SUMMARY)

SECTION	In this UNIT, you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
Introduction			<ul style="list-style-type: none"> Reading clues to solve cross-word puzzles 	<ul style="list-style-type: none"> Solving a cross word 	<ul style="list-style-type: none"> Using words related to environment
(A) The Indian Rhinos		<ul style="list-style-type: none"> Expressing and arguing a point of view Taking active part in group discussions Expressing personal feelings 	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words 	<ul style="list-style-type: none"> Planning, organising and presenting ideas Comparing and contrasting ideas and reaching conclusions Writing a report 	<ul style="list-style-type: none"> Using words related to conservation Learning expressions to recommend and suggest
(B) Save Mother Earth	<ul style="list-style-type: none"> Listening for specific information from a recorded interview 	<ul style="list-style-type: none"> Role play Presenting a consensus Conveying ideas effectively Presenting oral reports Expressing and arguing a point of view Taking part in group discussions 	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Selecting and extracting information 	<ul style="list-style-type: none"> Flow chart Formal letter to the Editor of a newspaper Writing short responses Completing a table Power point presentation 	<ul style="list-style-type: none"> Using words / phrases related to sustainability
(C) Save the Tiger	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Enacting a dialogue Group discussion followed by class presentation 	<ul style="list-style-type: none"> Analysing and inferring information 	<ul style="list-style-type: none"> Web chart Gap filling Paragraph writing Dialogue writing Note making Answering MCQs 	<ul style="list-style-type: none"> Learning words related to the qualities / characteristics of a tiger

ENVIRONMENT

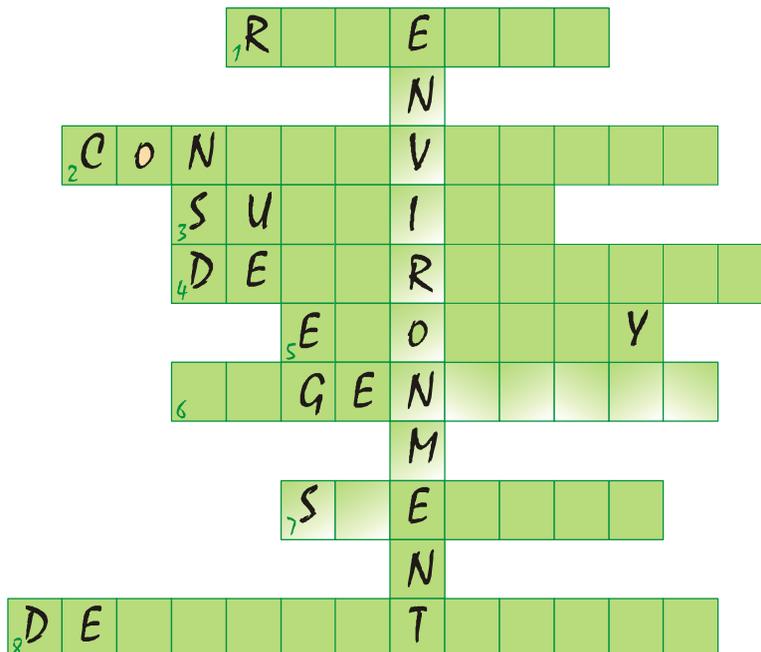
In this Unit...

A crossword puzzle, to remind us how important the Environment is.

- (A) "Rhinceros : Do they have a future?" Find out by reading, using your vocabulary skills, group discussion, and writing a report with recommendations to the World Wildlife Federation.
- (B) Teacher/ Student to read out the interview with Smitha Sahai and Manu Srivastava about pollution given at page no 167. Perform a Role-play based on the meeting, join a 'Save Mother Earth Campaign', write a formal letter to the Editor sharing your concerns about the environmental concerns of the area you live in and prepare a powerpoint presentation on an environmental issue.
- (C) Do you know about Project Tiger? Reserarch on the same and write a paragraph on the need to protect them. Also, read a poem. Write and enact a skit on the freedom of animals.

INTRODUCTION

Complete this puzzle.



UNIT-3

Clues

1. an area of land where wild animals can live safely.
2. protecting animals and plants, making sure they do not become extinct.
3. trying to stay alive in a difficult situation. In the 1990s, we were worried about the... of many animal species, such as the tiger.
4. ruining or destroying something deliberately.
5. the study of living things in relation to each other, and in relation to their environment.
6. to bring back to life (e.g. forests)
7. a class of animals or plants that have the same characteristics and are able to breed together.
8. cutting down all the trees in a forest.

A. THE INDIAN RHINOS

A.1. The Indian Rhinoceros: Where are they? Do they have a future?

We are very materialistic and are often lured into buying and using clothes and articles made from animal skin and other body parts.

Here's a shopping list...

- wall hangings
- bags
- purses
- wallets
- ornamental buttons and clips
- shoes
- hunters' trophies (legs, heads)
- medicines



ENVIRONMENT

UNIT-3

The list seems endless, doesn't it? Are these things not shameful enough to set us pondering deeply over the harm that we are inflicting on nature's creations?

1. Why is the list 'most shameful'?
2. What is the name of the organisation that has been formed to protect and conserve wild life?
3. Name at least ten other animals that are being exploited by man for commercial purposes. Surf the net to get information and complete the following table.

Animal	Part of the body used	Product
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

A.2. Read this article about the great Indian Rhinoceros. [You will find the information useful for your group discussion in A.5.]

The **Indian Rhinoceros** or the **Great One-Horned Rhinoceros** or the **Asian One-horned Rhinoceros** (*Rhinoceros unicornis*) is a large mammal primarily found in north-eastern India, Nepal and parts of Bhutan. It is confined to the tall grasslands and forests in the foothills of the Himalayas.

The Indian Rhinoceros once ranged throughout the entire stretch of the IndoGangetic Plain but excessive hunting reduced their natural habitat drastically.

UNIT-3

Today, about 3,000 Indian Rhinos live in the wild, 1,800 of which are found in Assam alone. In 2008, more than 400 Indian Rhinos were sighted in Nepal's Chitwan National Park.

In size, it is equal to that of the White Rhino in Africa; together they are the largest of all rhino species. The Great One-Horned Rhinoceros has a single horn; this is present in both males and females, but not on the newborn young. In most adults, the horn reaches a length of about 25 centimetres, but has been recorded up to 57.2 centimetres in length. The nasal horn curves backwards from the nose. The horn is naturally black.

This prehistoric-looking rhinoceros has thick, silver-brown skin which becomes pinkish near the large skin folds that cover its body. The male develops thick neckfolds. It has very little body hair aside from eyelashes, ear-fringes and tail-brush.

These rhinos live in tall grasslands and riverine forests, but due to the loss of habitat, they have been forced towards cultivated land. They are mostly solitary creatures, with the exception of mothers and calves and breeding pairs, although they sometimes congregate at bathing areas.

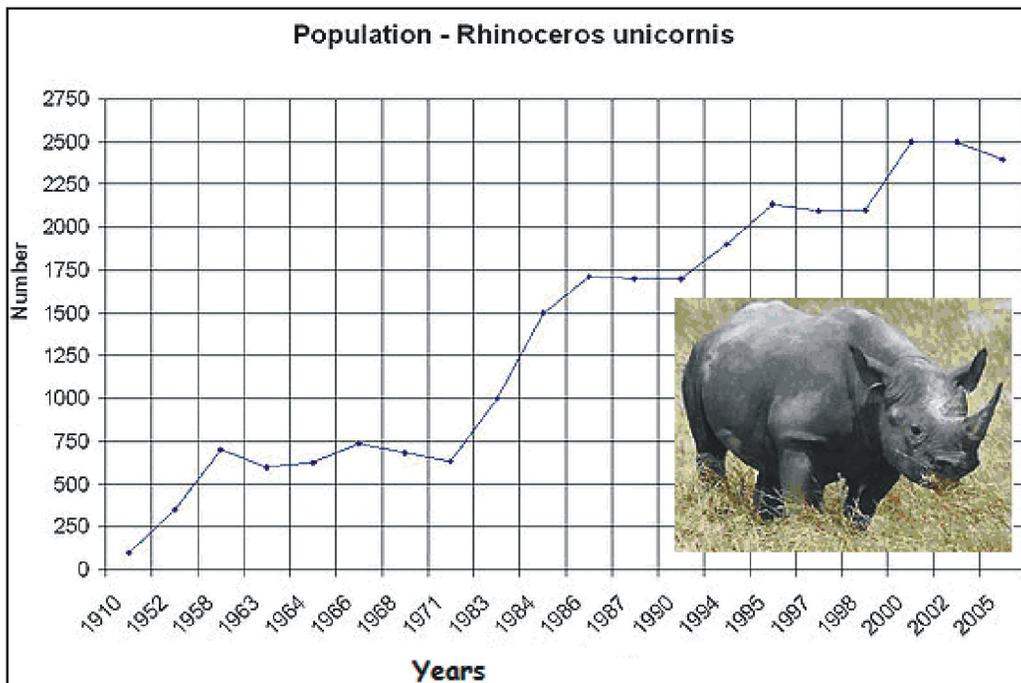
The Indian Rhinoceros makes a wide variety of vocalizations. At least ten distinct vocalizations have been identified: snorting, honking, bleating, roaring, squeak panting, moo-grunting, shrieking, groaning, rumbling and humphing. In addition to noises, the rhino also uses olfactory communication.

In aggregation, Indian Rhinos are often friendly. They will often greet each other by waiving or bobbing their heads, mounting flanks, nuzzling noses, or licking. Rhinos will playfully spar, run around, and play with twigs in their mouth. Adult males are the primary instigators of fights. Fight between dominant males is the most common cause of rhino mortality. Indian rhinos have few natural enemies, except for tigers. Tigers sometimes kill unguarded calves, but adult rhinos are less vulnerable due to their size. Humans are the only other threat, hunting the rhinoceros primarily for sport or for the use of its horn. Indian Rhinos have been somewhat tamed and trained in circuses, but they remain dangerous and unpredictable animals.

ENVIRONMENT

UNIT-3

In the nineteenth and early twentieth century, the Indian Rhinoceros was hunted relentlessly. Reports from the middle of the nineteenth century claim that some military officers in Assam individually shot more than 200 rhinos. In the early 1900s, officials became concerned about the rhinos' plummeting numbers. By 1908 in Kaziranga, one of the Rhinos' main ranges, the population had fallen to around 12 individuals. In 1910, rhino hunting in India became prohibited. Some cultures in East Asia believe that the rhino hair has healing and potency powers and therefore, is used for traditional Chinese medicine and other Oriental medicines.



The Indian Rhino Vision 2020 (IRV 2020), launched in 2005 was an ambitious effort to obtain a wild population of at least 3,000 great one-horned rhinos spread over seven protected areas in Assam by the year 2020. Various organisations like the International Rhino Foundation, Assam's Forest Department, World Wild Life Fund-India, and others collaborated towards IRV 2020.

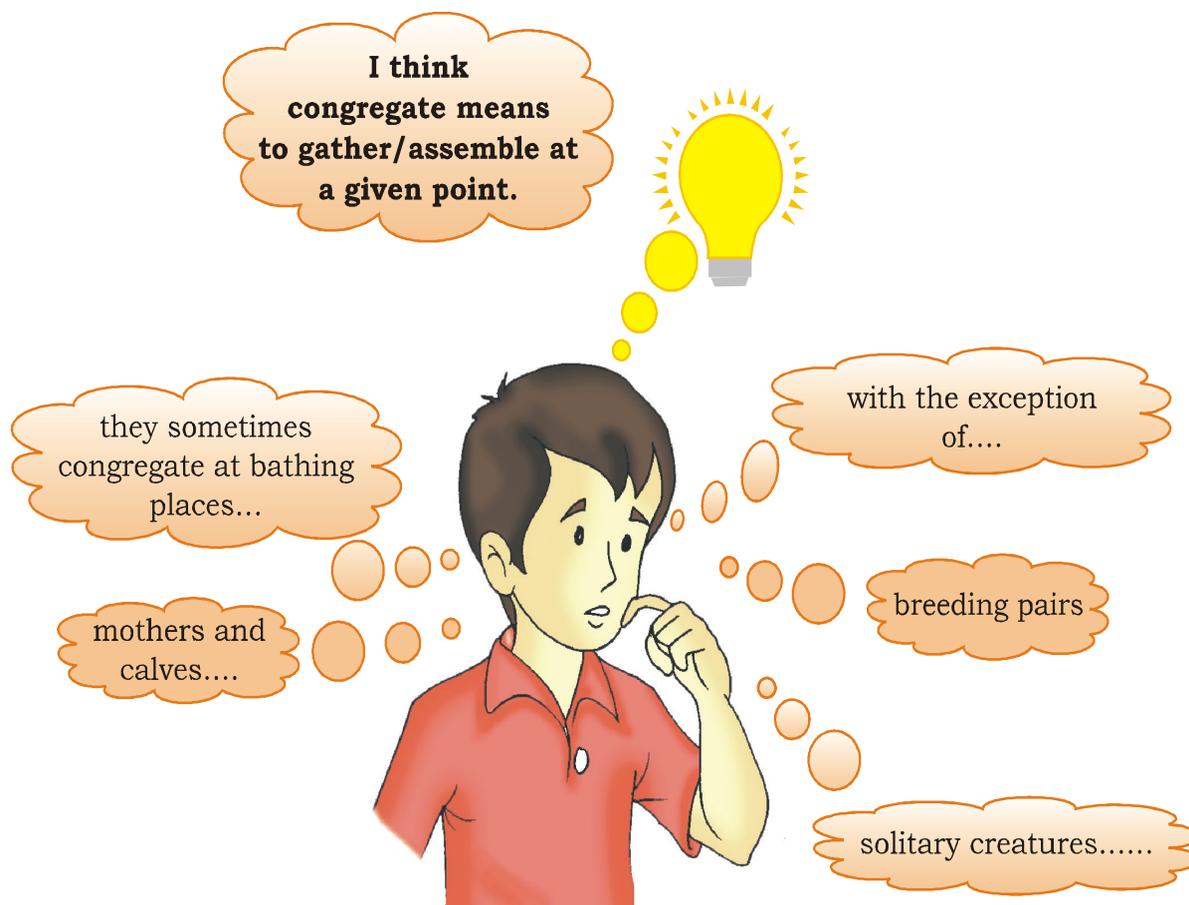
The Indian and Nepalese Governments have taken major steps towards Indian Rhinoceros conservation with the help of the World Wild Life Fund (WWF). The Kaziranga National Park and Manas National Park in Assam, Pobitora Reserve Forest in Assam (having the highest Indian rhino density in the World),

UNIT-3

Orang National Park of Assam, Laokhowa Reserve Forest of Assam (having a very small population) and Royal Chitwan National Park in Nepal are homes to this endangered animal. The Indian Rhino is the only large species in Asia to be down-listed from endangered to vulnerable, in the IUCN Red list in 2008.

A.3. In Units 1 and 2 you learnt and practised the skill of deducing the meanings of new words by using other words in the given context. Now use that skill to deduce the meanings of words in the article you have read. Here is an example.

- (a) They are solitary creatures with the exception of the mothers and calves and breeding pairs, although they sometimes congregate at bathing places.



ENVIRONMENT

UNIT-3

Deduce the meaning of the following words from the passage you have just read, using other words in the context to help you. Copy and complete the following:

Word	Words/ clues that helped me	What I think the word means	What the dictionary says	Were you() (tick mark) or (x)
confined				
ranged				
overlapping				
bobbing				
olfactory				
aggregation				
plummeting				
mortality				
vulnerable				
poached				

UNIT-3

A.4. Imagine that you are conducting a research on the conservation of a few animal species in India. You have been asked by the Wildlife Trust of India to prepare a report on the future of the YAK that lives in the Ladakh region of the Himalayan Mountains. In groups of four, discuss the issue and make notes for your report. Refer to the article in A.2 and the information in the box given here.



DOMESTIC YAK

- * herd animals 2-2.2 m tall
- * used in sports
- * kept for milk, fur, fibre, meat, drawing ploughs etc

WILD YAK

- * length:3-3.4m
- * habitat: treeless uplands
- * killed for food
- * insulated from cold by dense, close matted under hair, shaggy outer hair
- * hunted for similar reasons as the domestic ones

Within your group, discuss :

- * What is the problem? How has it arisen?
- * What is the best way to preserve these species?
- * Why do we need to preserve these species?
- * What values need to be inculcated in the hearts of human beings? Why?
- * What actions would you recommend to the World Wildlife Federation?
- * How is global warming affecting these species?

A.5. During your discussions in groups, and in your individual written report, you will find the following language useful:

GROUP DISCUSSION

When recommending

I	propose	that...
	suggest	
	recommend	

What about?
Why don't we

We could	consider.....
think	about

WRITTEN REPORT

When recommending

I	propose	that.....
	suggest	
	recommend	
	urge	

I strongly recommend that.....

I urge the commission to.....

It is	recommended	that.....
	proposed	

My	recommendation	is that..
	proposal	

ENVIRONMENT

UNIT-3

When giving reasons

.....as.....

.....because.....

.....since.....

My reason is that.....

When giving reasons

.....as.....

.....because.....

.....since.....

My reason is that.....

In view of the fact that.....

A.6. As a Conservationist, write a report to the World Wildlife Federation, based on A.5. Remember 'CODER'

FORMAL REPORT

From: (your name), Conservationist.

To: The Chairman

WWF

(Date)

(Suitable Heading)

(Suitable introduction) e.g. You recently asked me to submit a report on my study of YAK - in particular, their future. The following are my findings and recommendations.

1. The current problem.
2. Reasons why this problem has arisen.
3. Effects of the problem
4. Recommendation
5. Conclusion (Suitable ending, including other ideas for increasing YAK population)

Your name

(Conservationist)

B. SAVE MOTHER EARTH

B.1. Listen carefully to 'Meet the Personality of the Month Programme' read out by the teacher/ student from page no 167 and fill in the details as you listen.

ENVIRONMENTALIST: Mr Manu Srivastava

Causes of pollution

1. Atmosphere

a.

2. Water

a.

b.

3. Effects of pollution

a.

b.



ENVIRONMENT

UNIT-3

Human Rights activist- Ms.Shraddha Shankar

Reasons for working in the factory

a. _____

Effects

a. _____

b. _____

c. _____

Steps which can be taken

a. _____

b. _____

c. _____

B.2. The residents of Kanpur decide to approach the Chairman of the Municipal Corporation with the problem of pollution in their city. In groups of six, play the role of the following: (Cue cards may be given by the teacher)



- * A farmer
- * An environmentalist
- * Chairman of the Municipal Corporation
- * President of 'Save the Ganga Project'
- * A Human Rights activist

B.3. After the role play, the Chairman will put forward the final decision with reasons.

B.4. As a resident of Kanpur, write a formal letter to the Editor of a prominent newspaper highlighting the problem discussed in B2. State the consequences and also suggest ways to reduce this problem.

FORMAL LETTER

A-43 Civil lines
Kanpur

14 January 20XX

The Editor
The Times of India
New Delhi

Subject:

Sir/Madam

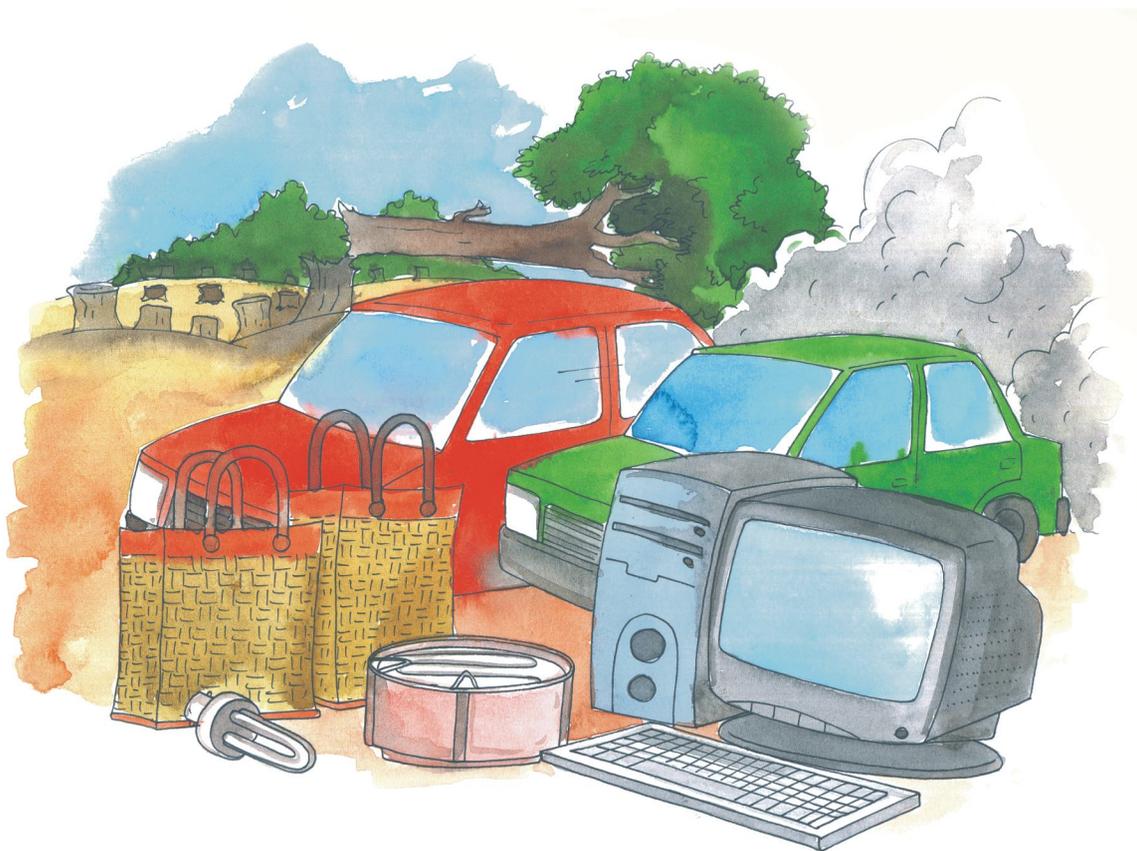
(Body of the letter)

Yours truly
Signature
(Name)

UNIT-3

B.5. India's Major concerns

Read the following paragraph. Then work in pairs and list the different ways in which you can contribute to save Mother Earth. As an individual you can make a major contribution towards reducing India's over all emission level.



How to save the Environment at Home

There are plenty of small steps that people can take at home to help save the environment. While the eco-footprint of each step is small, thousands of people doing the same thing can make a difference. By making some small changes to the way that you do things at home, you are gradually making a difference, even as an individual. You will reduce costs and improve your health at the same time, so helping to save the environment isn't an entirely altruistic exercise after all!

SAVE MOTHER EARTH CAMPAIGN

(a) Turn off the computer when not in use.

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(i) _____

(j) _____

B.6. Read the following article on Global Warming and complete the flow chart given below.

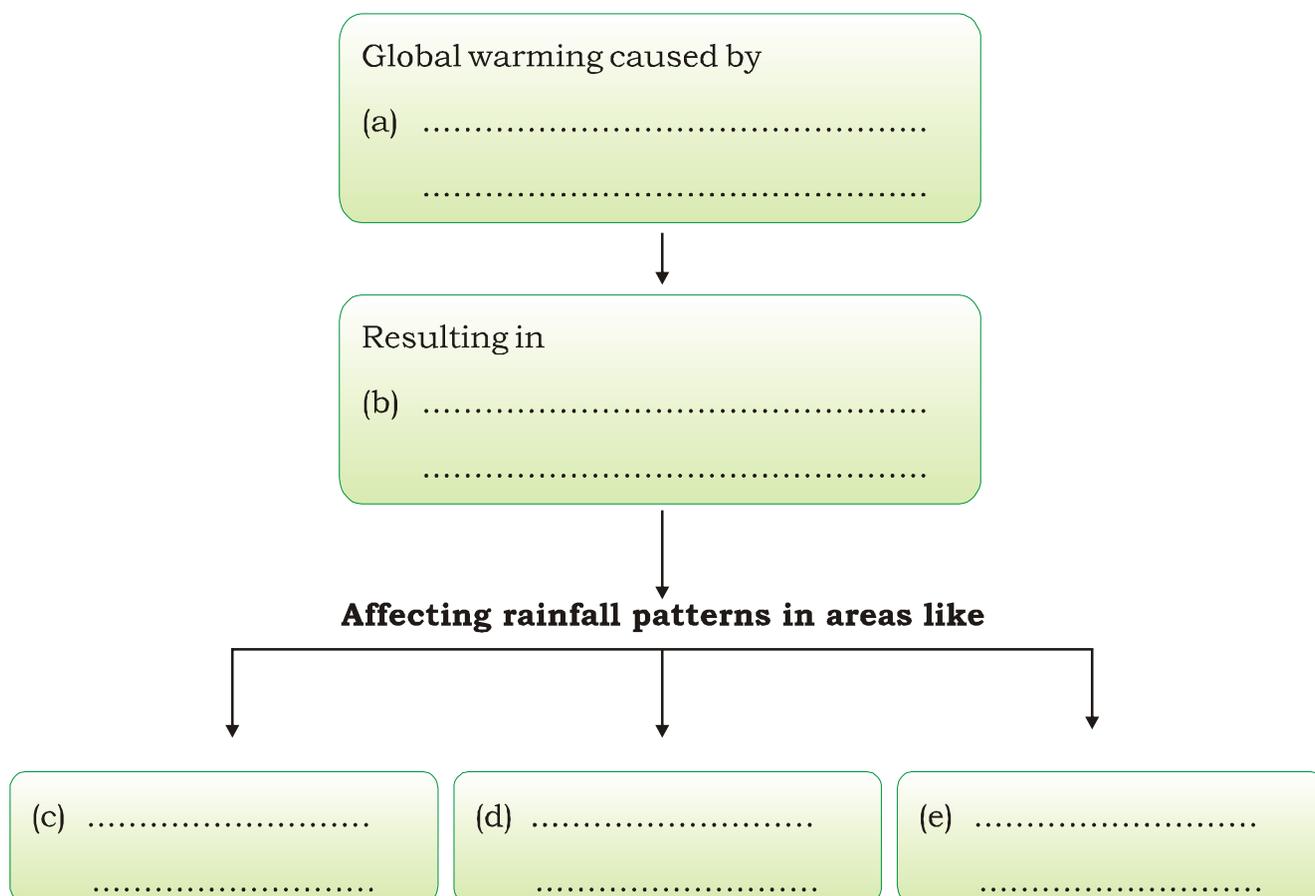
Global Warming is caused by the accumulation of greenhouse gases - CO₂, and methane in the atmosphere, resulting in the rise of Earth's over all surface temperature. India, a low latitude country, would face much of the misery due to climatic changes. Rainfall pattern is expected to undergo a major change in areas like Kerala, MP and the North-East.

Himalayan glaciers are melting. This could prove catastrophic for those living downstream in the plains.

Due to global warming, heat is trapped in the atmosphere causing the ice to melt. Rising sea levels would inundate many of the coastal cities. Extreme weather conditions such as heavy rainfall is expected to occur soon resulting in loss of life and property.

UNIT-3

FLOW CHART



B.7. Carbon Footprint

Project Work

A carbon footprint is a representation of the effect human activities have on the climate in terms of the total amount of greenhouse gases produced (measured in units of carbon dioxide). So, it is a measure of the impact we make individually on the earth; by the choices we make regarding our lifestyle. Many activities generate carbon emissions, which contribute towards accelerating global warming and climate change.



Total carbon footprint/emission quantification would include energy emissions from human activities - such as, from heat, light, power and refrigeration and all transport related emissions from cars, freight and distribution.

By measuring the carbon footprint through such tools as carbon calculators, we can get a better sense of what the individual impact is and which parts of our lifestyle deserve strict regulation.

In groups, choose and research on any one aspect of our carbon footprints and how we can modify our lifestyle. Each group will then make a project on the various aspects.

Read the following excerpts from newspapers on various environmental issues.

Ban the Bag

The Indus Valley Civilisation left beautifully crafted pottery that speaks volumes of the advances its people made. After 3,000 years, if the ruins we leave behind are excavated, chances are only plastic bags would be dug up. It may sound like an exaggeration, but these bags are not biodegradable. Apart from causing emissions, when these are manufactured, noxious fumes are released while these are being burnt or disposed of. So, be kind to Mother Earth, the next time you go shopping for groceries, remember to carry a cloth bag with you.



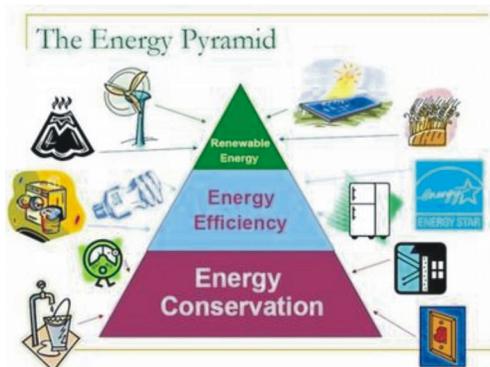
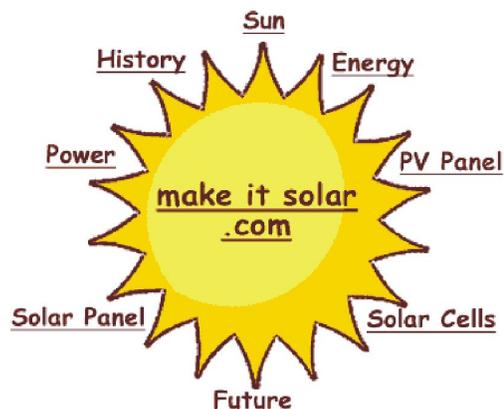
What India Should Do

India has released the National Action Plan on Climate Change. Is it adequate? Is there more that the country can do? Here are some ways we can make a difference.

UNIT-3

(a) SOLAR MISSION

- * To promote the use of solar energy through solar photovoltaic and thermal systems for power generation.
- * To integrate other renewable energy technologies like biomass and wind.

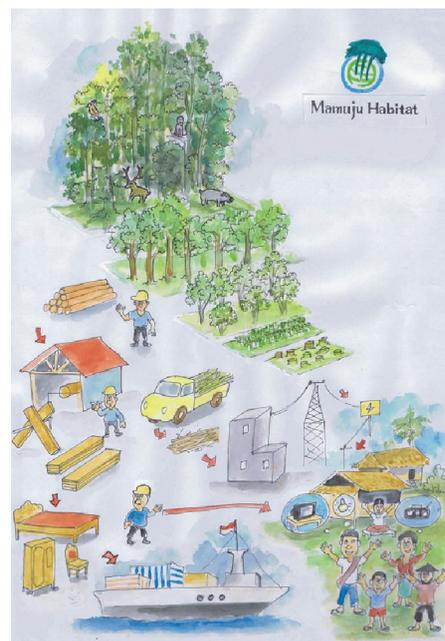


(b) ENERGY EFFICIENCY

- * To mitigate GHG through sector-specific and cross-cutting technology and fuel switch options.
- * To use more LNG and biomass fuels besides seeking tech transfer.

(c) SUSTAINABLE HABITAT

- * To promote energy efficiency in the residential and commercial sectors through LPG use.
- * To manage municipal solid waste and urban public transport in a better way.



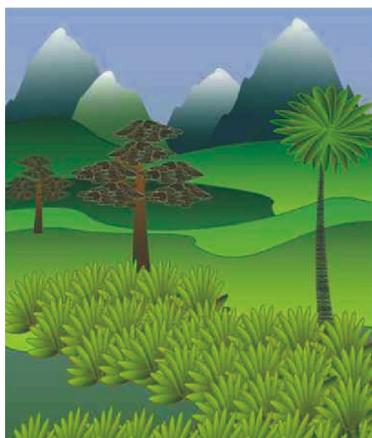


(d) WATER MISSION

- * To promote efficient water use, augment the supply in critical areas and ensure effective management of water resources.
- * To have better management of surface and groundwater, and conserve wetlands.

(e) SUSTAINING HIMALAYAS

- * To enhance monitoring and conservation of the Himalayan ecosystems, empower local communities for management of ecological resources and promote sustainable tourism



(f) GREEN INDIA

- * To reduce fragmentation of forests, enhance public and private investments for plantation, upscale joint forestry management and promote conservation of biodiversity. Need to afforest degraded lands.

(g) SUSTAINABLE AGRICULTURE:

To focus on four crucial areas - dry land agriculture, risk management, access to information and promoting the use of biotechnology.

To develop drought-and-pest resistant varieties.



UNIT-3

B.8. In groups, work on one of the topics mentioned in B.7.(a)-(g). Research your topic by collecting relevant articles from print and electronic media (like the National Geographic). Make a power point presentation of 10-12 minutes. You can also use film clippings to enrich your presentation.

C. SAVE THE TIGER

C.1. What is your opinion about 'Animals behind bars'? Share your views with the class.

C.2. Read through the poem and quickly make a note of any thoughts that come to you while you are reading it.

Dispute

A man and a tiger once had a dispute,
Which was reckoned greater, the man or the brute.
The tiger discoursed on his side at some length,
And greatly enlarged on his courage and strength,
Said the man, 'Don't be prating; look yonder, I pray,
At that sculpture of marble: now what will you say?
The tiger is vanquished; but as for the man,
He is striding upon him: deny if you can.'
'But pray,' said the tiger, 'Who sculptured that stone?
'One of us,' said the man. 'I must candidly own.'
'But when we are sculptors,' the other replied,
'You will then on the man see the tiger astride.'

Anonymous



C.3. Answer the following questions by ticking the correct options:

1. What was the cause of dispute between the tiger and the man?
 - a. to establish who was superior.
 - b. to prove beasts were inferior.
 - c. to justify that beasts should be caged.
 - d. to prove that man was more intelligent.
2. What did the man do to prove his point?
 - a. he caged the tiger.
 - b. he carved a statue of a man riding a tiger.
 - c. he put the tiger in a cage.
 - d. he enslaved the tiger.
3. What was the tiger's counter-argument?
 - a. he said that he was the king of the jungle.
 - b. he claimed he ruled the world.
 - c. he said the situation would be reversed if he was the sculptor.
 - d. he threatened to devour the man in a moment
4. Select the option that conveys the central idea of the poem.
 - (i) The planet is dominated by humans.
 - (ii) The planet is commanded by wild animals.
 - (iii) The planet belongs to all its inhabitants.
 - (iv) The planet can be saved with peace & coexistence
 - (v) The planet needs humans as caretakers.
 - A. (i), (ii), (iii)
 - B. (ii), (iii), (iv)
 - C. (iii), (iv), (v)
 - D. (i), (iv), (v)

UNIT-3

C.4. Read the given extract and answer the questions that follow by selecting the right option.

Said the man, 'Don't be prating; look yonder, I pray,

At the sculpture of marble: now what will you say?

The tiger is vanquished; but as for the man,

He is striding upon him: deny if you can.'

'But pray,' said the tiger, 'Who sculptured that stone?

'One of us,' said the man, 'I must candidly own.'

'But when we are sculptors,; the other replied,

'You will then on the man see the tiger astride.'

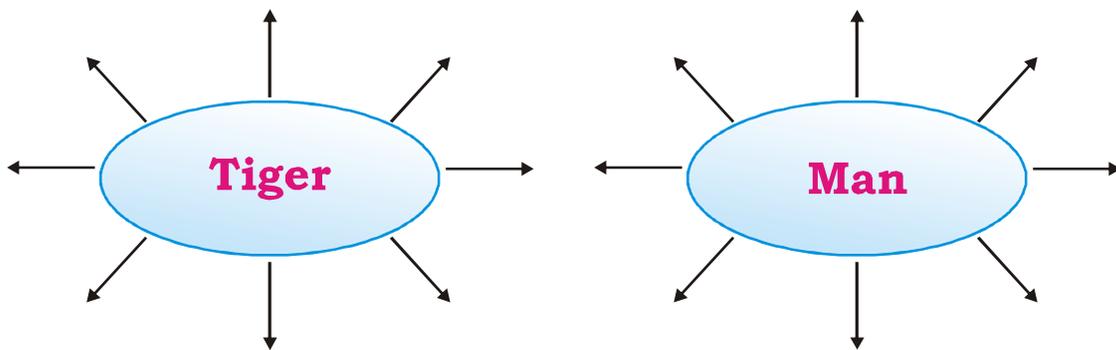
1. Choose the option that displays emotion that the poet is expressing with regards to the tiger.
 - A. agony, anger, excitement.
 - B. agony, frustration, hurt.
 - C. anger, hurt, frustration.
 - D. anger, hurt, anxiety.
2. Choose the correct option with reference to the two statements given below:
Statement 1: It is the man who brags about his false strength.
Statement 2: The tiger is dignified and modest in his reply.
 - A. Statement 1 is true but Statement 2 is false.
 - B. Statement 1 is false but Statement 2 is true.
 - C. Statement 1 & 2 are true but Statement 2 cannot be inferred from the extract.
 - D. Statement 1 & 2 are true and statement 2 can be inferred from the extract.
3. Pick the option that best describes the mood of the poem.

A. Gloomy	B. Reflective
C. Ominous	D. Hopeful

C.5. Answer briefly.

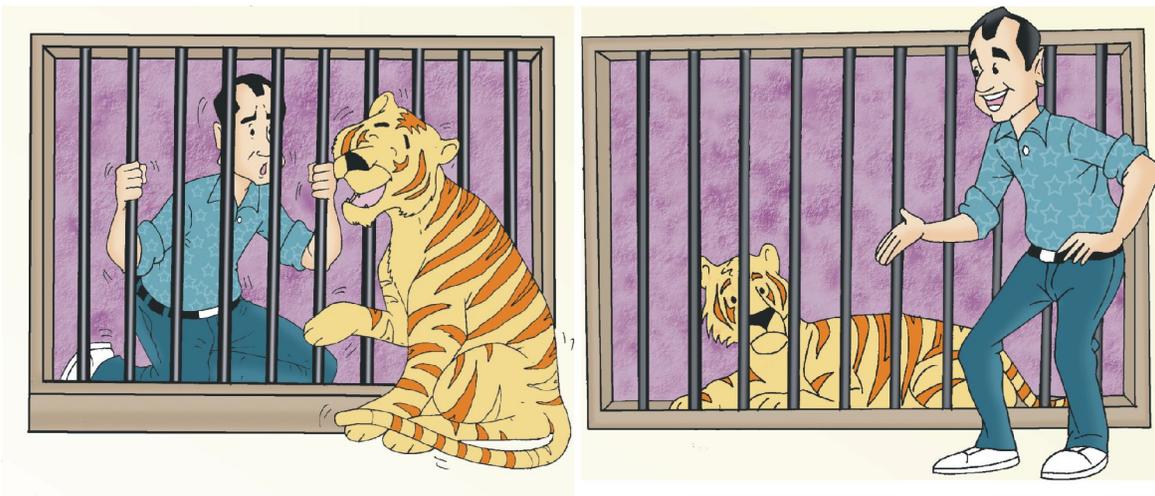
1. Why do you think Man wants to assert his superiority?
2. How would you resolve the dispute between Man and the Brute?

C.6. In pairs discuss the qualities and characteristics of tiger and man. Complete the web charts.



C.7. Working in groups of four, write a dialogue between

- * A tiger behind bars and a man
- * A man in a cage and a tiger.



UNIT-3

C.8. Listen to the extract on Tigers read by the teacher/ student from page no 169, and as you listen, complete the summary given below by filling the blanks.

1. The next generation is not likely to see the tiger because of
2. laws against poachers must be enforced.
3. The responsibility of protection of the tiger lies with the
4. One of the reasons for Tigers becoming extinct is
5. Destroying nature means
6., and are different types of tigers.
7. is a wild life conservation project.
8. Tigers are found in the evergreen and monsoon forests of the
9. Though tigers are mostly nocturnal, species may also be active during the day.
10. The body length of the tiger is cm.



Tiger on the edge, nature on the brink

Interesting facts

- A tiger has been reported to cover upto 10 meters in a horizontal leap.
- Most tigers have more than 100 stripes, and no two tigers have identical stripes.
- The roar of a tiger can be heard from more than a mile away.
- Tigers are largely muscular and rely on stealth and power rather than on speed to bring down a prey.

C.9. Tiger in Trouble

Since some tiger parts are used in traditional medicine, the tiger is in danger. Apart from its head being used as a trophy to decorate walls, tigers are also hunted for the following.

Head: As a trophy on the wall.

Brain: To cure laziness and pimples.

Teeth: For rabies, asthma and sores.

Blood: For strengthening the constitution and will power.

Fat: For vomiting, dog bites, bleeding haemorrhoids and scalp ailments in children.

Skin: To treat mental illness and to make fur coats.

Whiskers: For toothache.

C.10. Read the two headlines and research the story behind the change. Share your findings with others in class.

MASSIVE POACHING NEARLY WIPES OUT THE ENTIRE TIGER POPULATION AT ONE OF THE TIGER RESERVES IN INDIA



TIGER POPULATION HAS A HIGH CHANCE OF DOUBLING BY THE END OF 2022

UNIT-4

UNIT-4

THE CLASS IX VIDEO/RADIO SHOW

Aims : Development of skills - Reading, Writing, Speaking, Listening - through a project.

LISTENING	SPEAKING	READING	WRITING	ACTIVITY	INPUT	OUTPUT	FUNCTION
<ul style="list-style-type: none"> distinguishing main points from supporting details exposure to pitch and stress appreciation of different styles of presenting ideas and information 	<ul style="list-style-type: none"> conveying ideas effectively presenting oral reports and summaries adopting varying styles of presenting different ideas modulation of voice 	<ul style="list-style-type: none"> documents related to activities 	<ul style="list-style-type: none"> planning, organising and presenting ideas using appropriate style and format for writing scripts 	<ul style="list-style-type: none"> scripting and producing a radio show scripting and producing a video show. 	<ul style="list-style-type: none"> radio show (oral presentation) video show (visual presentation) 	<ul style="list-style-type: none"> radio show (scripted and presented verbally) video show (scripted and enacted) 	<ul style="list-style-type: none"> conveying information entertainment

THE CLASS IX VIDEO/RADIO SHOW

In this unit, you will produce your own Class IX Radio or Video Programme.

Project: A- The Class IX Radio Show

- A.1. First, you will hear a local radio programme, read out by teacher/ student from page no 171 onwards which will give you ideas for your own programme.**

First, listen without writing anything.

- A.2. Before you listen for the second time, discuss the following with your partner.**
- Why are there two presenters?
 - What is the presenter's role?
 - What is the presenter's style? Do you like their style? Why / Why not?
 - Why do the presenters outline some of the contents right at the start of the programme?
- A.3. The teacher/ student will read out the radio programme again. Fill in as much information as you can in the following table. Then, exchange information with your partner to complete the table.**

RADIO SHOW

Content of programme	Details
1. School News	*
	*
	*
	*
2. Jokes	*
3. 'Meet the Teacher'	*
	*
	*

THE CLASS IX VIDEO/RADIO SHOW

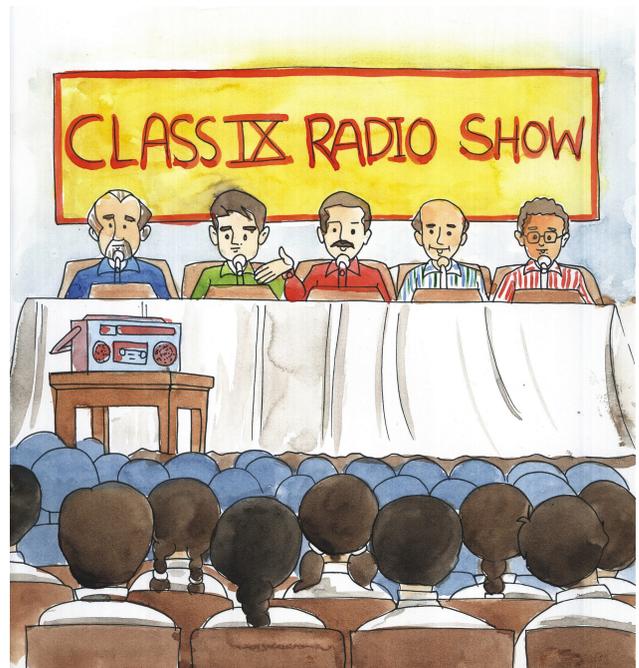
UNIT-4

4. Advert Time	*
	*
	*
5. Safety at School	*
	*

Is there enough variety of content?

A.4. Now, it is your turn. Write and produce your own radio programme. You will need to select your own content. The following are some ideas. You are free, of course, to add your own ideas. Remember, the programme must be in English.

- * **News stories:** about people in your class, about school, about sports (school and local), about the local community
- * **Comedy:** jokes, short plays
- * **Interviews:** with teachers, with ex-students of your school, with a Class IX student who has recently done something very interesting
- * **Games:** general knowledge quiz, panel game, word game
- * **Advertisements:** for shops/industries in the local community, things 'for sale' and 'wanted' by students
- * **Local sites:** monuments / sites of historical importance and of tourist interest
- * **Special reports:** e.g. safety at school, examination results, school uniform, school assemblies



- * **Interesting people:** role-play interviews with film stars, sports personalities, TV personalities, etc.
- * **Entertainment reviews:** music, films, videos, books, etc.
- * **Plays**
- * **Songs** with lyrics
- * **Speeches** on important personalities
- * **Tele conference** video conference with students, teachers, experts

A.5. As a class, you will need to follow these steps :

- a. Decide the length of your programme
- b. Select two lively presenters whose job is to :
 - * brainstorm with other students on their proposals for the programme.
 - * fix the duration of each item.
 - * ensure that the programme has enough variety of content.
 - * decide the sequence of items.
 - * supervise the script for each item.
 - * present the programme in a lively manner.

Now, enjoy performing/watching the show.

Project: B - The Class IX Video Show

Here is another challenging and innovative project for you to work on; you will produce and present a video show.

B.1. Watch any recorded/uploaded TV programme which will give you ideas for developing and presenting your own programme.

B.2. Before you watch the programme the second time, in groups, discuss the difference between a Radio Show and a Video Show.

THE CLASS IX VIDEO/RADIO SHOW

UNIT-4

B.3. Complete the following table by choosing and/or replacing the content for your own video show and then compare it with your partner.

TV . Programme

Content of the Programme	
Regional / popular Indian culture	
Culinary Skills	
Advertisements	
Interviews	
Panel discussion	
Cultural programme	
Quiz	

Is there enough variety of content?

B.4. Now, it is your turn. Your class will be divided into groups of ten students. Each group will produce a TV programme. Keep in mind the following.

- * Each group will invent their own channel. Give it a name and logo. The duration of the programme should be about 10 - 15 minutes.
- * Your presentation should be well-planned (You can take hints from A.3 & B.3)

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

Anchors: Present the programme in a lively manner.

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

Director: Ensures the programme has enough variety.

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

Camera person and assistant: Capture the items on camera.

UNIT-4

Cast: Each group will choose an item for the programme. Discuss it with the director; write the script, making sure you do not exceed the allocated duration. Then, rehearse your item, so that it is perfect when the programme is actually produced.

Reporter: Help the news reader in compiling the news.

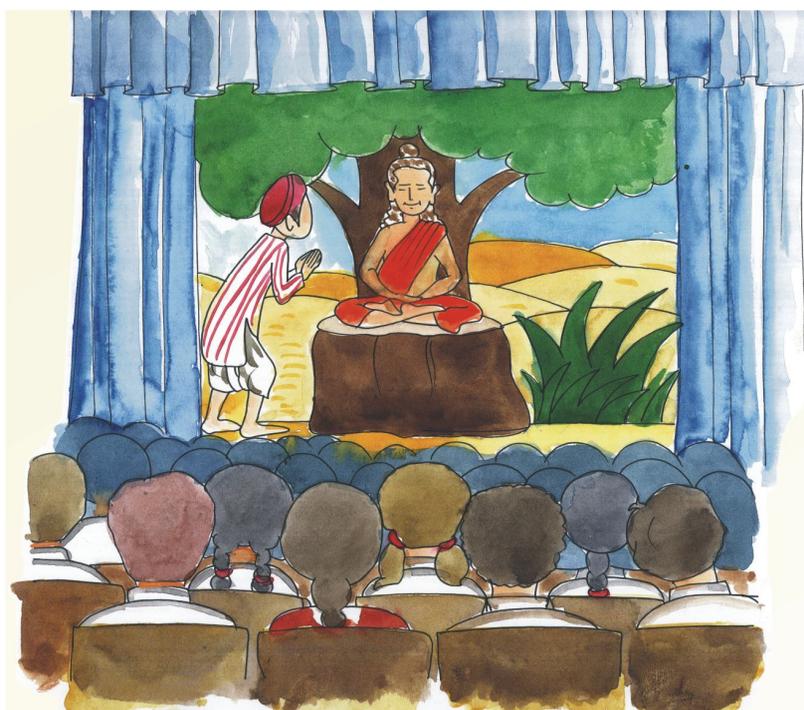
Recorder: Record the audio part.

Producer: Decide on a day when the whole programme is to be produced and assist in any way required.

Event manager:

- * Ensure the programme has enough variety of content.
- * Supervise the work of the script writer
- * Help edit the recording.
- * Ensure that the required hardware - voice-recorder, video camera, charger, etc. are available. Now, enact or sit back and enjoy the programme.

THE CLASS IX VIDEO SHOW



UNIT-5

MYSTERY

(SUMMARY)

In this UNIT, you will develop your					
SECTION	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
Introduction		<ul style="list-style-type: none"> Discussion-individual responses 	<ul style="list-style-type: none"> Reading clues to complete a cross word puzzle 	<ul style="list-style-type: none"> Solving a crossword 	<ul style="list-style-type: none"> Learning the meanings of words associated with the text
(A) Bermuda Triangle	<ul style="list-style-type: none"> Role-play 	<ul style="list-style-type: none"> Role-play 	<ul style="list-style-type: none"> Consulting a dictionary Recognising organisation of a text 	<ul style="list-style-type: none"> Writing a web-chart Writing an open ended question Making a project 	<ul style="list-style-type: none"> Learning words related to mystery
(B) The Invisible Man		<ul style="list-style-type: none"> Narrating events in logical sequence Group discussion - writing of a story 	<ul style="list-style-type: none"> Identifying main points Analysing, interpreting, inferring and evaluating information Selecting and extracting information 	<ul style="list-style-type: none"> Creative writing - Paragraph Report completion Writing a mystery story 	<ul style="list-style-type: none"> Learning words related to suspense and mystery while describing people

MYSTERY

UNIT-5

SECTION	In this UNIT you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
(C) The Tragedy Of Birlstone		<ul style="list-style-type: none"> Class discussion based on the information deduced from a picture 	<ul style="list-style-type: none"> Recognising the organisation of a text Deducing information from a picture and a note Analysing, interpreting and inferring information 	<ul style="list-style-type: none"> Writing an eye witness account 	<ul style="list-style-type: none"> Learning words related to tragedy
(D) Harry Potter	<ul style="list-style-type: none"> Listen to a conversation adapted from Harry Potter 			<ul style="list-style-type: none"> Completion of summary statements Writing a film / book review 	

MYSTERY

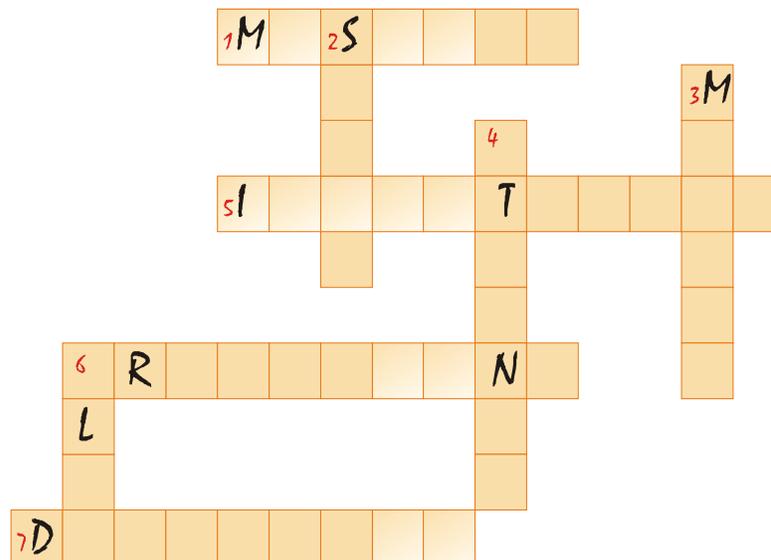
In this unit...

a crossword based on terminology associated with mystery.

- (A) **The Bermuda Triangle** - A mystery that gripped the twentieth century. The section puts across various theories, myths, and eye witness accounts of survivors. You will write a dialogue between a radio jockey and a survivor of the Bermuda Triangle and conduct an interview. You will also make a power point presentation on any mystery of nature.
- (B) **The Invisible man** - Learn words and phrases associated with mystery and write a short paragraph. Sharpen your comprehension skills by answering MCQs. Thereafter, write your own mystery story.
- (C) **The Tragedy of Birlstone** - Become a detective and find out details of the murderer and the victim. Also, write an eye witness account of a robbery and answer MCQs.
- (D) **Harry Potter** - Listen to an adapted conversation between Harry Potter and Hagrid and complete the summary statements. Enjoy being a critic - learn to write a book / film review.

INTRODUCTION

Complete the puzzle.



Clues

Across.

1. Something that is difficult to understand or explain.
5. To carefully examine the facts of a situation
6. Place where an unlawful event has occurred
7. A person employed to find out information and examine any unlawful activity.

Down

2. To find a way of dealing with a problem.
3. A reason for doing something.
4. Unusual or odd.
6. A piece of evidence or information.

A.1. The Mystery of Bermuda Triangle.

The potential of nature, of discovered and undiscovered elements in our world, persuades us to probe into some of her mysteries and what they may tell us. Prepare yourself then for a true odyssey of the Earth around us.

Air France Plane Missing Near Bermuda Triangle

June 1, 2009 An Air France plane is missing. The Agence France-Presse reported that an Air France Airbus A330-200 wide-body jet carrying 216 passengers and 12 crew members disappeared from the radar screens on Monday somewhere off Brazil's Atlantic coast.

Flight AF 447, out of Rio de Janeiro, was headed for Paris. According to the Mirror,



MYSTERY

UNIT-5

Air France reported that the plane had radioed in, that they were going through turbulence. They also reported that a message, signalling electrical circuit malfunction, was received before it disappeared.

A search for the missing plane was conducted by the Brazilian Air Force. The French were also involved in the search.

Another well known case of 1962, vividly brings home the need for careful behind-the-scenes probing. Once again, it involved an aircraft.

The date was January 8, 1962. A huge 4 engine KB50 aerial tanker was enroute from the east coast to Lajes in the Azores. The captain, Major Bob Tawney, reported in at the expected time. All was normal, routine. But he, his crew and the big tanker, never made it to the Azores. Apparently, the last word from the flight had been the usual routine report, which had placed them a few hundred miles off the East Coast.

FLASH! The media broadcasted, fed by a sincere Coast Guard, that a large oil slick was sighted 300 miles off Norfolk, Virginia, in the plane's proposed route. The mystery could be breaking...

But that was the only clue ever found. Although never proved that it was from the plane, publicly the suspicions were obvious: the tanker and its qualified crew met a horrid and sudden death by crashing headlong into the sea.

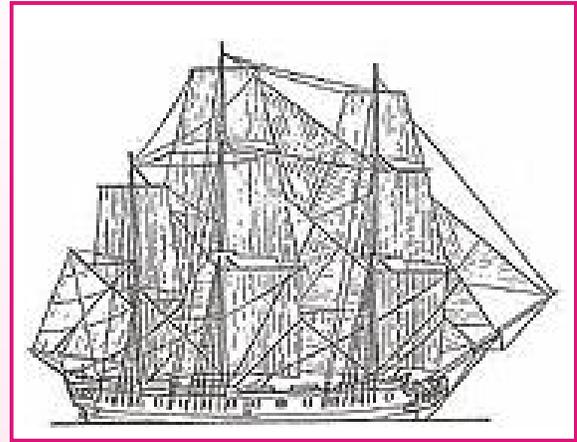
However, the report which was finished months later confirmed no such thing. Tawney had been clearly overheard by a Navy transport hours after his last message. This placed him north of Bermuda, hundreds of miles past the spot of the oil slick. There is no evidence, therefore, that the plane and its crew ever met any known fate.

The Sea of Lost Ships

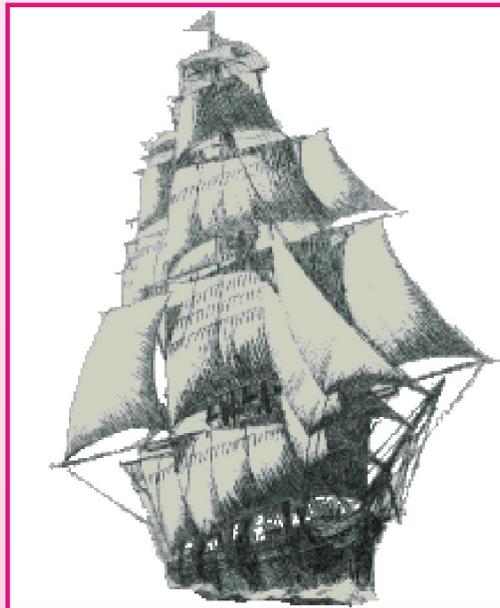
The ships below represent samples of the many vessels that have mysteriously vanished in the Bermuda Triangle.



Many US warships are listed missing by the US Navy between 1780 and 1824, including the *General Gates*, *Hornet*, *Insurgent*, *Pickering*, *Wasp*, *Wildcat* and *Expervier*.



The *Rosalie* was built in 1838 of 222 tons of wood. In 1840, she was found deserted but in ship shape near the Bahamas.



Ellen Austin's Encounter disappeared in 1881 in the Triangle

UNIT-5

Bermuda Triangle Theories

Bermuda Triangle Theories

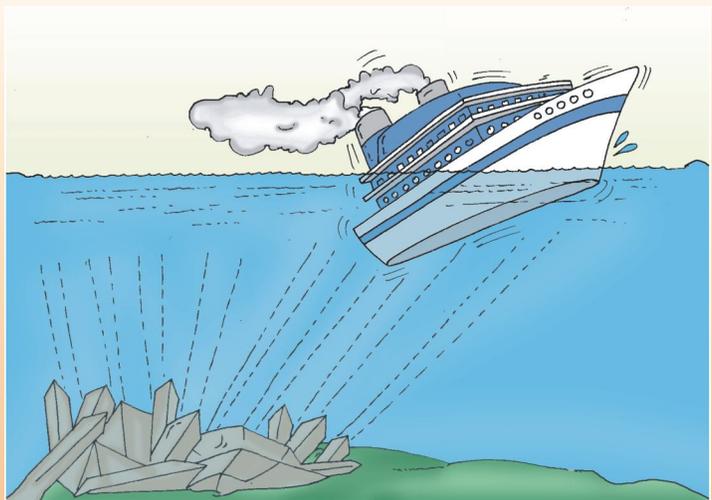
The Bermuda triangle is a stretch over the Atlantic Ocean, measuring less than a thousand miles on any one side. The name 'Bermuda Triangle' remained a colloquial expression throughout the 1950s. By the early 1960s, it acquired the name 'The Devil's Triangle.' Bordered by Florida, Bermuda, and Puerto Rico, the location became famous on account of the strange disappearance of ships, as well as aircrafts in the area. A number of supernatural explanations have been put forward with regard to the mysterious disappearances.

Many probable logical explanations for the missing vessels include hurricanes, earthquakes, as well as magnetic fields, which render navigation devices worthless. However, most people do not like to accept such boring explanations and instead opt for more interesting options like alien abduction, giant squids, or getting sucked into another dimension.

Supernatural theories

Death Rays from Atlantis

Rays from the magic crystals, left from the time of Atlantis, deep down in the sea are responsible for the strange sinking of ships. However, several underwater expeditions have revealed places under the ocean that look man-made, but no such crystals have been found. In fact, no real proof that Atlantis existed, has been ever found.





Sea monsters

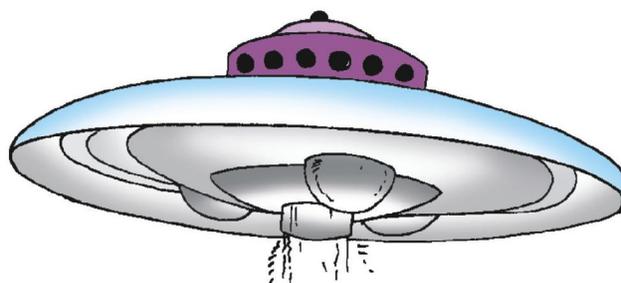
The presence of sea monsters was the most widely believed explanation especially in the earlier times, when their existence was believed to be true.

Presence of a time warp

People claim to be lost in the time warp while going through the region.

Alien abductions

The Bermuda Triangle is a collecting station from where aliens take our people, ships, planes and other objects back to their planet to study.



Scientific Explanations

Magnetic Compass

According to the scientists in the US Navy, this area is one of the only two in the world, where a magnetic compass points to true north rather than magnetic north. This probably caused some navigators to go off course, which is very dangerous because many of the islands in 'The Triangle' have large areas of shallow water where vessels can run aground. They can also sink a long way down as some of the ocean's deepest trenches, from 19,000 to over 27,000 feet below sea level, are found here.

UNIT-5

Unpredictable weather

Since the island is situated in the Atlantic Ocean, the weather is influenced by several factors and can change instantly. That means that at one moment, the weather is stable, and at another, it becomes extremely turbulent accompanied by strong currents of wind along with the hurricanes.

Formation of methane in the sea.

Methane can lower the density of water, leading to the sinking of ships. Similarly, methane can cut out an aircraft engine, leading to crashes.

Bermuda Triangle Survivors

These witnesses constitute a long list of pilots, sailors and fishermen.

1. It is interesting to note that Christopher Columbus was one such witness. He wrote in his memoir on how his compass acted strangely while sailing through the Bermuda Triangle. He, along with another shipmate, witnessed a glowing globe of light that seemed to hover over the sea.
2. It is said that when clouds or fog enter the Bermuda Triangle, strange things start happening. Such a phenomenon has been witnessed with the Philadelphia Experiment in which the USS Eldridge vanished and reappeared later, miles away, with some of the crew men warped into the hull of the ship.
3. In 1901, Anne Moberly and Eleanor Jourdain stepped into a mist and claimed to arrive at a time period before the French Revolution. It is said, that the mist and the ominous clouds might be the key to time travel or entering into other dimensions.
4. Even a great pilot like Charles Lindbergh, witnessed unusual events while flying in the reaches of the Bermuda Triangle. It is said that when he was making a nonstop flight from Havana to St. Louis, his magnetic compass started rotating. His Earthinductor-compass needle jumped back and forth erratically. This has now all been revealed in his autobiography.



MYSTERY

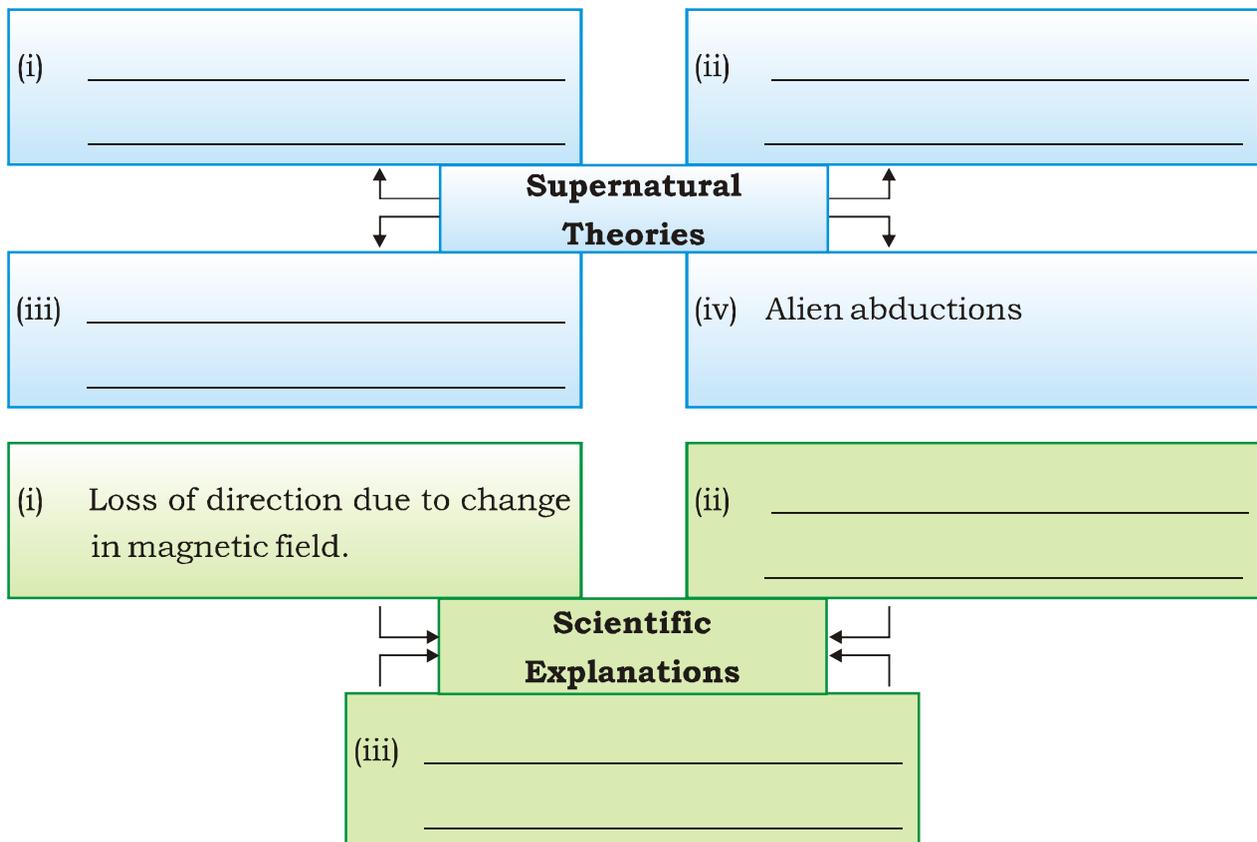
UNIT-5

5. Another eyewitness account is that of Bruce Gernon, who flew his plane, a Bonanza A36, into the Bermuda Triangle and encountered a non-threatening mile and a half long cloud. As he neared, the cloud seemed to come alive. It became huge and engulfed his plane. However, a tunnel opened up in the cloud and he went through this tunnel. It had cloud trails swirling around his plane. He also reported that while going into this tunnel, he experienced zero gravity and the only thing that kept him in the cockpit was his seatbelt.

Whatever be the actual reason, there is an involvement of more than one factor behind the disappearances of ships and aircrafts in the Bermuda triangle region.

The Bermuda triangle continues to evoke a lot of interest. Most people like to read about it. In fact, in the last few decades, the island of Bermuda has emerged as a major tourist destination as well; mainly due to its close proximity with the Bermuda Triangle.

A.5. Work in pairs and complete the table of the supernatural theories and logical explanations as presented in 'The Mystery of Bermuda Triangle'.



MYSTERY

UNIT-5

A.6. Teacher/Students will read out an interview between a radio jockey and a pilot. (Page 174)

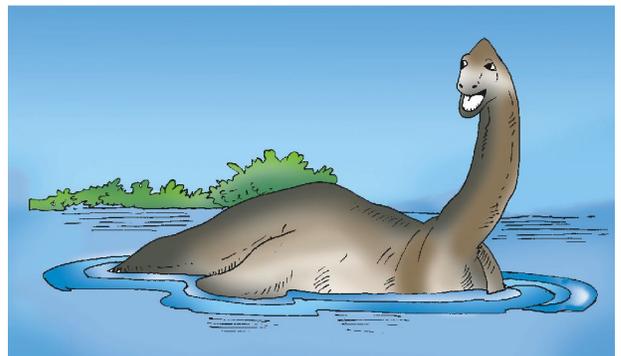
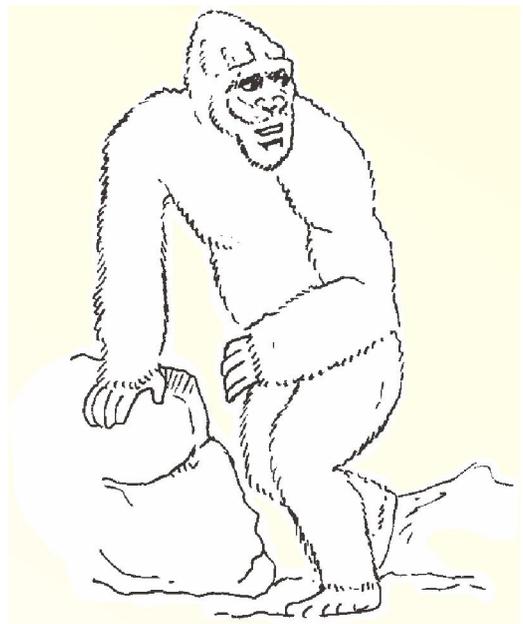
A.7. (a) In groups of four, prepare a questionnaire for a pilot who has survived the Bermuda Triangle. Use the hints given below.

- Radar normal
- No disturbances
- Sudden communication failure
- Strange occurrence (use any of the theories or myths you have just read about)

(b) On the basis of the questionnaire, hold a conversation with your partner - one could be a radio jockey and the other could be the pilot.

A.8. In groups of six, work on one of the mysteries given below by surfing the net and through other sources. Create a power point presentation/ a photo essay.

- * Yeti, the abominable snowman
- * Loch Ness Monster
- * UFOs (Unidentified Flying Objects)
- * Lost city of Atlantis
- * Crop circles
- * Nazca lines



B. THE INVISIBLE MAN

B.1. List some phrases and words that come to your mind, when you look at the picture given below.



Seven empty, light pink oval shapes arranged in a pattern for writing answers: two in the top row, one in the middle row, two in the second row from the bottom, and two in the bottom row.

MYSTERY

UNIT-5

B.2. Discuss in groups.

- * Have you heard a story, seen a film, or read about someone becoming invisible?
- * Did he/she use his/her power for good or for evil?

B.3. Study the words given in the box below and complete the police report.

arresting	broken	chief	committing	court
directly	doubt	guilty	lawyer	remain
shadows	suspicious			

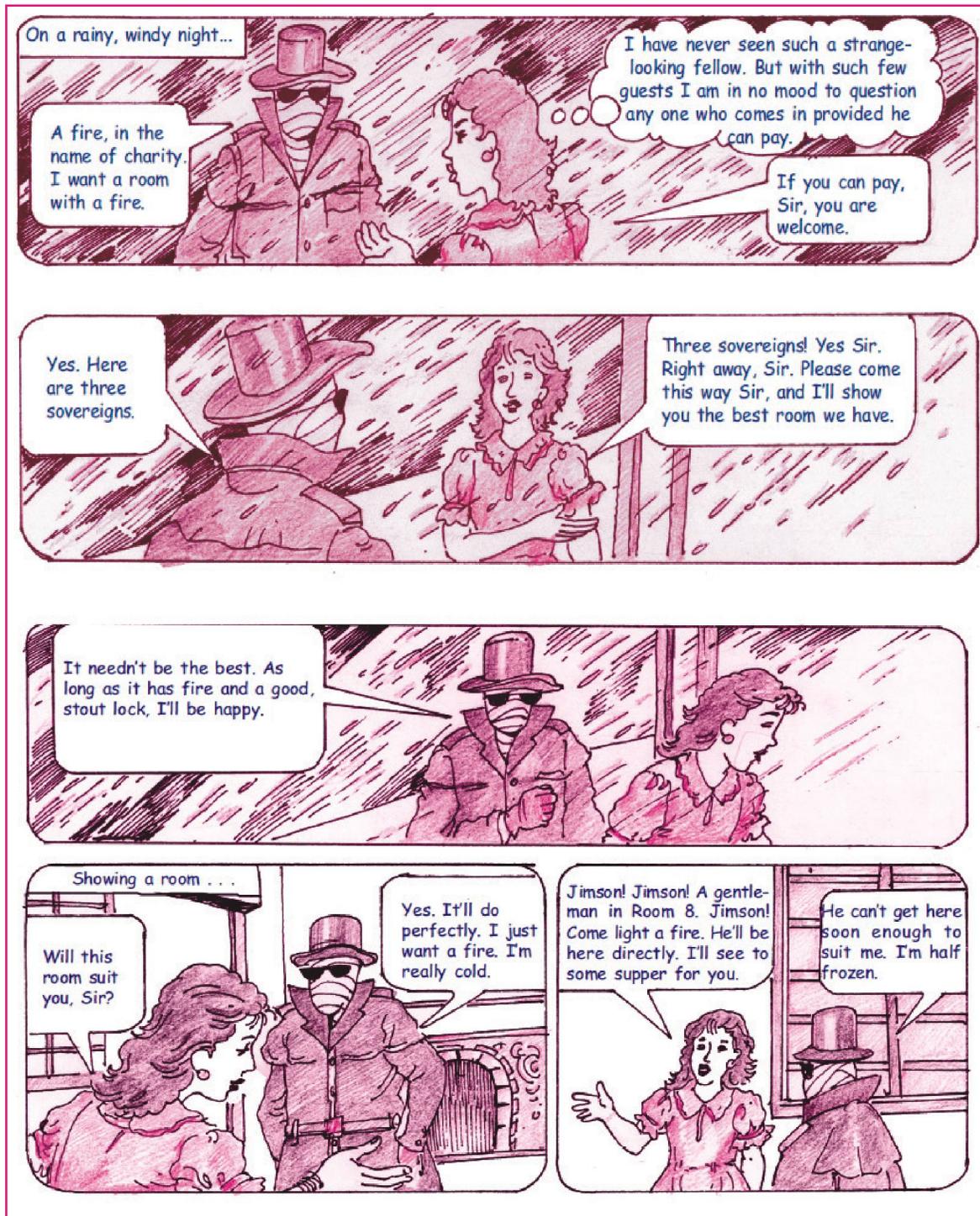
Wednesday, 4 January

At 9.15 pm, I was driving along Belvedere Street when I noticed something moving in the (a) _____. On closer examination, I could see two rather (b) _____ looking men outside House Number 5. I felt certain these men were in the middle of (c) _____ a crime, so I stopped my car round the corner and walked (d) _____ over to the two suspects. By this time I was in no (e) _____, that a robbery was taking place. I quietly spoke to the (f) _____ of police on my radio to inform him that two men had (g) _____ into a house and were trying to steal what looked like a television. At that moment the criminals saw me. I warned them not to move and told them I was (h) _____ them for robbery. I informed them that they could (i) _____ silent if they wished and that they could phone their (j) _____ from the police station. The men said they weren't (k) _____ and that they were just borrowing their friend's TV. "You can tell that to the judge when you get to the (l) _____," I said.

B.4. What would you do if you became invisible? Would you use your invisibility to play tricks on people or for the good of people?

Write a short paragraph on 'If I were invisible'.

B.5. Read the comic strip based on H.G. Wells' novella.



MYSTERY

UNIT-5

You are soaked through. May I take your hat and coat to dry them up by the kitchen fire, Sir?

Yes, Sir!

No, I prefer to keep them on and I don't want people hanging about. I'll pay you well but I want to be left alone. I have a great deal of work to do and I don't want to be disturbed. I trust I make myself clear? Utterly . . . wholly . . . completely . . . alone.

Were . . . er . . . were you in an accident? Er . . . All those bandages . . . I thought . . . er . . .

Leave me alone or I'll have to shift out.

For two days . . .

Sir, your dinner.

Leave the tray outside. I'll take it.

Jimson had strange stories to tell . . .

Kept his back to me the whole time. Wouldn't let me see so much as a centimetre of his face. Got me to wondering. I kept asking him questions and making observations about the weather until he was ready to burst, he was so anxious for me to get out. At last he couldn't control his anger and he whirled around. And would you believe it? He held a handkerchief in front of his face. Like he didn't want me to see him. Know what I think? I think he's invisible.

Jimson you are a superstitious old fool Invisible? Your mind is wandering.

Soon the entire town is talking about the strange guest at the inn.

I hear he is invisible.

No one's seen his face.

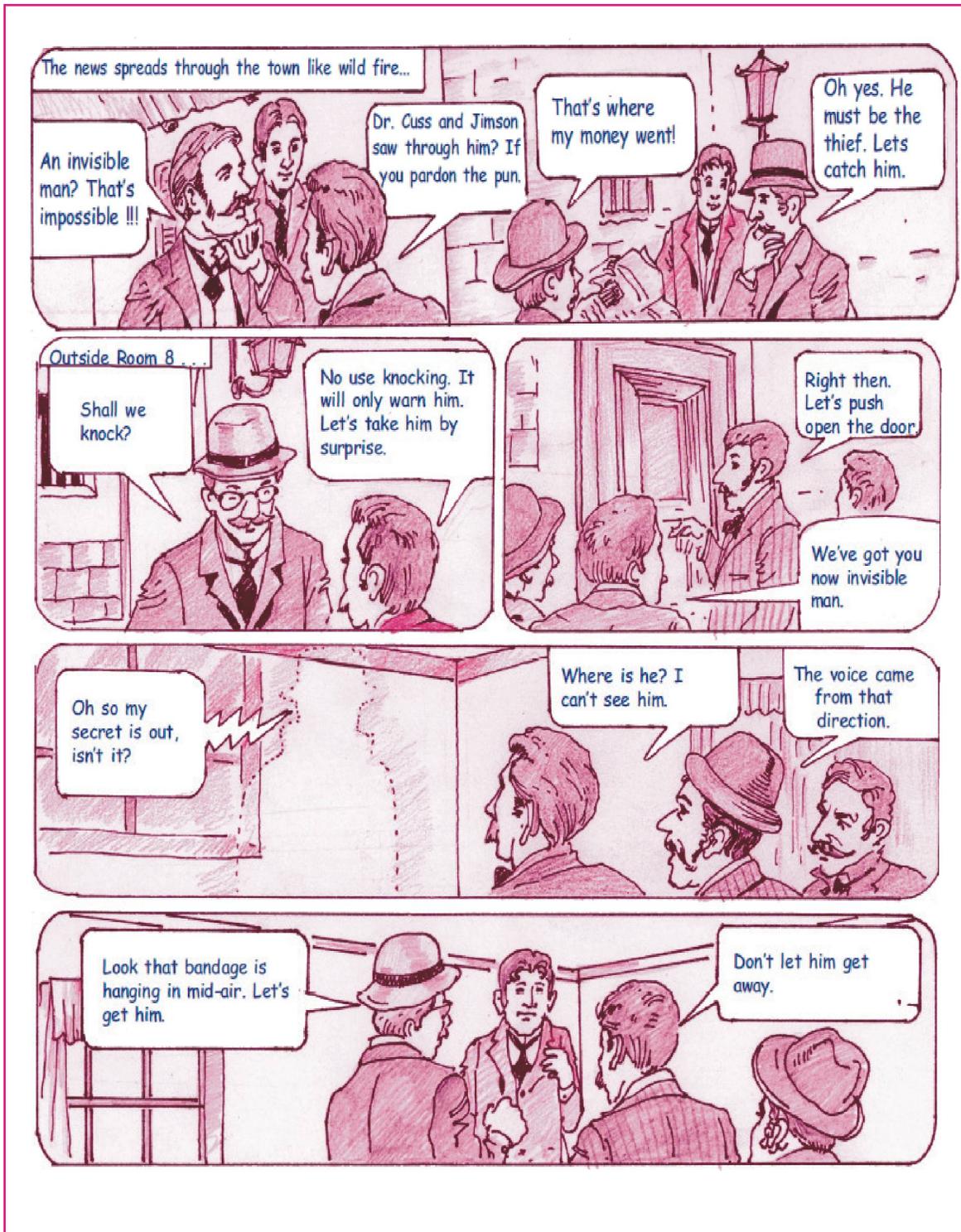
He doesn't step out of the room.

His meals are left in a tray outside his room.



MYSTERY

UNIT-5



Answer the questions by selecting the correct option.

- (a) The strange-looking man wanted....
- (i) the best room at the inn.
 - (ii) a room with a fire and a good lock.
 - (iii) a room with a good view.
 - (iv) a room where he could work quietly.
- (b) Jimson was suspicious of the stranger because...
- (i) he did not answer Jimson's questions.
 - (ii) he did not want to talk about the weather.
 - (iii) he kept his back turned towards Jimson at all times.
 - (iv) he shouted at Jimson when he entered his room.
- (c) The people of the town gossiped about the stranger as...
- (i) he did not go out or talk to anyone in the town.
 - (ii) he had met with an accident and his face was bandaged.
 - (iii) he was new to the town and behaved rudely.
 - (iv) he stayed in his room and did not show his face to anyone.
- (d) "There was a rush of burglaries in the town". This means that
- (i) there were many robberies in the town.
 - (ii) a few people in the town had seen a robber.
 - (iii) the burglaries in the town were done in a rush.
 - (iv) the burglar was a rash and careless man.
- (e) Although Jimson and Dr Cuss are suspicious of the strange guest, Mrs Hall tolerates him because....
- (i) she is not superstitious or ignorant.
 - (ii) she is sorry for the stranger who is bandaged.
 - (iii) the stranger is paying her a good amount of money for the room.
 - (iv) the stranger is polite and kind to Mrs Hall at all times.

MYSTERY

UNIT-5

- (f) The stranger who was staying at the inn can be described as being....
- (i) violent
 - (ii) upright
 - (iii) dishonest
 - (iv) sensible

B.7. WRITING A MYSTERY STORY

Mysteries can be divided into several categories. There are **puzzling stories**, **detective / crime stories**, and **suspense stories**. They all give the reader a chance to become involved in the solution of the story through **clues** and character **descriptions**.

Characters

Before you start to write, think about the characters you might put in your story.

- * What will each character do?
- * Why is he or she important to the story?
- * In what ways are your characters alike?
- * How are they different?
- * What can your characters learn from each other?
- * One last thing to remember: your characters don't always have to be human. If an animal plays a part in the story, that animal is a character, too

Setting

A story has to happen in a **place**.

- * The setting might be a place you are familiar with.
- * It might even be another planet!
- * A setting doesn't even have to be a real place.

Details

- * Use your **imagination**.
- * Details help readers understand how something looks, how it feels, how it sounds - even how something smells or tastes!

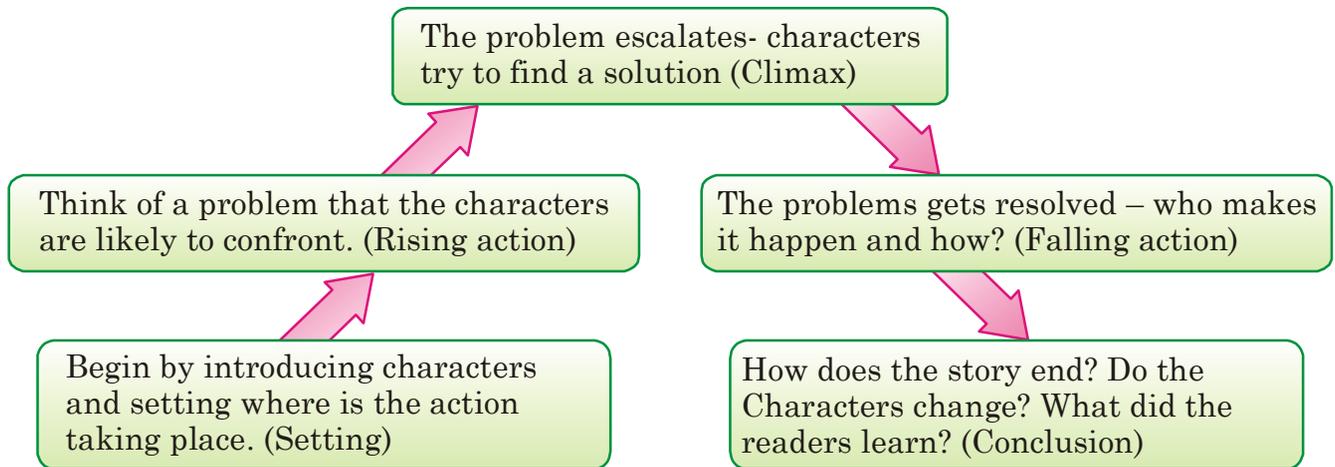
Plot

- * Your characters have to **DO** something!
- * What they do is the **plot** of your story.
- * To make the plot exciting add **situations**.

Ending

- * The **ending** of a story is the solution to the conflict.
- * Solve the problem, dilemma or conflict faced by the main character.
- * Show that your main character has changed or grown in some way.
- * Tie up all the loose ends. Readers shouldn't have to choose between several hinted endings.

Use the Story pyramid to organise your ideas



B.6. Working in groups of four, create your own mystery story. You may use the following chart to plan your story.

Title of 'Solve-it Story'	
Main Character	
Secondary character	

MYSTERY

UNIT-5

Setting (where and when)	
Problem	
Main events	
Climax	
Solution/Conclusion	

C. THE TRAGEDY OF BIRLSTONE

C.1 Look at the picture below and list some phrases and words that come to your mind when you look at it.

Seven empty pink ovals for writing answers.



C.2. Can you make some guesses about the dead man? Give reasons for your answers.

- a) Did the man die a natural death or was he murdered?
- b) Was the dead man rich or poor?
- c) Who is the man bending over him?

C.3. Here are a police constable's notes of his investigation of the murder at Manor House. After reading the notes, discuss where the murder could have taken place. What was the motive behind the evil act? How was the act committed?

Murder at Manor House

Birlstone: January 6th

Manor House - state of wild confusion and alarm

- white faced servants
- frightened butler
- man horribly injured- terrible marks
- we have no clues yet

C.4. Dr. Wood, the capable general practitioner, has been requested to solve this case. He gathers information about the murder from the inmates of the house. The information is presented in two parts.

Part A: Background story by Arthur Conan Doyle

Part B: Conversation between Dr. Wood and Cecil Barker

Part A

Background Story

The village of Birlstone is a small and very ancient cluster of half-timbered cottages on the northern border of the county of Sussex. For centuries, it had remained unchanged but its picturesque appearance has attracted well-to-do residents. A number of small shops have come into being to meet the wants of the increased population.

UNIT-5

About half a mile from the town, standing in an old park famous for its huge beech trees, was the ancient Manor House, with its many gables and its small diamond paned windows. The only approach to the house was over a drawbridge, the chains and windlass of which had been rusted and broken. The family consisted of only two individuals - John Douglas and his wife. Douglas was cheery and genial to all and had acquired great popularity among the villagers. He appeared to have plenty of money. Thus, it came about that John Douglas had, within five years, won himself quite a reputation in Birlstone. His wife was a beautiful woman, tall, dark and slender, younger than her husband; a disparity which seemed in no way to mar the contentment of their family life. It was remarked sometimes, that the confidence between the two did not appear to be complete. There were signs, sometimes, of some nerve strain upon the part of Mrs. Douglas.

Cecil Barker was a frequent and welcome visitor at Manor House. Barker was an easy going, free handed gentleman.

It was on Jan 6th at 11:45 that the alarm reached the small local police station that John Douglas had been murdered. Dr. Wood seemed to be unnerved and troubled.

Part B

Conversation between Dr. Wood and Cecil Barker

Dr. Wood: We will touch nothing until my superiors arrive. *(He spoke in a hushed voice, staring at the dreadful head)*

C Barker: Nothing has been touched until now.

Dr. Wood: When did this happen?

C Barker: It was just half-past eleven. I was sitting by the fire in my bedroom when I heard the gun shot. In thirty seconds, I was in the room.

Dr. Wood: Was the door open?

C. Barker: Yes, it was open. Poor Douglas was lying as you see him.



MYSTERY

UNIT-5

Dr. Wood: Did you see anyone?

C. Barker: No, I heard Mrs. Douglas coming down the stairs behind me, and I rushed out to prevent her from seeing this dreadful sight.

Dr. Wood: But I have heard that the drawbridge is kept up all night.

C. Barker: Yes, it was up until I lowered it.

Dr. Wood: Then, how could any murderer have got away? It is out of question! Mr Douglas must have shot himself.

C. Barker: That was our first idea. But see! The diamond paned window is open to its full extent.

Dr. Wood: I think someone stood there while trying to get out.

C. Barker: You mean that someone waded across the moat?

Dr. Wood: Exactly!

C. Barker: I agree with you.

Dr. Wood: But what I ask you is, how did he even get into the house at all if the bridge was up?

C. Barker: Ah, that's the question.

Dr. Wood: At what time was the bridge raised?

C. Barker: It was nearly 6 o'clock.

Dr. Wood: Then it comes to this, if anyone came from outside - if they did - they must have got in across the bridge before six and had been in hiding ever since. The man was waiting. He shot him, when he got the chance.



- Adapted

MYSTERY

UNIT-5

C.5. Answer the following questions by ticking the correct options.

1. The only change in Birlstone in years has been _____
 - a. the opening of a few shops.
 - b. the timbered cottages.
 - c. an improvement in its picturesque appearance.
 - d. a number of well-to-do residents have settled there.
2. The Manor House stood out because of its _____
 - a. diamond-paned windows.
 - b. huge beech trees.
 - c. drawbridge and windows.
 - d. residents.
3. John Douglas had won quite a reputation for himself in Birlstone because of his _____
 - a. genial temperament.
 - b. Manor House.
 - c. his wealth.
 - d. his beautiful wife.
4. Cecil Barker's first reaction at the sight of the dead Douglas was to _____
 - a. inform Mr Woods.
 - b. stop Mrs Douglas from seeing the dead body.
 - c. call for help.
 - d. observe the open door.

C. 6. Answer the following briefly.

1. Why do you think this extract is named a 'Tragedy'?
2. Cecil Barker was a sensitive person. Justify the statement giving evidence from the text.
3. Examine the importance of the time, 6 o'clock, in the given excerpt.

D. HARRY POTTER

D.1. Your teacher/ classmate will read out the conversation adapted from 'Harry Potter and the Philosopher's Stone' by J. K. Rowling, from page no 174.

As you listen to the excerpt, complete the following statements.

1. Aunt Petunia did not like her sister and brother-in-law as _____.
2. Harry's mother had met his father at _____.
3. Harry had been told that his parents had _____
This was not the truth, as _____.
4. The name of the Wizard who killed Harry Potter's parents was _____.
5. Hagrid was reluctant to name _____ and called him _____.
6. Harry got the scar on his forehead when _____.

D.2. Film / Book Review

The aim of writing a review is to judge a film or a book and inform the viewer / reader about it. The reviewer talks about the subject of the film / 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.

Write a review of a Harry Potter film / book or an episode of Malgudi Days that you have seen.

You must include:

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

Sources

- 1) [//en.wikipedia.org/wiki/Bermuda-Triangle/](https://en.wikipedia.org/wiki/Bermuda-Triangle/)
- 2) [/www.bermuda-triangle.org/](http://www.bermuda-triangle.org/)
- 3) [/www.bermudatrianglemystery.net./](http://www.bermudatrianglemystery.net./)

(SUMMARY)

SECTION	In this UNIT, you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
Introduction	<ul style="list-style-type: none"> Accepting others' opinions 	<ul style="list-style-type: none"> Class discussion about children and teenagers 			
(A) Tom Sawyer	<ul style="list-style-type: none"> Analysing and appreciating others' view points 	<ul style="list-style-type: none"> Expressing and responding to personal opinions 	<ul style="list-style-type: none"> Comprehending and interpreting information to identify main points Analysing, interpreting, inferring and evaluating information Deducing meanings of unfamiliar words 	<ul style="list-style-type: none"> Reasoning to identify most plausible answers 	<ul style="list-style-type: none"> Inferring meaning of new words Using language to express personal opinions
(B) Children of India	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Framing and responding to questions 	<ul style="list-style-type: none"> Selecting and extracting information Identifying expressions to compare and contrast 	<ul style="list-style-type: none"> Planning, organising, and presenting ideas Comparing and contrasting Arriving at conclusions Expanding notes Writing an article for a magazine 	<ul style="list-style-type: none"> Using language to express differences and similarities

In this UNIT, you will develop your					
SECTION	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
(C) Children and Computers	<ul style="list-style-type: none"> Listening to arguments and counter arguments in a debate Listening to analyse information 	<ul style="list-style-type: none"> Participating in spontaneous talk while interviewing others Presenting oral reports Exchanging information Role-play to express different view points Arguing for and against the motion in a debate 	<ul style="list-style-type: none"> Analysing and interpreting information from a graph 	<ul style="list-style-type: none"> Preparing a graph and using the information to write a report Planning, organising and presenting ideas Comparing & contrasting ideas and arriving at conclusions 	<ul style="list-style-type: none"> Using the language of debate Using language to express proportion, frequency, comparison and contrast
(D) Life Skills	<ul style="list-style-type: none"> Accepting and appreciating others' opinions 	<ul style="list-style-type: none"> Giving advice Expressing and responding to personal feelings, opinions and attitude 	<ul style="list-style-type: none"> Identifying main points to recognise strengths and weaknesses Analysing and evaluating oneself and others 	<ul style="list-style-type: none"> Writing about oneself and others Using appropriate style to write a dialogue and a letter 	<ul style="list-style-type: none"> Language of counselling
(E) We are the World	<ul style="list-style-type: none"> Listening for specific information to complete the song 	<ul style="list-style-type: none"> Performing a skit Dialogue writing 	<ul style="list-style-type: none"> Inferring and evaluating information 	<ul style="list-style-type: none"> Writing a script for a skit 	<ul style="list-style-type: none"> Using direct speech

In this Unit...

have a brief discussion about the joys and sorrows of childhood.

- (A) Read about Tom Sawyer, a mischievous boy. Sharpen your comprehension skills by answering the MCQs that follow, then discuss and express your opinion about his pranks and behaviour.
- (B) Read about two different children and their experiences and then compare and contrast their lifestyles, dreams and aspirations.
- (C) Conduct a survey on the use of computers, discuss the results and prepare a report. You will also hear a debate on 'Education of the girl child is a burden.' Then, have your own debate on the topic - 'Computers and children - a boon or a bane'.
- (D) You will also listen to a beautiful song - 'We Are the World'. Discuss the role that children can play in solving the problems of the world and present it in the form of a skit.

INTRODUCTION

Given below are views expressed by some children. Which of them do you agree with? Discuss with your partner.

**Childhood is a time of
joy and pleasure**

**We don't have any
independence**

**We don't have any
responsibility and burdens
in the world**

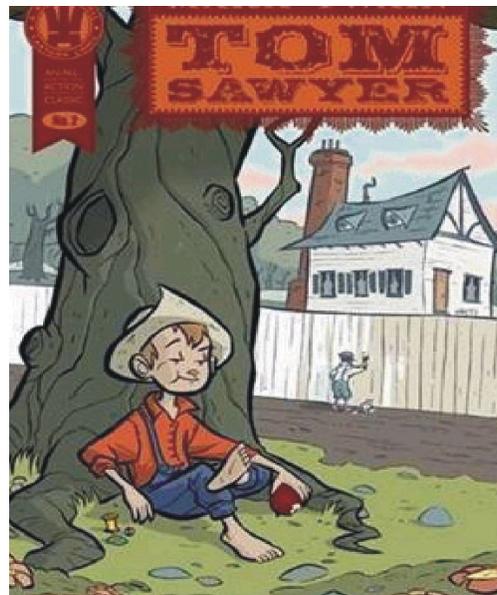
**Nobody understands us
or our problems**

UNIT-6

A. TOM SAWYER

A.1. Here's a glimpse of a naughty child whose life is full of fun and frolic.

1. One of the reasons why Tom's mind had drifted away from its secret troubles was that it had found a new and weighty matter to interest itself about. Becky Thatcher had stopped coming to school. Tom had struggled with his pride a few days and tried to "whistle her down the wind," but failed. He began to find himself hanging around her father's house all night and feeling very miserable. She was ill. What if she should die! There was distraction in the thought. Tom Sawyer no longer took an interest in war, nor even in piracy. The charm of life was gone; there was nothing but dreariness left. He put his hoop away, and his bat; there was no joy in them any more. His aunt was concerned. She began to try all manners of remedies on him. She was one of those people who are infatuated with patent medicines and all newfangled methods of producing health or mending it. She was an inveterate experimenter in these things. When something fresh in this line came out, she was in a fever, right away, to try it; not on herself, for she was never ailing, but on anybody else that came handy



2. She tried every remedy she could. Yet, notwithstanding all this, the boy grew more and more melancholy and pale and dejected. She added hot baths, sitz baths, shower baths, and plunges. The boy remained as dismal as a hearse. She began to assist the boy with a slim oatmeal diet and blister-plasters. She calculated his capacity as she would a judge and filled him up every day with quack cure-alls.
3. Tom had become indifferent to persecution by this time. This phase filled the old lady's heart with consternation. This indifference must be broken up at any cost. Now she heard of Pain-killer for the first time. She ordered a lot at once. She tasted it and was filled with gratitude. It was simply fire in a liquid form.

She dropped the water treatment and everything else, and pinned her faith on Pain-killer. She gave Tom a teaspoonful and watched with the deepest anxiety for the result. Her troubles were instantly at rest, her soul at peace again; for the 'indifference' was broken up. The boy could not have shown a wilder, heartier interest, if she had built a fire under him.

4. Tom felt that it was time to wake up; this sort of life might be romantic enough, in his blighted condition, but it was getting to have too little sentiment and too much distracting variety about it. So, he thought over various plans for relief and finally hit upon that of professing to be fond of Pain-killer. He asked for it so often that he became a nuisance and his aunt ended up by telling him to help himself and quit bothering her. If it had been Sid, she would have had no misgivings to alloy her delight; but since it was Tom, she watched the bottle clandestinely. She found that the medicine did really diminish, but it did not occur to her that the boy was mending the health of a crack in the sitting-room floor with it.
5. One day, Tom was in the act of dosing the crack, when his aunt's yellow cat came along, purring, eyeing the teaspoon avariciously and begging for a taste. Tom said: "Peter, now you've asked for it, and I'll give it to you, because there ain't anything mean about me; but if you find you don't like it, you mustn't blame anybody but your own self."
6. Tom pried his mouth open and poured down the Pain-killer. Peter sprang a couple of yards in the air, and then delivered a war-whoop and set off round and round the room, banging against furniture, upsetting flower-pots, and making general havoc. Next, he rose on his hind feet and pranced around, in a frenzy of enjoyment, with his head over his shoulder and his voice proclaiming his unappeasable happiness. Then, he went tearing around the house again spreading chaos and destruction in his path. Aunt Polly entered in time to see him throw a few double **summersaults**, deliver a final mighty hurrah, and sail through the open window, carrying the rest of the flower-pots with him. The old lady stood petrified with astonishment, peering over her glasses; Tom lay on the floor, hysterical with laughter.

summersaults : somersaults, a movement in which someone rolls or jumps forward or backward, so that their feet go over their head.

UNIT-6

"Tom, what on earth ails that cat?"

"I don't know, aunt," gasped the boy.

7. The old lady was bending down, Tom watching with interest, emphasized by anxiety. Too late, he divined her 'drift'. The handle of the telltale teaspoon was visible under the sofa. Aunt Polly took it, held it up. Tom winced, and dropped his eyes. Aunt Polly raised him by the usual handle - his ear - and cracked his head soundly with her thimble.

"Now, sir, what did you want to treat that poor dumb beast so, for?"

"I'd done it out of pity for him - because he hadn't any aunt."

"Hadn't any aunt! - you **numskull**. What has that got to do with it?"

"Heaps. Because if he'd had one, she'd have burnt him out herself! She'd have roasted his bowels out of him 'thout any more feeling than if he was a human!"

Tom looked up in her face with just a perceptible twinkle peeping through his gravity.

"I know you were meaning for the best, aunty, and so was I with Peter. It would have done him good, too. I never see him get around so -"

A.2. On the basis of your reading of the extract, tick the most appropriate answer:

- a. Tom's mind had drifted away because
- (i) Becky Thatcher had stopped coming to school.
 - (ii) he no longer took an interest in war.
 - (ii) the charm of life was gone.
 - (iv) he had put his hoop and his bat away.
- b. Aunt Polly was concerned because:
- (i) Tom was hanging around Becky Thatcher's father's house all night.
 - (ii) Tom no longer took an interest in anything.

numskull: numbskull; fool

- (iii) she was infatuated with patent medicines.
- (iv) she had a fever.
- c. She was filled with gratitude when she tested the new medicine as
 - (i) it was simply fire in a liquid form.
 - (ii) her troubles were instantly at rest .
 - (iii) Tom's indifference was broken.
 - (iv) Tom was responding well.
- d. 'Mending the health of a crack' means
 - (i) repairing a crack in the sitting-room floor.
 - (ii) looking after his health.
 - (iii) pouring the medicine into a crack in the sitting-room floor.
 - (iv) giving the medicine to the cat.

A.3. On the basis of your reading of the extract, tick mark the most appropriate meaning for the given word:

(i) **Infatuated** (Para 1)

- | | |
|------------|--------------|
| * fond | * influenced |
| * disliked | * addicted |

(ii) **Melancholy** (Para 2)

- | | |
|---------|----------------|
| happy | * sad |
| worried | * disappointed |

(iii) **Petrified** (Para 6)

- | | |
|-----------|--------------|
| horrified | * motionless |
| stunned | * anxious |

(iv) **Gravity** (Para 7)

- | | |
|---------------|---------------|
| * mischievous | * seriousness |
| * joyfulness | * greatness |

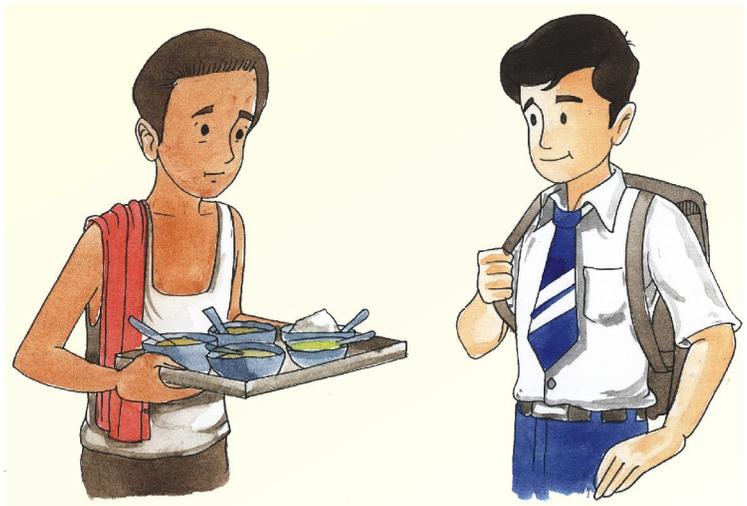
UNIT-6

A.4. In pairs, discuss the following aspects of the story, and then, have a class discussion.

- a. Tom was not really ill but he pretended to be ill.
- b. Usually, he made a lot of fuss to take Aunt Polly's medicines, but this time he took the medicines quietly.
- c. His aunt was worried because he was not his usual self; instead he showed an unusual interest in the medicine.
- d. Aunt Polly could read Tom's thoughts.
- e. Aunt Polly loved Tom Sawyer.

B. CHILDREN OF INDIA

B.1. Given alongside are the pictures of two boys - Shravan Kumar and Narendra Kumar (They are not related). Working with a partner, look at their pictures and predict how each boy lives. Write your answer in points.



Shravan Kumar

- * _____
- * _____
- * _____
- * _____
- * _____

Narendra Kumar

- * _____
- * _____
- * _____
- * _____
- * _____

B.2. Here are the stories of the two boys. One student will read the story of Shravan Kumar and the second student will read the story of Narendra Kumar. After reading the story, each student will complete his or her half of the table in B.3.

SHRAVAN KUMAR

His day begins when most other people's day ends. Thirteen-year old Shravan Kumar works in a tea shop on Delhi's Bahadur Shah Zafar Marg, where several newspaper offices are situated. His work begins around seven in the evening when he starts preparing *samosas*, coffee and tea. He carries them to several offices, does the dishes, and goes around collecting his money well into the night. Around six in the morning, when all the newspapers are despatched for distribution and the press employees return home, he prepares his food, takes a bath and goes to bed.

Shravan is an orphan who came to Delhi from his village in search of work. His father kept a shop, but was tricked out of it by a deceitful uncle. Despair drove him to alcohol and gambling, and he died of a stroke soon after.

Shravan worked in a tea shop in his village for a while. "When I first began washing other people's cups and glasses," he recalls, "I used to feel very bad, I would cry."

Shravan moved to the more lucrative environs of Delhi, where his elder brother Shatrughan had preceded him. A job in a shop selling ice, was his first taste of big city life. His mother came to visit him in Delhi, but she fell ill and died soon after. "That was two or three years ago. I don't remember exactly when," the little boy says. Soon, Shravan lost his first job. His employer still owes him Rs 500.

Following a brief spell of unemployment and a short spell as an assistant at a car park, he joined the tea shop where he is presently employed. The ruthlessness and loneliness of the world has left him shattered. "I think I am all alone in this world," he says despondently.

Of the Rs 300 that he earns every month, he deposits Rs 200 in the bank. His bank balance stands at Rs 2000, he says proudly. Survival is his immediate aim but there is a larger objective towards which Shravan is working. He intends to

UNIT-6

retrieve the land that was mortgaged by his father. Already, Shравan and Shatrughan have paid back the loan of Rs 8000 - only the interest remains to be paid.

Shравan was a dedicated lottery buyer at one time; until he realized that it was adding nothing to his income. The cinema remains a favourite form of entertainment - he even wakes up early to see the noon show. "I have no friends here. Who keeps awake late at night and sleeps during the day? I miss my village. There, I used to play gully danda and marbles and I had a lot of friends. When I went to the village last year, I met them. They are still studying and playing games. I want to join them, but it is a question of survival for me."

Sharvan's mother wanted him to own a big shop - "like the one his father had owned," he says wistfully. He dreams of fulfilling her wish. He dreams of getting back their mortgaged land, and returning to the village for good, "I like being in my village. I like the films and the glitter of Delhi, but I prefer the greenery, the trees, and the fields of my village." Maybe the grit and intelligence he has shown, alone and friendless, in facing a hostile world, will also win for him his heart's desire.

NARENDRA KUMAR

Narendra Kumar, a thirteen year old Kendriya Vidyalaya student, was interviewed by **The Illustrated Weekly of India**. Read what he says about himself.

Interviewer: Hello, Narendra!

Narendra: Hello!

Interviewer: Congratulations, Narendra! I saw your photograph in the newspaper last week, when you won the Soviet Land Nehru Award for drawing and painting. Our readers are anxious to know more about you.

Narendra: Thank you, Sir. I think I was just lucky to get the award. The competition is held every year in my school and a large number of students take part in it.

Interviewer: That's good, very good. It's evident that your school encourages students to take part in various activities.

Narendra: Oh yes! Our teachers - especially my Art teacher, Mr. V. Sinha - gives us a lot of encouragement. My parents have encouraged me a lot, too.

Interviewer: When did you start painting?

Narendra: When I was three, I was attending the Shishu Vihar Nursery School. My teacher gave me a picture of a big kite one day. The picture was beautiful and that very day I asked my father to buy me some crayons and drawing paper... Soon, my room was full of crayons and paper! I kept drawing whenever I found time. I now have a mini art room of my own at home!

Interviewer: That's great, really great! Do you want to become an artist when you grow up?

Narendra: No. Drawing and painting are just hobbies, which give me a great deal of pleasure. I want to become a police officer when I grow up. That's the only thing I've ever wanted to be.

Interviewer: Is that because your father is a police officer?

Narendra: Yes, maybe. I've been watching my father and other policemen for a very long time. I suppose I want to be like him!

Interviewer: Do you feel you have the qualities that a good police officer needs?

Narendra: Yes, I think so. A good police officer needs to be physically fit and mentally alert. I'm trying my best to grow into a healthy young man. I'm a member of the local sports club. I play tennis in the evenings and I also swim regularly.

Interviewer: How do you find time for all these activities?

Narendra: Well, I suppose I'm busy the whole day. Immediately after school I like to paint or play. I study before dinner and usually get to bed at about 10 o'clock.

Interviewer: Thank you, Narendra. It's been good talking to you. We wish you success.

Narendra: It's been a pleasure.

CHILDREN

UNIT-6

B.3. Complete the table for the story you have read. By asking and answering questions, exchange information with your partner (for the story you have not read) and complete the other half of the table.

Name	Shravan	Narendra
Age		
Parents		
How he spends a typical day		
Recreation / hobbies		
Hopes / dreams / ambitions		

B.4. Answer briefly.

1. The key to a child's picking up something constructive is the positive involvement of parents. How do Narendra's parents stand testimony to this opinion?
2. Explain, with an example, that Narendra's day is very well chalked out.

B.5 There are many ways of expressing differences and similarities. Read the passage below and study the expressions printed in italics.

Day School and Boarding School

Both day school and boarding school are institutions where children go to study. *While the former* does not provide any residential accommodation, *the latter* expects children to live on campus. *A boarding school has an advantage over a day school as their* classes are normally smaller. However, the two schools are similar in aiming for high standards of education for all students.

B.6. You are a reporter from the Indian Weekly. Based on your Interview with Narendra Kumar and your reading about Shravan Kumar, write an article about both the boys, in which you bring out the similarities and the differences in their lives. Give your article a suitable title. Remember 'CODER'.

- Begin with deciding what each expression means, by writing D for 'difference' or S for similarity against each. Try to add more expressions to your list and make use of them in writing your article in B.6.1.

Expressions	D or S
X is different from Y in that....	
X and Y are alike in that....	
X and Y have....in common.	
Whereas X, Y.....	
Compared to X, Y.....	
X.... In contrast, Y....	
X..... However, Y....	
X and Y both	

B.6.1. You may organise your article like this :

CHILDREN

UNIT-6

Paragraph 1: Give their names and ages tell about their families, parents and backgrounds.

Paragraph 2: Compare how each spends a typical day and their recreation / hobbies.

Paragraph 3: Compare their hopes / dreams / ambitions and your assessment of their future.

C. CHILDREN AND COMPUTERS

C.1. Complete the following information about yourself.

SURVEY ON THE USE OF COMPUTERS

Age	
Boy / Girl	
Hours spent at the computer	
Hours spent playing games and chatting on the internet	
Hours spent surfing the Internet/ websites for learning	
Hours spent per week studying at home	
Hours spent for leisure activities	
If you reduce your time spent on the computer, how would you spend the extra time?	
I like to spend my time on the computer because	

C.2. Divide yourselves into groups and collect information on the use of computers from three students, each from classes VI, IX and XI. Compile and summarise your answers to the questions above in the following table

Class	Name Girl/ Boy	Hours per week				If you reduce your computer time, how will you spend your leisure time?	Why do you like to spend time at the computer?
		At the Comp- uter	Studying at home	Internet	Leis- ure		
XI							
IX							
VI							

C.3. Exchange information with another group and record it. Then, in groups of four, discuss the results of the following:

- * Do boys and girls spend the same amount of time at the computer?
- * Do their tastes and preferences change as they grow older?
- * Are the number of hours spent at the computer/studying at home/leisure/ internet different between boys and girls?
- * Do the number of hours per week spent at the computer/studying at home/ internet/ leisure activities change as students grow up?

UNIT-6

C.4. Now, listen to two speakers debating on the topic, 'School Uniforms should be Banned'. The script is given at page no 177 to 180. Two students can be designated for this task

NOTICE

Class IX English Debate

Motion: School Uniforms should be Banned

Time limit: 2 mins (1 min for each speaker)

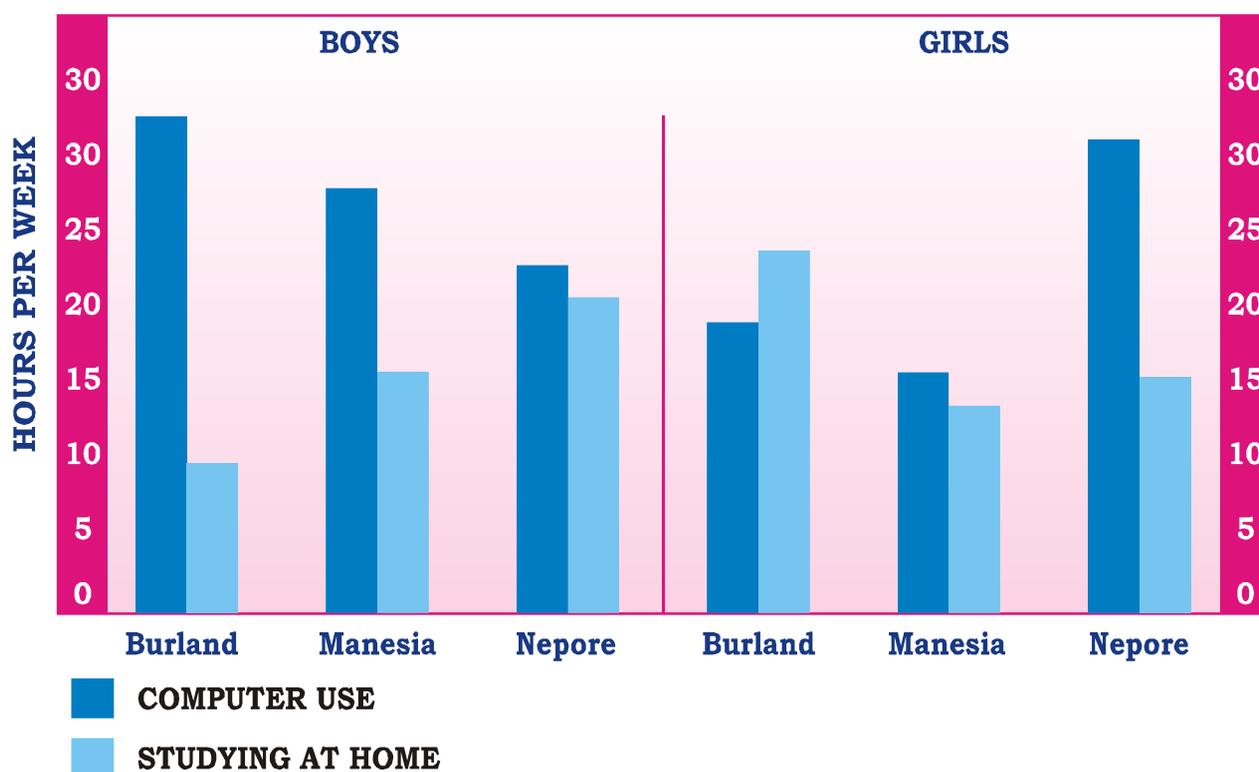
Venue: School Auditorium

C.5. Did you notice the phrases used by debaters to emphasise/negate certain points? Given below are certain expressions that might be used by debaters.

1. I'd like to raise a/the question / argue ...
2. In my opinion ...
3. Nothing could be more illogical than ...
4. I feel very strongly that ...
5. I would like to draw attention to ...
6. I fail to understand ...
7. I think you are being unreasonable in suggesting ...
8. I submit that ...
9. My first / next / final argument against / in favour of ...
10. I support the motion that ...
11. My knowledgeable opponent has admitted that ...
12. May I ask...
13. I strongly oppose / support the view that...
14. On the contrary ...
15. It is unrealistic to say that ...

16. I disagree ...
17. I firmly reject...
18. I wholeheartedly oppose / support ...

C.6. Study the following graph and the accompanying report.



Our study of the time spent by students at the computer and studying at home in three countries has revealed some interesting facts.

First, the majority of boys and girls in the age groups of 14-16 in these countries spend more time at the computer than studying at home. Children in these countries spend an average of 20-30 hours per week in comparison to 10-15 hours of studying at home. The only exception is Burland where girls spend more time studying at home than at the computer.

Secondly it is evident that in all three countries, time spent at the computer is having a serious impact on the number of hours spent studying at home. In fact, the greater the number of hours spent at the computer, the fewer number of

UNIT-6

hours are being spent studying. For example, boys in Burland spend an average of 32 hours at the computer while they spend about 8 hours studying at home.

C.7. Now, prepare a graph based on the students' response to the survey you conducted in C.2. Then, write a report for the newspaper taking the help of B.5, C.3 and C.6. You may follow this pattern:

Paragraph 1: A suitable introduction

Paragraph 2: Hours per week spent on different activities - classes VI, IX and XI compared

Paragraph 3: How extra time would be used - Classes VI, IX and XI compared.

Paragraph 4: Boys and girls compared - Classes VI, IX and XI

The following words and phrases will be useful to you:

To express proportion

Most ...

Many ...

The majority of ...

A large number of ...

A small number of ...

Very few ...

Only a few ...

To express frequency

Most of the time ...

Frequently ...

Occasionally ...

Often ...

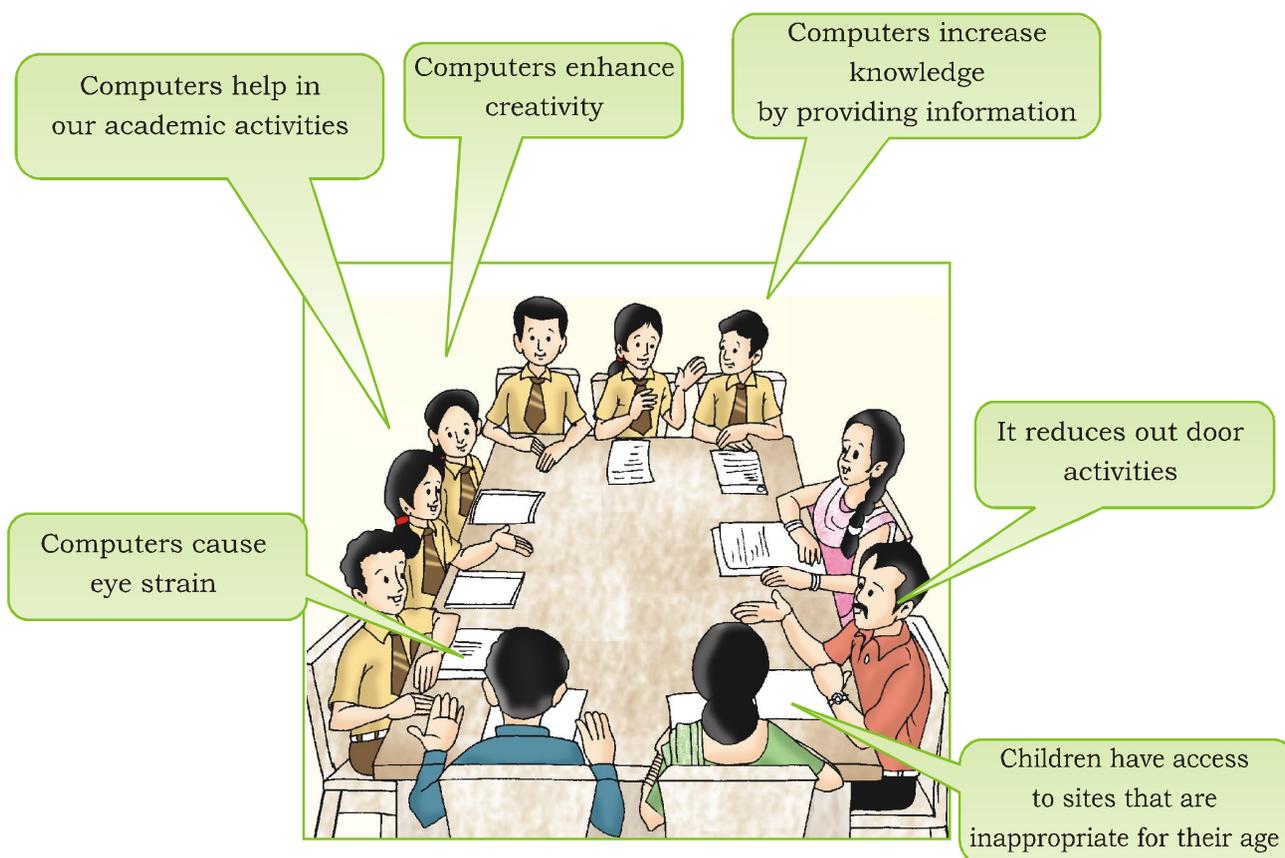
At times ...

To express comparison and contrast

... compared with ...
 On the other hand, ...
 In contrast, ...
 By comparison, ...
 ... however, ...
 ... in comparison with ...

You may also find some of the phrases from B.5 useful.

C.8. This is a meeting of the school's Parent-Teacher Association. Some student representatives have also been invited to participate to discuss the role that Information Technology / Computers play in the growth and development of children.



UNIT-6

C.9. You will now hold an actual class debate on the topic ‘Online Education Does More Harm Than Good’.

In groups of four, decide whether your group is FOR or AGAINST the motion. Then, draft your debate. Each member of the group must participate in the written as well as the spoken matter. The spoken matter can be divided thus :

- * One introduces the topic
- * One discusses points favouring the motion
- * One argues against the opponent's points
- * One concludes

D. LIFE SKILLS

D.1. Read the following and share your feelings with the class.

INTROSPECT: Realise Your Potential.

Sixteen year old Shreya, a student of XI, angrily outbursts at her parents and says, "No one likes me".

She has not been able to develop an interest in any activity, be it painting, swimming, games or studying. She is not sure what types of relationships give her comfort.

She has never had a good friend. She is not clear about her choice of career.

Shreya is good-looking, as well as physically healthy. During the interview, she was preoccupied with what others think about her.

When asked to talk about her positive qualities, she thought for a long time but could not list any. Nor was she able to mention her negative aspects.

SELF AWARENESS

Knowing your strengths and weaknesses will help you succeed.

Knowing our strengths helps us in acknowledging our success as well as appreciating our capacity to do something with or without support from others.

This gives us a sense of well being and we are able to learn new skills and develop assets, thereby developing our confidence. Confident people attract friends and other stable relationships

In due course, we are ready to accept various challenges with the right kind of investment of energy towards task completion.

Knowing our weaknesses helps us in accepting our limitations, and developing a willingness to take help when offered and enabling us to overcome our deficits.

This paves the way to expansion of skills and qualities, which prove useful in the long run.

It is worthwhile to introspect and reflect so as to realise our potential. This helps to bring about a change in us and we are able to meet challenges.

If Shreya had introspected or had been helped by her parents or teachers to reflect on herself, she would have understood her positive and negative qualities, her likes, dislikes, strengths, weaknesses, feelings, emotions, outlook, choices, values and attitude towards life.

Self-awareness paves the way to progress with respect to relationships, academic success, professional and personal fulfillment.



Adapted from "The Quest",
The Hindu

Now transfer the points from the Johari Window Work Sheet to the table given below.

- * Common points listed by student and his/her partner in Column A and C - to be put in 'Open Self'
- * The qualities pointed out by the other person (not the student himself/herself) - to be put in 'Blind Self'
- * The qualities pointed out by the students (Column A) but unknown to other person - to be put in 'Hidden Self'. Qualities unknown to student and his/her partner but which might be known to teacher or some body else may be put in 'unknown self'

Open Self	Blind Self
Hidden Self	Unknown Self

D.3. Several youngsters have problems in dealing with their parents. With your partner, discuss the difference in views and complete the table below. Sometimes there may be no contradiction between the two views.

Features	As we see ourselves	As our parents see us
How tidy we are		
The types of clothes we wear		
How courteous we are		
How much we study		
How independently are we allowed to express our opinions		

UNIT-6

D.4. In pairs, choose one topic from the table in D.3. Imagine that you and your parents are expressing your views on the topic. Use your notes from the table and write the dialogue that would take place. Make it funny! Share your dialogue with the rest of the class.

D.5. Ravi has a problem, so he asks his friends for advice. Read the conversation below and underline the expressions that are used for giving advice. (This could be done as role-play)

Ravi: My neighbours play very loud music, which disturbs me when I'm studying.

Mohan: Why don't you try persuading them to turn down the volume?

Shiela: If that doesn't work, you could think of changing your study time.

Rahim: Why should Ravi have to do that? He really ought to report such anti social behaviour to the police.

Shiela: Before taking drastic action like that, I would advise you to sort it out amicably with your neighbours.

Rahim: If I were you, I would play my music even louder!

Mohan: That won't solve his problem. Ravi, I think you should ask your father to take it up with your neighbours.

D.6. In groups of four, use the language used in D.5 to give advice in the following situations:

My parents don't give me any pocket money. This embarrasses me when I'm with my friends.



I stole some money from my mother's purse. I feel very guilty, and I don't know what to do.



I lied to my friend. This has spoilt our friendship. I would like to make amends, but I don't know how.



D.7. You are on the editorial board for the column 'Your Problems' in *The Teenager Magazine*. You have received these two letters asking for your advice. (They appear to have come from the same family.)

Dear Helpful Avanti

My fifteen year old son is crazy about film music. He seems to be wasting all his pocket money on these meaningless CDs. He cannot even study without this noise. Though he is good at studies, I remain disturbed about this new obsession. There are all kinds of strange-looking posters on the walls of his study and he always wears those gaudy T-shirts and faded patched jeans. Also, he is very fond of **junk-food**. I fear he is breaking all links with our culture.

What shall I do?

A bewildered father

junk-food = eatables like burgers, chaat papri, etc!

UNIT-6

Dear Helpful Avanti

I love film music and I have bought a lot of CDs from my pocket-money allowance. But whenever I switch on my CD-player, my father frowns and orders me to switch off the 'jarring noise'. He calls it 'cheap' and 'uncivilised' stuff. It is not that I do not like classical music, but when I am with my friends, we listen to film music.

I like Indian clothes and food. But, I also like to wear western clothes and eat continental food occasionally. I do not like to disobey my parents, but I do not want to give up my music and other interests.

What shall I do?

A Hurt Son

In pairs, decide what advice to give to each of them. Then write one letter each, so that both father and son get a reply from The Teenager. Remember to use some of the language in D5.

E. 'WE ARE THE WORLD

E.1. The following are the lyrics of a famous song. Complete it by filling in the missing letters (mostly vowels).

There c_m_s a time.

When we h_d a certain call

When the w_ld must come t_g_th_r

As one

There are p__ple d_ing

Oh and it's time

To l_nd a h_nd to l_fe

The gr__test gift of all

We c_n't go on

Pr_t_ending day by day
 Th_t s_me_ne, somewhere
 Will s__n make a change
 We are all a p__t of
 God's gr__t big f_m_ly
 And the tr_th, you know
 L_ve is all we n__d
 W_ are the world
 We are the ch_ldr_n
 We are the _nes
 To m__e a br__ter day
 So l_t's st__t g_ving
 There's a ch__ce we're m_king
 We're s_ving our own l ves
 It's tr__ we make a b_tter day
 J_st y__and me



W_ll, send them your h__rt
 So they kn__ that s_me_ne cares
 And th__r lives will be str_nger
 And fr__
 As G_d has sh_wn us
 By t__ning stone to br__d
 And so we _ll must
 L_nd a h_lping h_nd
 We are the world...
 We're d_wn and __t

UNIT-6

And there s_ _ms no h_pe at all

But if y_ _ just bel__ve

There's no w_y we can f_ll

Oh yes, let's r_ _lise

That ch_nge can only c_me

When we st_nd t_g_ther

As one

We are the world ...

- E.2. The song 'We Are the World' has been sung by many famous singers of the West. Do you know why it is called 'We Are the World'? Why was it recorded? What were the singers trying to do? Did they succeed?**

The verses are given in the Annexure (Page 180). Student/ teacher can sing the song. Listen to the song and check whether you have guessed right in E1. Listen again until you are ready to sing along with it.

- E.3. What do the following phrases mean?**

- * We are the children.
- * There's a choice we're making.
We're saving our own lives...
- * Well, send them your heart
So they know that someone cares...
- * Change can only come
When we stand together
As one...

- E.4. As children of the world, you have a role in helping to solve the problems prevalent in society. In groups of four, prepare a short skit on any one problem and present it in front of the class.**

SPORTS AND GAMES

UNIT 7

(SUMMARY)

SECTION	In this UNIT, you will develop your				VOCABULARY
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	
Introduction				<ul style="list-style-type: none"> Completing a table 	<ul style="list-style-type: none"> Recapitulating names of sports and games
(A) Interview with Koneru Humpy, the Chess Champion; The Game of Chess and Jesse Owens	<ul style="list-style-type: none"> Appreciating and incorporating others' points of view 	<ul style="list-style-type: none"> Expressing a point of view Giving a bio-sketch of an eminent personality Expressing and responding to personal feelings, attitudes and opinions 	<ul style="list-style-type: none"> Identifying the main points of a written text Recognising how a piece of writing is organised Selecting & extracting specific information 	<ul style="list-style-type: none"> Planning, organising and presenting ideas Writing a biography and a bio-data Writing a newspaper report 	<ul style="list-style-type: none"> Words related to achievement
(B) It's Sports Day	<ul style="list-style-type: none"> Listening for specific information 			<ul style="list-style-type: none"> Using information from a score card to write a newspaper report in an appropriate style Writing an e-mail 	<ul style="list-style-type: none"> Words related to competition
© Football and Hockey	<ul style="list-style-type: none"> Appreciation of the finer points of the game 	<ul style="list-style-type: none"> Framing questions to elicit answers Giving a running commentary on a match 	<ul style="list-style-type: none"> Selecting and extracting specific information 	<ul style="list-style-type: none"> Planning, organising and presenting ideas in a PPT 	<ul style="list-style-type: none"> Words related to games and matches

SPORTS AND GAMES

UNIT-7

SPORTS AND GAMES



In this unit...

Check how many games and sports you know and what you know about them. Also, answer a quiz on Chess.

- (A) In an interview with Koneru Humpy, read about her achievements, make her biodata and write a brief bio-sketch to introduce her to an audience. Then complete Jesse Owens' biography and write an imaginary biography of one of your classmates (who might become a famous sports person!).
- (B) 'It's Sports Day!', and we join the fun by listening to the commentary, filling in the scorecard and finding out which House has won. We then write a report about the Sports Meet for the local newspaper and an e-mail to a friend about your performance at the Meet.
- (C) 'Hockey and Football' - Read and discuss the similarities and differences of the games, and give a running commentary on a match. Also, make a power point presentation on any other game you like.

INTRODUCTION

1. How many of these sports and games do you know about? Work with a partner and tick the ones you are familiar with and fill in the given table.

1. Motor-racing	6. Soccer	11. Tennis
2. Skiing	7. Running	12. Badminton
3. Canoeing	8. Sailing	13. Table-tennis
4. Cricket	9. Volleyball	14. Swimming
5. Netball	10. Chess	15. Cycling

SPORTS AND GAMES

UNIT-7

Name of Games / Sport	Landsport (LS) or Watersport (WS)?	Played in teams (T) or as individuals (I)	Popular in India (or in your country) Yes/No

2. Here is a short QUIZ for you to answer. You can use the internet.

1. What is the ancient Indian name for chess?

.....

2. What is the ELO rating in chess?

.....
.....
.....
.....

3. What is the frequency of the Chess Olympiad?

.....

4. Who was India's First International Master?

.....

5. Name the three chess playing sisters who dominated Indian chess in the 1980s?

.....

6. Which Indian player first won the 'Boys Under 10' world title and later became India's youngest Grandmaster?

.....

7. In which country is Vishwanathan Anand based for most part of the year?

.....

UNIT-7

8. What is common between the inauguration of the 1995 PCA Chess final and the World Trade Centre?
.....
.....

9. Who won the National Online Chess Championship in 2021?
.....

10. Which city will host the 2022 Indian Chess League Championship?
.....
.....
.....

A. GRANDMASTER KONERU HUMPY: QUEEN OF 64 SQUARES

A.1. Avik, a correspondent for his school magazine, interviews Grandmaster Koneru Humpy. Let us read:

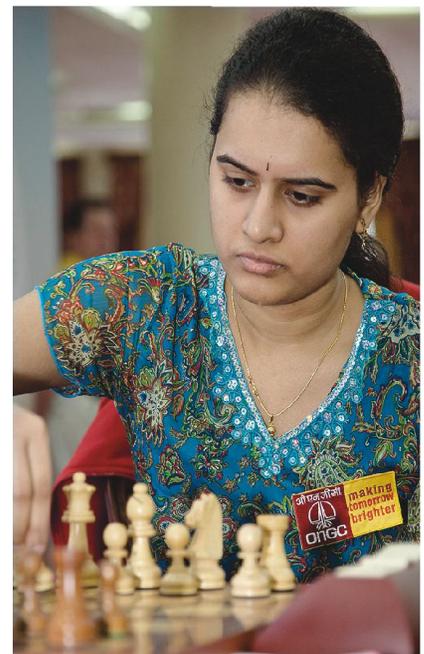
INTERVIEW WITH KONERU HUMPY

Avik: Good morning, Ma'am! Congratulations on your achievements in the World Grand Prix Women's Chess Championship in Istanbul recently!

Koneru Humpy: Thank you! This is my biggest win in the women's circuit. This is very significant, considering that it has come in an event which had three former world champions.

Avik: Indeed! Please tell us something about yourself, Ma'am!

Koneru Humpy: I was born in Gudivada, near Vijaywada, in Andhra Pradesh on



March 31, 1987. I was originally named 'Hampi' (which means champion) by my father Mr Koneru Ashok, who later changed the spelling to Humpy, to give the name a Russian flavour. I write my family name, Koneru, before my given name, as is the convention with the Telugu speaking people. I started playing chess when I was 5 years old.

Avik: Who introduced you to the game?

Koneru Humpy: My father acquainted me with the game. He is also my first coach. I first showed interest at the age of 6 years when I watched him play a game and suggested a move. Indeed, it was the move that actually got me into the game.

Avik: Your father left his teaching profession to make you a champion!

Koneru Humpy: Yes, when I secured the 4th position in the Indian Under 8 Championship in 1995, he decided to leave his career and dedicate his time to me.

Avik: And you had won four World Championships at a very early stage.

Koneru Humpy: Yes, the 'World Girls under-10', the 'World Girls under-12', the 'World Girls under-14' and 'World Girls Junior Championships.' I acquired my IM title in 1999 and in May 2002, I achieved my 3rd GM Norms in Elekes Memorial Grandmaster tournament in Budapest.

Avik: You held the record from 2002 to 2008 for the youngest woman ever to become a grandmaster!

Koneru Humpy: Yes, I achieved it at the age of 15 years, 1 month, 27 days, beating Judit Polgar's previous record by 3 months which was later lost in the Women's World Chess Championship in 2008 to Hou Yifan. I won the World Junior Girls Chess Championship in 2001 and won the edition or North Urals Cup, the Women's Super Tournament held in Krasnoturinsk. In 2006, I participated in the Women's World Chess Championship, but my campaign had to end early in the second round. I played in the first board of Monte Carlo Chess Club and won the last two editions of the European Club Cup.

SPORTS AND GAMES

UNIT-7

Avik: Have you also got some awards?

Koneru Humpy: Yes, Arjuna Award in 2003, Padmashri Award in 2007 and Raja-Lakshmi Award in 2008.

Avik: In India, many young chess players are ready to take a break in education and are fully focussed on chess preparations. What are your views?

Koneru Humpy: I don't think that taking up chess as a career and completely neglecting studies is necessary at an early stage. After getting to a certain level in the game, they themselves should decide their preferences, i.e., whether to play seriously or not.

Avik: What advice would you offer to parents of enthusiastic and talented young chess players?

Koneru Humpy: Parents should not compel children to play chess. If children are genuinely interested in the game, they should encourage them. But, they shouldn't, be in a hurry to get results.



Avik: How often do you exercise? Do you think daily physical exercise can help a chess player to cope with the pressure and increase the brain's ability to concentrate?

Koneru Humpy: I spend around one hour per day on physical exercise. Exercise is a must for every chess player. As the proverb says, 'a sound mind can only exist in a sound body'. Exercise has a lot of impact on the brain.



Avik: Thank you for talking to me and giving me your valuable advice.

Koneru Humpy: Thank you!

A.2. Now complete the Bio-data of Koneru Humpy:

KONERU HUMPY	
Name:
Father's Name:
Date of Birth:
Place of Birth:
Trained by:
Initial Achievements:	
*
*
*
*
*
*
*
*

SPORTS AND GAMES

UNIT-7

Recent Achievements:

"

"

"

"

"

A.3. Read the extract and answer the questions by selecting the correct options.

“My father acquainted me with the game. He is also my first coach. I first showed interest at the age of 6 years when I watched him play a game and suggested a move. Indeed, it was the move that actually got me into the game.”

“Your father left his teaching profession to make you a champion!”

- Koneru Humpy was trained in chess by
 - an acquaintance
 - her father
 - a coach
 - her teacher
- “I watched him play a game and suggested a move.” Select the option that conveys the meaning of ‘move’ as mentioned in the extract.
 - The Highways Department is making a move to ease the traffic flow in the city.
 - Don’t move from your place. Stay where you are.
 - He’s so stubborn. Nothing can move him to change his decision.
 - It’s your move now. Let’s see what you can do to save yourself from losing.
- Koneru Humpy’s talent in the game of chess was identified when she
 - celebrated her sixth birthday
 - suggested a move
 - watched a game
 - played with her father

4. Select the personality traits of Humpy's father with reference to the extract.

1. ambitious
2. selfless
3. sacrificial
4. calculative
5. manipulative

A. 1, 2 and 3

B. 2, 3 and 4

C. 3, 4 and 5

D. 1, 4 and 5

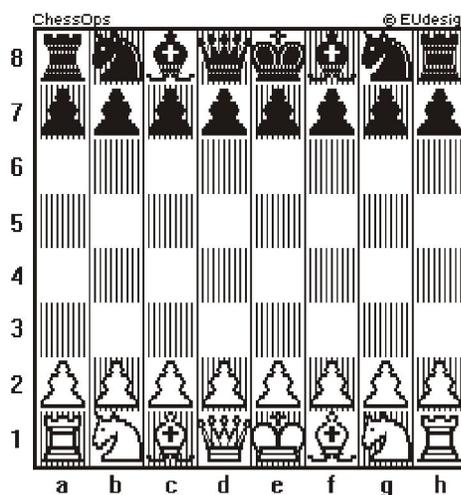
A.4. Answer the following briefly

1. What does Koneru Humpy regard as her biggest achievement? Why?
2. "Parents are teachers, guides, leaders, protectors and providers for their children." Evaluate the role of parents in the lives of chess players.
3. "A sound mind can only reside in a sound body," says Koneru Humpy. Substantiate.

A.5. Know all about Chess. Read and enjoy:

You now know a little about Koneru Humpy, the chess player, but do you know how to play chess? Let's learn more about it:

Have you ever played chess? Did you know that chess is the oldest skill game in the world? But chess is more than just a game of skill. It can tell you much about the way people lived in medieval times in Europe. If you look at the way a chess board is set up, then study the pieces and how they are used, you will realise that chess is a history of medieval times in miniature. The six different chess pieces on the board represent a cross section of medieval life with its many ceremonies, grandeur, and wars.



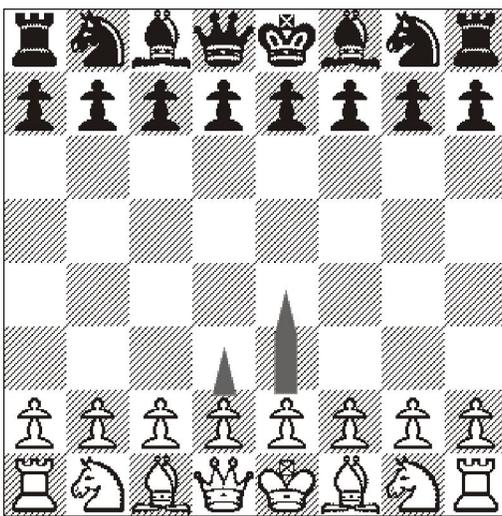
SPORTS AND GAMES

UNIT-7



Chess was played many centuries ago in China, India, and Persia. No one really knows for sure in which country it originated. Then, in the eighth century, armies of Arabs known as Moors invaded Persia. The Moors learned chess from the Persians. When the Moors later invaded Spain, the soldiers brought the game of chess with them. Soon, the Spanish were playing chess, too. From Spain, the popularity of chess quickly spread throughout all of Europe.

Europeans gave chess pieces the names we know today; they probably had trouble pronouncing and spelling the Persian names, so they modernized them to reflect the way they lived. Today, the names certainly aren't modern but a thousand years ago they represented the very way in which both ordinary people and persons of rank lived their lives.

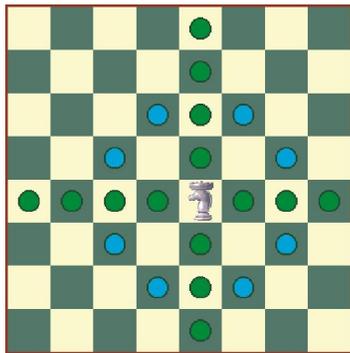
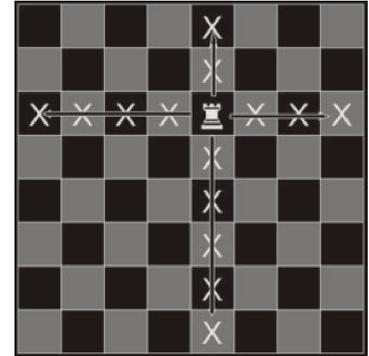


The pawns on the chess board represent serfs or labourers. There are more of them than any other piece on the board, and often they are sacrificed to save the more valuable pieces. In medieval times, serfs were considered no more than the property of landowners or chattels. Life was brutally hard for serfs during this era of history. They worked hard and died young. They were often left unprotected while wars raged around them. They could be traded, used as a diversion, or even sacrificed to allow the landowners to escape harm.

SPORTS AND GAMES

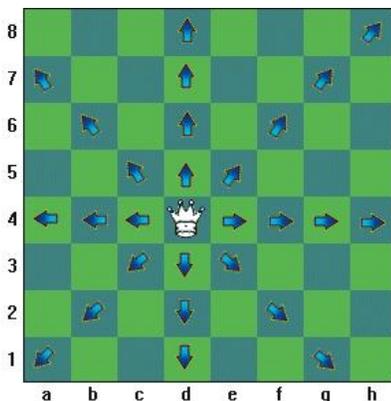
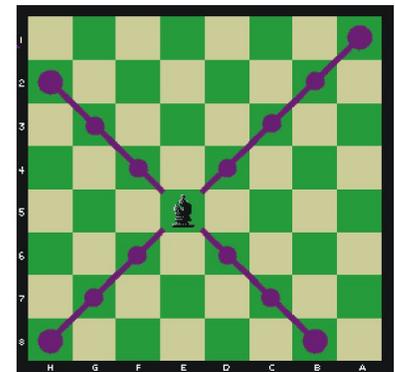
UNIT-7

The castle piece on a chess board is the home, or the refuge, just as it was a home in medieval times. In Chess, each side has two castles, or rooks, as they are sometimes called.



The knight on a chess board represents the professional soldier or the knight of medieval times whose job it was to protect persons of rank, and there are two of them per side in a game of chess. Knights in a game of chess are more important than pawns, but less important than bishops, kings or queens. Their purpose in the game of chess is to protect the more important pieces, and they can be sacrificed to save those pieces just as pawns can.

There is a bishop in the game of chess who represents the church. The Church was a rich and mighty force in medieval times, and religion played a large part in every person's life. It is no wonder that a figure that represented the concept of religion found its way into the game. A bishop was the name for a priest in the Catholic church who had risen through the ranks to a more powerful position. In the game of chess, there are two bishops for each side.



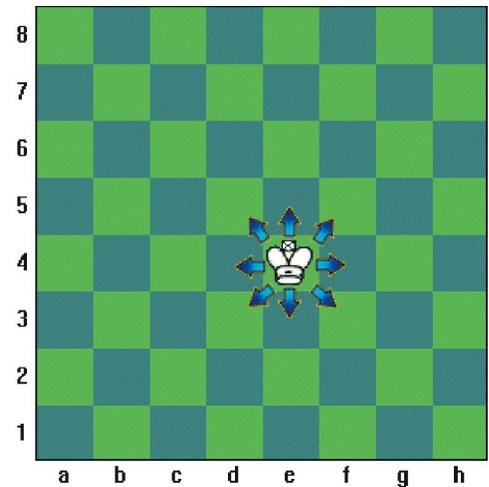
The queen is the only piece on the board during a chess game that represents a woman, and she is the most powerful piece of the game.

The king is the tallest piece on the board, and is defended on the chessboard as well as he was defended in medieval life. In medieval times, the surrender of the king would mean the loss of the kingdom to invading armies and that could mean change for the worse. It was to everyone's

UNIT-7

advantage, from the Lowest serf to the highest-ranking official, to keep the King safe from harm. The King is the most important, but not the most powerful piece in chess. If you do not protect your king, you lose the game.

The next time you set up your chessboard and get ready to play a friendly game or two, think of chess as a history lesson. The pieces on the board represent a way of life that is no more, and the real life dramas that occurred in medieval times are now only a game.



A.6. On the basis of your reading of the extract on Chess, complete the following table with your partner.

Figure	Name	Order of importance	Function	Significance
				
				
				

A.7. Given below is some information about Jesse Owens, one of the most famous athletes of all times. His friend is planning to write his biography. Using the information from the table, complete the biography.



James Cleveland Owens (J.C. Owens) became famous as Jesse Owens

SPORTS AND GAMES

UNIT-7

1913:	Birth, Alabama, USA.
1934:	After First World War - goes to school, teachers recognise and develop his athletic talents.
1935:	Six world records
1936:	Berlin Olympics, four gold medals
1950:	Sports experts vote him Greatest Track Athlete of the half century.
1960:	Another athlete breaks Owens' last Olympic record.
1980:	Dies of lung cancer.

Jesse Owens was born in Alabama USA in 1913. He was the youngest of ten children, and the family lived in a cramped shanty house. After the First World War, the family moved to Cleveland where his school (1) _____ his talents. He quickly became a local hero. Soon afterwards, he gained a place not only at the Ohio State University, but also in the US Olympics team.

On 25th May 1935, Jesse Owens performed athletics' greatest feat when he (2) _____ at the Ohio state University Athletics Championships. A year later, at the Berlin Olympics, his greatness was confirmed; he (3) _____ for 100m, 200m, long jump and sprint relay.

Because of his achievements in track and field events, in 1950 he (4) _____. His last Olympic record (5) _____ only in 1960. This great athlete (6) _____ 1980.

Class discussion

- * Is a biography written in a particular order of events?
- * Which is the most common tense?

A.8. 20 years from now, one of your class mates becomes a famous sport-star. You have been asked to write his / her biography. Collect the necessary biographical details. Use your imagination to create his / her achievements in the sport concerned and write the biography. Remember to write it in chronological order of events and use simple past tense as far as possible.

B. IT'S SPORTS DAY!

B.1. Sports Day at school is always great fun. Along with the excitement of the events, there is the added desire to know if your House has won the Sports Championship Cup.

From page no. 182, the teacher / student can read out the Sports Day commentary and fill in the House positions for each event - 1st, 2nd and 3rd. Then, calculate the points to find out which House has won the Sports Championship Cup.

GOVERNMENT SENIOR SECONDARY SCHOOL, DANAPUR

ANNUAL ATHLETIC MEET

SCORECARD

House	NEHRU		RAMAN		TAGORE		SHIVAJI	
Events	Position	Points	Position	Points	Position	Points	Position	Points
(Previous tally)								
March Past								
800m (Boys)								
100m (Girls)								
High jump (Boys)								
Javelin (Girls)								

SPORTS AND GAMES

UNIT-7

House	NEHRU		RAMAN		TAGORE		SHIVAJI	
Events	Position	Points	Position	Points	Position	Points	Position	Points
Shot put (Boys)								
400 relay (Girls)								
TOTAL								

RESULT	HOUSE
Champions	
2nd	
3rd	
4th	

SCORING (POINTS)			
Event	1st	2nd	3rd
March Past	10	x	x
Track and field	10	5	3
Relay	15	10	5

B.2. Based on the information on your completed scorecard, write a short report for the Danapur local newspaper about the school's Annual Athletic Meet. Remember CODER. Some further advice....

- Give a catchy heading
- By-line [who has written the report], place-line and date-line
- Paragraph 1 – Answer the Wh-questions – Who, Why, When, Where
- Paragraph 2 – Description of events in chronological order
- Paragraph 3 – Overall result, Chief guest's message [indirect speech or direct quote], aim of the meet/future events/plans

Note: Use a Third person perspective and passive voice

B.3. Impressed by your performance on Sports Day, the Chief Guest (an official from the Sports Club of India) decides to offer you a sports scholarship. Write an email to a friend about your performance and the scholarship offered.

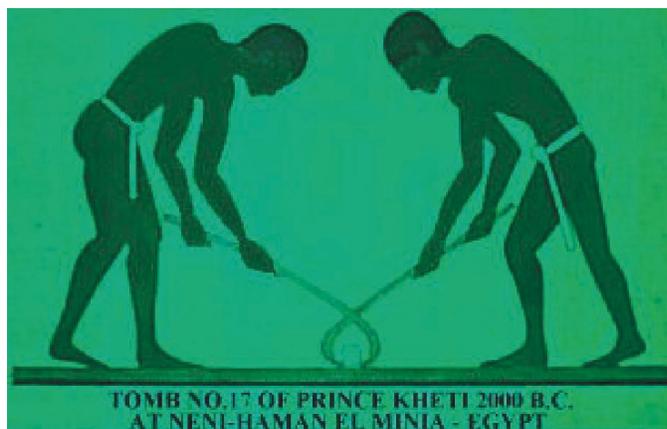
C. HOCKEY AND FOOTBALL

C.1. Read and enjoy:

Hockey



Do you know when hockey was first played? Research in Ethiopia has discovered that it has been around for more than four millenia. A tablet in Greece has images of young people playing field hockey. Even in South America, Ireland, Egypt, Scotland and Rome, there are proofs and records of this game. The game in these countries



was no different than the other even though it was known by different names. Hundreds of years ago, this game was known as 'Hockie' in Ireland and it is this name that has stuck with the game ever since.

While current field hockey appeared in the mid-18th century in England, primarily in schools, it was not until the first half of the 19th century that it became firmly established. Prior to 1980, women were not permitted to take part in this game. The first club was created in 1849 at Blackheath in south-east London. During the 1600s and 1700s, hockey in England was a little dissimilar and it was more disorganised. People from all over the village would take part in the game. It was not unusual for a team to have 60 - 100 players. It was the goal of the team players to get the ball into the common ground of the rival team. This game required quite a few days to finish. Many players suffered injuries. Even though umpires were present, they were not allowed to say anything without the team members' request.

Ultimately, good judgment prevailed. Firm regulations were introduced. In England, a headmaster restricted the number of players to thirty for one single team. During the 1860s, England's Eton College laid down some rules for the game. Additional rules were introduced after the formation of the Hockey Association in the year 1875.

UNIT-7

Football

Football refers to a number of similar team sports, all of which involve (to varying degrees) kicking a ball with the foot in an attempt to score a goal. People from around the world have played games which involved kicking and / or carrying a ball since ancient times. However, most of the modern codes of football have their origins in England.



The most popular of these sports worldwide is association football, more commonly known as just 'Football' or 'Soccer'. It is widely considered to be the most popular sport in the world.

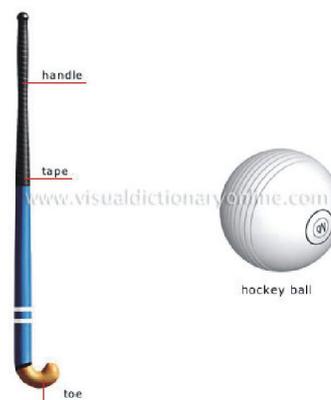
C.2. Form pairs - one student will read the text for 'Hockey', and the second student will read the text for 'Football'.

Hockey

The game was first played during the Olympics in the year 1908. At present, all the countries have hockey teams that participate in the World Cup, the Champion's Trophy and of course, the Olympics. Field hockey is the national sport of India and Pakistan.

Hockey is one of the sports in which two teams play against each other by trying to manoeuvre a ball, or a hard, round, rubber or heavy plastic disc called a puck into the opponents' net or goal using a hockey stick. An official hockey ball is spherical, with a circumference between 224 and 235 millimetres. It should weigh between 156 and 163 grams. It may be made of any material, but should be hard, smooth and white in colour.

Modern field hockey sticks are J-shaped and constructed of a composite of wood, glass fibre or carbon fibre (sometimes both) and have a curved hook at the playing end, a flat surface on the playing side and a curved surface on the rear side.



Now, the game is played between two teams. Each team consists of 11 players including the goal keeper. In the beginning, the captains of both the teams toss for the choice of ends. The duration of the game is divided into two periods of thirty-five minutes each with a break in between. At halftime, the team changes their ends.

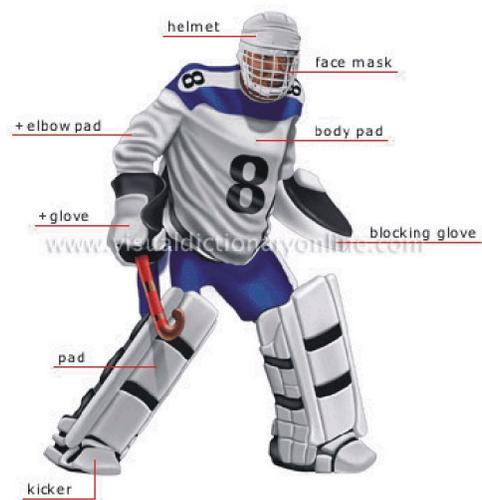
The hockey playground is rectangular in shape. It is 100 yards long and 60 yards wide. The longer boundary lines are called the side lines and the shorter ones are called goal lines. All lines are three inches wide throughout. At each end is a goal 2.14 m high and 3.66m wide and an approximately semi-circular area 14.63m from the goal, known as the shooting circle or 'D' or penalty area. A spot 0.15m in diameter, called the penalty spot is placed inside the 'D'.

The game starts when the umpire blows his whistle for the opening pass back. The passback is made at the centre of the field to start the game (also after half-time and after each goal is scored). The ball, which may be pushed or hit, must not be directed over the centre line. All players of the opposing team must stand at least 5 yards from the ball and all players of both teams, other than the player making the pass-back must be in their own half of the field.

There are two umpires to control the game and to administer the rules. These umpires are the sole judges of the game. The umpires are responsible for keeping time for the duration of the game.

Penalties - A free hit is awarded for any foul committed outside the penalty area or when the ball is hit out of the playing area. A penalty corner is awarded if, within the penalty area, a foul is committed or the ball is hit outside his goal-line. A penalty stroke is given when a foul is intentionally committed in the circle. It is hit from the penalty spot with only the goal keeper defending the goal post.

Cards are shown for rough or dangerous play, misconduct or intentional offences. The umpire issues an official warning to a player by showing the green card. Prior to that, the player would probably have been given a verbal warning. A yellow card means that the player will be off the



UNIT-7

pitch for five minutes or more. A red card is given for more serious offences and sees the player leave the match for good.

Each team is permitted to substitute any number of players during the game. A player who has been substituted may re-enter the field of play as a substitute for another player. The goal keeper is permitted to use pads, kickers, gauntlet, gloves and masks, body protection, elbow pads and headgear which is a full helmet incorporating fixed full face protection and cover for all of the head including back.

Football

It is a team sport played between two teams of eleven players, each using a spherical ball which is a round, leather-covered, inflated rubber bladder 27-28 inches in circumference and 397-454 grams in weight.

The game is played within a clearly defined area on a rectangular grass or artificial turf with a goal in the centre of each of the short ends. The objective of the game is to score by driving the ball into the opponent's goal. The goalkeepers are the only players allowed to use their hands or arms to propel the ball; the rest of the team usually use their feet to kick the ball into position, occasionally using their body or head to intercept a ball in mid-air. The only time the players are allowed to use their hands is in case of a throw in, when the ball has gone outside the side lines. The team that scores the most goals by the end of the match wins. If the score is tied at the end of the game, either a draw is declared or the game goes into extra-time and / or a penalty shoot-out.

In a typical game play, players attempt to create goal scoring opportunities through individual control of the ball, such as by dribbling, passing the ball to a team-mate, and by taking shots at the goal, which is guarded by the opposing goalkeeper. Opposing players may try to regain control of the ball by intercepting a pass or through tackling the opponent in possession of the ball; however, physical contact between opponents is restricted. Football is generally a free-flowing game, with play stopping only when the ball has left the field of play or when the play is stopped by the referee.



Football takes place on a standard football field. All football fields, professional, college, and high school, are the same size and have the same basic markings. The length of the pitch for international adult matches is in the range of 100-110 m and the width is in the range of 64-75 m.

The longer boundary lines are touchlines, while the shorter boundaries (on which the goals are placed) are goal lines. A rectangular goal is positioned at the middle of each goal line. Nets are usually placed behind the goal, but are not required by the Laws.

In front of each goal is an area known as the penalty area. This is a rectangular area, 40.2m wide that extends 16.5m into the field where the goalkeeper operates.

A standard adult football match consists of two periods of 45 minutes each, known as halves. Each half runs continuously, meaning that the clock is not stopped when the ball is out of play. There is usually a 15-minute half-time break between halves. The end of the match is known as full-time. A team can substitute upto maximum three players anytime during the match.

The game is controlled by a referee who is the official timekeeper for the match, and who may make an allowance for time lost through substitutions, injured players requiring attention, or other stoppages. There are also two linesmen who guard the touchlines or sidelines, signalling when the ball crosses the boundary lines. The referee, alone, signals the end of the match.

Handling the ball deliberately, pushing or tripping an opponent, or hitting a player from behind are examples of fouls, punishable by a direct free kick or penalty kick depending on where the offence occurred. Other fouls are punishable by an indirect free kick.

The referee may punish a player's or substitute's misconduct by a caution (yellow card) or send-off (red card). A player who is given a yellow card is said to have been 'booked'.

Penalty Cards

- * Yellow - Warning card for dangerous play. A second yellow card at the same game leads to a red card, and therefore to a sending-off.
- * Red - Serious misconduct resulting in ejection from the game. If a player has been sent off, no substitute can be brought in his place.

SPORTS AND GAMES

UNIT-7

C.3. Each student will now complete his/her half of the following table (Hockey or Football) by adding information from the text he has read.

	Hockey	Football
Ball:		
Playing Area:		
Duration:		
Judging:		
Penalties:		
Penalty Area:		
Cards:		

C.4. When both students have completed their half of the table above, they need to exchange information by asking and answering questions such as –

1. What's the weight of the football?
2. When do you get a penalty in hockey?

As you receive information from your partner, write it down in the other half of the table above. (Do not let your partner look at your table!)

C. 5. In groups, make a Power-point presentation on any two indigenous sports played in India. You may include the indigenous sport of your state / different states, describing the rules and regulations of the game, interesting information or any other detail. You may present it to the whole class.

**You can get information on indigenous sports of India at <https://fitindia.gov.in/indigenousgames>*

C.6. Your school is playing a football / hockey match with the neighbouring school. You are the official commentator for the match. Give a running commentary on the last few breathtaking minutes of the match.

OR

In groups of four, give a running commentary of the whole match. Each student must become the commentator at some point of time. (Your commentary should not be for more than three minutes)

Answers to the quiz on Chess (page 137)

1. Chaturangam
2. A method for calculating the relative skill of a player. If a player wins a game, he has performed at a higher level than his opponent. If he loses, he has performed at a lower level. If the game is a draw, both have performed at nearly the same level.
3. Every 2 years
4. Manuel Aaron in 1961
5. Khadilkar sisters - Vasanti, Jayshree, Rohini
6. P. Harikrishna
7. Near Madrid in Spain
8. The PCA Chess final was inaugurated on 11 Sept. 1995 and the World Trade Centre was bombed exactly 6 years later on 11 Sept. 2001.
9. Mitraba Guha
10. Chennai



ANNEXURE

Texts for Listening Tasks

UNIT-1 : People

A AN EXEMPLARY LEADER

- A.9 The Teacher/student can read out the script of the speech by honourable former President of India, Dr. APJ Abdul Kalam, on his 'Vision for India'. Listen to it and fill up the details that follow.**

Speech by Dr. APJ Abdul Kalam - The teacher will read out the text. Students will complete the details as they listen to the speech by Dr. APJ Abdul Kalam.

I have three visions for India.

In 3,000 years of our history, people from all over the world have come and invaded us, captured our lands and conquered our minds. Right from Alexander onwards, the Greeks, the Turks, the Mughals, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? It is because we respect the freedom of others. That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857 when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

My second vision for India is Development. For fifty years, we have been a developing nation. It is time we see ourselves as a developed nation. We are among the top 5 nations of the world in terms of GDP. We have a 10 per cent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognized today. Yet, we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect?

I have a third vision India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds, Dr. Vikram Sarabhai of the Department of Space, Professor

ANNEXURE

Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this as the greatest opportunity of my life.

I have seen four milestones in my career:

One: In the twenty years I spent in ISRO, I was given the opportunity to be the Project Director for India's first satellite launch vehicle, SLV3. It is the one that launched Rohini. These years played a very important role in my life as a scientist.

Two: After my ISRO years, I joined DRDO and got a chance to be a part of India's missile programme. It was my second bliss when Agni met its mission requirements in 1994.

Three: The Department of Atomic Energy and DRDO had this tremendous partnership in the recent nuclear tests on May 11 and 13. This was the third bliss. The joy of participating with my team in these nuclear tests and proving to the world that India can make it, that we are no longer a developing nation but one of them made me feel very proud as an Indian. The fact that we have now developed, for Agni, a re-entry structure, for which we have developed this new material (a very light material called carbon-carbon) makes me very proud.

Four: One day an orthopedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic callipers weighing over three kg each, dragging their feet around. He said to me, "Please remove the pain of my patients." In three weeks, we made floor reaction Orthosis 300 gram calipers and took them to the Orthopedic centre. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was my fourth bliss!...

We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the first in milk production. We are number one in Remote Sensing Satellites. We are the second largest producer of rice. Look at Dr. Sudarshan! He has transformed a tribal village into a self-sustaining, self-driving unit. There are millions of such achievements.

ANNEXURE

B. A BURGLARY ATTEMPT

B.3. A teacher/ Student can read out an interview between a police inspector who is in-charge of the case, the house-keeper, Ms. Lakshmi and the watchman, Ram Singh. As you listen, note down the details of the burglar.

Students complete the notes while listening to the interview –

Inspector: Hello, madam! I am Inspector Maan Singh. I am in-charge of the burglary case which occurred in the flat of your employer, Mr. Ravikant. It must have been a harrowing experience for you.

Lakshmi: Yes, it was a terrible experience. People like that should be locked up in a prison.

Inspector: If you will cooperate with us, we will catch them in no time. Were you alone in the apartment at that time?

Lakshmi: Yes, it was 11:30 in the night and I was alone as my master and his wife had left for Shimla.

Inspector: How do you think the burglar gained entry into the house?

Lakshmi: He might have come through the balcony and entered my room.

Inspector: Now tell me something about his physique. What about his build? How tall was he?

Lakshmi: He was about 6 ft tall.

Inspector: What about his physique?

Lakshmi: He was not thin. He was well-built and rather plump.

Inspector: What about his dress? What was he wearing?

Lakshmi: I think his clothes were rather old and faded. He was wearing a black shirt which was faded.

Inspector: Do you remember the colour of his trousers?

Lakshmi: They were of a dark shade -either black or blue.

Inspector: Can you tell me something about his face?

ANNEXURE

Lakshmi: Unfortunately no. When he entered my room, I panicked. But then I gathered courage and screamed and tried to run away. But I was a bit late. He struck me with a staff and I really don't remember anything after that. May be I was knocked out.

Later on, I came to know that he broke into the bedroom and ran off with the jewellery. But Ram Singh, the watchman, who tried to catch him may be able to describe him better.

Inspector: Ok, Lakshmi, thank you! If I need your help, I will come again. You may have to identify the burglar. Now, I will speak to Ram Singh.

Inspector to Ram Singh:

Ram Singh, you were on duty and you tried to catch the burglar. You may be able to give a good description of him. First, tell me about his hair.

Ram Singh: He had straight black hair.

Inspector: What about the shape of his face and his complexion?

Ram Singh: He had an oval face with grey eyes and I think he had a dark complexion.

Inspector: Did he wear spectacles?

Ram Singh: Yes, with a plastic frame and his nose was rather sharp.

Inspector: What else can you remember about him? What about his teeth and lips?

Ram Singh: His lips were quite thick.

Inspector: Is there anything else that you remember about him?

Ram Singh: When I heard some noise from inside, I ran in. I tried to stop the burglar and we had a scuffle. During the struggle, I noticed that he had six fingers on his right hand. But he managed to run away and made his escape on a motor bike.

Inspector: Thank you Ram Singh! We will make sketches on the basis of your description and nab him.

UNIT-2 : Adventure

B. THE SOUND OF THE SHELL

B.1 Listen to the first part and answer the two questions you are asked. Then, listen to the rest and answer the following questions:

Background to be told to students AFTER they have completed B.I.

"The Sound of the Shell" is an adapted extract from the novel 'Lord of the Flies', written by William Golding.

A nuclear war has broken out in Europe. A school in England has been evacuated by an airplane so the students can be taken to an unknown destination. While flying over a tropical region, the plane is shot down and it bursts into flames, but the body of the plane containing the passengers falls to earth safely. A few boys (Ralph, Jack, Roger, Simon, Piggy and others) manage to scramble out. They have landed on an unnamed island which has coral reefs, beaches, caves and fruit trees. The novel tells their story.

The teacher reads and stops after questions 1 and 2. Then the teacher reads further. Students answer questions (a) - (g) individually in writing, then have a class review.

Script

Narrator: The boy with light hair lowered himself down the last few feet of rock and began to pick his way towards the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead with sweat. He was clambering heavily among the creepers and broken tree-trunks when a bird, a vision of red and yellow, flashed upward with a witch-like cry. This cry was echoed by another, ...

Piggy: Hi! Wait a minute! Wait a minute - I got caught up. I can hardly move with these creeper things,

(PAUSE)

ANNEXURE

Voice – Before we continue with the story, here are two questions for you to answer:

1. Where do you think the boys are at the moment? (repeat)
2. What do you think has happened to them? (repeat)

The teacher must pause while the class tries to answer these questions. When they have done so, start the tape again.

Narrator: The two boys scrambled out of the undergrowth into an open area.

Ralph: This is an island. At least, I think it's an island. That's the reef out there in the sea. Perhaps, there aren't any grown-ups anywhere.

Piggy: Aren't there any grown-ups at all?

Ralph: I don't think so.

Piggy: That pilot ...

Ralph: He must have flown off after he dropped us. He couldn't land here - not in a plane with wheels.

Piggy: We were attacked!

Ralph: He'll be back all right.

Piggy: When we were coming down, I looked through one of the windows. I saw the other part of the plane. There were flames coming out of it.

Ralph: What happened to it? Where's it got to now?

Piggy: The storm dragged it out to sea. It wasn't half dangerous with all the tree trunks falling. There must have been some kids still in it. (PAUSE) What's your name?

Ralph: Ralph. (PAUSE) I expect there's a lot more of us scattered about. You haven't seen any others, have you?

SOUND FX: SOMEONE TRIPPING OVER A BRANCH AND COMING DOWN WITH A CRASH

Piggy : We've got to find the others. We've got to do something.

Narrator: Suddenly, Ralph spotted something of a creamy colour, lying among the ferny weeds of the lagoon.

ANNEXURE

Ralph: What's that?

Piggy: A stone.

Ralph: No, a shell.

Piggy: That's right, it's a shell. I've seen one like that before - on someone's back wall. A 'conch', he called it. He used to blow it and then his mum would come. It's so valuable.

Narrator: Ralph had an idea. He tore out the stem of a palm leaf and began to poke about in the water with it, pushing the shell across the weeds till it rose, and Piggy could make a grab for it. Ralph took the shell from Piggy and shook the sand out of it.

Piggy: Ralph! We can use this to call the others, then have a meeting. They'll come when they hear us.

Ralph: How did your friend blow the conch?

Piggy: He kind of spat. My aunt wouldn't let me blow it on account of my asthma. He said you blow it from down here - from your diaphragm.

Narrator: Doubtfully, Ralph laid the small end of the shell against his mouth and blew. At first, it emitted only a faint sound of air rushing out. Then Ralph blew harder, and immediately the thing made a sound.

SOUND FX: CONCH BLOWING, BIRDS, SOMETHING SQUEALING IN THE WOODS

Ralph: Gosh!

Piggy: Bet you can hear that for miles.

SOUND FX: MORE BLASTS FROM THE CONCH

Piggy: Here's one. What's your name?

Johnny: Johnny

Narrator: Ralph continued blowing the conch in growing excitement. Signs of life were now visible on the beach, as boys made their way from different directions towards the sound of the shell. Slowly, they crossed the hot sand - some naked and carrying their clothes, others half-dressed.

ANNEXURE

Even while he was blowing the conch, Ralph noticed a pair of young boys who reached the platform in front of a fluttering patch of black. These were twins who flung themselves down and lay grinning and panting. Piggy could be heard repeating their names...

Piggy: Sam, Eric. You're Sam, and you're Eric, Sam, Eric.

Narrator: Meanwhile, something dark seemed to be fumbling along the diamond haze of the beach. Ralph saw it first, and watched till the intensity of his gaze drew all eyes that way. Then the creature stepped from the mirage on to clear sand. It was a party of boys marching approximately in step in two parallel lines. When they were about ten yards from the platform, Jack (their leader) shouted an order and they halted. He came forward and said ...

Jack: Where's the man with the trumpet?

Ralph: There's no man with a trumpet. Only me.

Jack: Isn't there a ship, then? Isn't there a man here?

Ralph: No... We're having a meeting. Come and join us ...

UNIT-3: Environment

B. SAVE MOTHER EARTH

B.1 Listen carefully to your teacher reading the 'Meet the personality of the month programme' and fill in the details as you listen.

Hello! Listeners, this is your favourite environment channel– 'Our World' and I'm your host, Anil Musafir. Today, we bring you two famous personalities who will be talking to you about the serious threat to the Ganges and the environment being caused by the tanneries of Kanpur. If you are concerned about Kanpur, you are requested to tune in and listen. At the end of the talk, you may ask questions. You can contact us at this number: 22831496.. Let me present Dr. Manu Srivastav, a prominent citizen of Kanpur who has been conducting research on the harmful effects of the tanneries on Kanpur Environment.

Dr. Manu Srivastav: Thank you!

Host: How have the tanneries polluted Kanpur's environment?

Dr. Manu Srivastav: Anil, let me inform you that Kanpur has about 400 tanneries and over the years the environment of Kanpur has been seriously affected. These tanneries release at least 250 million litres of waste water into the Ganges on a daily basis. This waste water contains animal remains and chemicals like arsenic, cadmium, mercury and chrome. These chemicals have resulted in drastic reduction of the fish population and are also responsible for the weeds that are choking the Ganges. Moreover, the smoke arising from the factories has brought about increased levels of pollution. The air in and around Kanpur is no longer pure.

Host: What are the efforts that have been taken by the authorities to prevent these toxins from contaminating our environment?

Dr. Manu Srivastav: Though there is a sewage treatment plant that has been set up to treat tannery sewage, this does not always work. As a result, the water is contaminated by Chromium and the drinking water may no longer be

ANNEXURE

safe. Close to the city's source point from where water is sucked from the river are slaughter houses and burning ghats where the dead are cremated. This makes water unsafe for us. Water animals are feeling the effect of this pollution. Farmers are also feeling the brunt of this contamination because the crops are failing. Recurrent illnesses have compounded their burdens and miseries. We, the concerned citizens of Kanpur have to fight to save the Ganges and our beloved Kanpur.

Host: Thank you, Dr. Manu Srivastav. I am sure that knowledge of the harmful effects of tanneries and their toxic waste will force citizens to demand more action.

And now, I welcome a well-known human rights activist, Ms. Shraddha Shankar, who has been actively spearheading the project of 'Save the children of Kanpur.'

Ms. Shraddha Shankar: Hello friends! I am grateful that I have been given an opportunity to address you and convey the gravity of the situation.

Host: Ms. Shankar, what are your concerns regarding the youth of Kanpur?

Ms. Shraddha Shankar: The future of a large number of children living in Kanpur is at stake. Thousands of them are working in the tanneries and are being exposed to serious risks.

Host: What risk do these children face? Why do they work in the tanneries despite laws prohibiting child labour?

Ms. Shraddha Shankar: A lot of them are there because of their abject poverty. This makes them open to exploitation. Their health is affected due to the working condition of these tanneries and the smoke coming from the factories. Moreover, they are drinking water which is not safe.

These child labourers are deprived of the basic facilities of education and they miss out on the joy of childhood. Their parents do not realize that by sending them to these factories they are ruining their future prospects. As concerned fellow human beings, we have to fight for the cause of these child labourers. We have to counsel the parents and suggest an alternative solution to them. Moreover, we have to spearhead an agitation against the unscrupulous factory owners. We need your constructive support for the 'Bachpan Bachao Andolan'. Come, let us join hands and pledge support for the cause. Host: Thank you!

ANNEXURE

C. SAVE THE TIGER

C.8. Listen to the extract read by your teacher on Tigers and as you listen, complete the summary given below by filling the blanks.

Save Tigers

The price of human greed is being paid by yet another animal species – the Tiger. Today, the tiger population is getting depleted at an alarming rate. According to a recent survey, a tiger is being poached everyday. If the present state of affairs is allowed to continue, the next generation will not get to see the majestic animal even in the zoo.

It is high time that action is taken to protect and conserve the tigers in order to maintain the ecological balance. Stringent laws against poachers must be enforced. It has been over 40 years since the tiger became our national animal. As a result, the species ought to be protected. Ironically, they are closer to extinction now than ever before. Children, scientists, conservationists, NGOs and institutions in India and world wide have put their heart and soul into trying to save the tiger. Yet, there is little we all have been able to do. The responsibility and the power of protection lies with the government, specifically the forest department.

Let us not forget that if we destroy nature, ultimately we will be destroyed ourselves.

Tiger, an apex predator is an indicator of our ecosystem's health. Saving the tiger means we save the forest, since the tiger cannot live in places where trees have vanished, and this way it secures food and water for all.

Tigers are now an endangered species. Today, there are about 5000 to 7,400 of them left in the world. Three types of tigers - The Bali, Javan and Caspian tigers have become extinct. The two reasons why tigers are endangered are: Loss of habitat and illegal killing.

Illegal Killing

One of the most concerning threats to our national animal that needs to be recognised is poaching. Tigers are killed to make rugs and coats out of their skins.

ANNEXURE

In many Asian cultures, medicines made from the tiger's organs are believed to cure diseases.

Habitat Loss

Forests where tigers live are cut by humans for farming, building houses and roads. This leads to tigers becoming homeless and without any food. Since other animals also die when forests are cut, it leads to tigers becoming weak and this leads to their death.

Project Tiger

Project Tiger is a wildlife conservation project initiated in India in 1972 to protect the Bengal Tigers. It was launched on April 1, 1973 and has become one of the most successful wild life conservation ventures. The project aims at Tiger conservation in specially constituted Tiger reserves representative of various biogeographical regions throughout India. It strives to maintain a viable conservation based on tiger population in their natural environment.

Project Tiger was Indira Gandhi's pet project. The main achievements of this project are excellent recovery of the habitat and consequent increase in the tiger population in the reserve areas, from a mere 268 in 7 reserves in 1972 to above one thousand in 28 reserves in 2006.

Tigers can be considered as the indicator of the integrity of the eco system as they are at top of the food chain. They can be found in a wide range of habitats, from the evergreen and monsoon forests of the Indo-Malayan realm to the mixed coniferous - deciduous woodlands of the Far east Russia and the mangrove swamps of the Sundarbans, shared by India and Bangladesh.

Tigers are mostly nocturnal but in the northern part of its range, the Siberian sub-species may also be active during the day in winters. All wild tigers live in Asia, others live in the humid jungles of Sumatra. The body length is 140 - 280 cm and the tail length is 60 to 95 cm. The upper part of the animal ranges from reddish orange to ochre and the under parts are whitish. The body has a series of black stripes of black to dark grey colour.

UNIT-4 : Class IX Video/Radio show

Project: A - THE CLASS IX RADIO SHOW

A.1 First, you will listen to a local radio programme which will give you ideas for your own programme. You will hear the programme twice. First, listen without writing anything. The teacher may record it or read it with help from students.

(Sound FX 10 seconds. Music, fading into ...)

Presenter 1: A very good day to all our listeners. This is your local radio station, Class IX Local Radio - bringing you up-to-the-minute news, current affairs, music, interviews, round-ups - and much much more.

Presenter 2: Yes, and in today's programme we have a special report from Ketaki Lahiri on "Safety at School".

Presenter 1: Nikhil Gomes brings you his regular weekly review of "Beyond the Timetable".

Presenter 2: And Leena invites you to "Meet the Teacher".

Presenter 1: And lots more - jokes, news - you name it and we have it. We start with the round-up of School News by our roving correspondent - Anant Singh. Anant, over to you.

Anant: Good morning, everybody! The highlight of this weeks' School News is that our school football team lost every single match it played in the YMCA football tournament at league level. The physical education teacher is so livid that he has threatened to make the school team practice on a doubletime schedule from tomorrow. So, friends, it's "wake-up" at 4 a.m for all footballers henceforth.

In another school news, the tiny tots were taken on a visit to the zoo. Some, it is said, did not wish to return. One of the teachers accompanying there, we are told, had a tough time convincing them that life outside is better!

Class XII put on a one-act play "Examination Fever" which was written, directed and produced by them. The proceeds from this show are being sent to "Prathyasha" - an organisation that helps handicapped children.

ANNEXURE

Look out next week for new faces around the school. A group of 20 students from Japan are arriving on a cultural exchange programme. We might even get one of them on our next edition of 'The Class IX Radio Show' !

Presenter 1: So ... Lots happening at school, it seems, and lots more on your Local Radio. It's time for jokes now. Over to you, Hafeez and Aarohi.

Aarohi: Waiter, waiter, what's wrong with these eggs?

Hafeez: I don't know. I only laid the table.

Aarohi: Waiter, waiter, what's this fly doing in my soup?

Hafeez: Breaststroke, I think, Sir.

Teacher: I wish you would pay a little more attention.

Pupil: I'm paying as little as I can.

Teacher: You should have been here at 9 o'clock.

Pupil: Why, what happened?

Presenter 2: Thank you, Hafeez and Aarohi. And don't forget, listeners, to send in your jokes. Every original joke will win you a reward of Rs 10/- for each one played on your favourite radio programme - Class IX Local Radio - the station just for you.

Presenter 1: And now to your regular spot "Meet the Teacher", in which Leena interviews one of your favourite teachers to discover the real person "behind the chalk dust".

So it's all yours, Leena.

Leena: Thank you ! I'm delighted today to be able to interview the Head of the Science Department, Mr Chirag Sharma. Mr Sharma, what all our listeners are dying to know is - are you as strict at home as you are at school?

Mr Sharma: (Laughs heartily). I don't have a bunch of forty naughty children at home.

Leena: Did you ever get into trouble when you were at school?

Mr Sharma: Have you ever thought about how I am able to catch you in your tricks? I was usually up to the same tricks at school! No, I'm afraid my teachers were not very happy with me.

Leena: How good were you in your studies, Sir?

ANNEXURE

Mr Sharma: Ah, that was my strong point. My work was always up-to-date and fairly good. I was naughty, but I was also keen to learn more.

Leena: How do you spend your evenings and holidays, Sir?

Mr Sharma: I like to spend time at home with my teenage children. We have common taste in music.

Leena: Any message for our listeners Sir?

Mr Sharma: Yes. Fun and-play have their place in our lives. We must enjoy our play. At the same time, we must work with enthusiasm and sincerity.

Leena: Thank you, sir !

Presenter 2: Thank you Leena for that fascinating interview. I'm sure we all know, now what makes Mr Sharma 'tick'. And now it's time for a break. It's "advert time".

"Buy two but pay for one!"

Ruchita of VIIC has a fabulous offer. Two pencil boxes for the price of one. Pay Rs 5/ for the bargain.

Lost - A Keltron calculator. Krishna of Class XIIA has offered a treat in the school canteen to the finder.

Presenter 1: And now, a very serious subject. Ketaki has been researching the topic 'Safety at School'. She has come up with some very disturbing findings. This is the report. Ketaki?

Ketaki : As I went around the senior school, I was alarmed to find a number of broken electric sockets with exposed wires. Beware of this hidden danger, senior students. That brings me to another danger - this time in the primary block. The lid of the ground level water tank is broken. Till it is repaired, students are warned not to go anywhere near it.

Presenter 2: Well, time's up boys and girls of Class IX Local Radio - bringing you news and entertainment of interest to you, in your school and locality. Until next week...

[fades into SOUND FX 10 SECONDS MUSIC]

UNIT 5 : Mystery

A. BERMUDA TRIANGLE

A.6. The teacher asks two students to read an interview between a radio jockey and a pilot.

Pilot: Yes, I was on board the plane & I rogered my position to the control room. But, later on something strange happened all of a sudden. There was a lot of distance.

Interviewer: Did you try to contact the control room?

Pilot: I was trying to send an SOS message to the control room but there was just a crackle. I was surrounded by mist and cloud and something strange happened. I felt I was engulfed in a time-warp. I entered the cloud and then I stepped into the period of French Revolution.

Interviewer: You mean you travelled back in time to the French Revolution period?

Pilot: Exactly! I was perplexed.

Pilot: When I returned I tried to share it with my friends and other people, but they hardly believed me. I perfectly understand them. If I were in their shoes, I would do exactly the same.

D. HARRY POTTER

D.1 Listen to the following conversation adapted from 'Harry Potter and the Philosopher's Stone' by J. K. Rowling.

While your teacher reads the excerpt, complete the following statements.

Aunt Petunia: Wizard, indeed!

Harry Potter: You knew? You knew I'm a - a wizard?

Aunt Petunia: (shouting angrily) Knew! Knew! Of course, we knew! How could you not be, my dratted sister being what she was? Oh, she got a letter just like that and disappeared off to that - that school - and came home every holiday with her pockets full of frog-spawn, turning teacups into

ANNEXURE

rats. I was the only one who saw her for what she was - a freak! But for my mother and father, oh no, it was Lily this and Lily that, they were proud of having a witch in the family! (Drawing a deep breath) Then she met that Potter at school and they left and got married and had you, and of course I knew you'd be just the same, just as strange, just as - as - abnormal - and then, if you please, she went and got herself blown up and we got landed with you!

Harry Potter: (Listens in shocked silence). Blown up? You told me they died in a car crash!

Hagrid: (Angrily) CAR CRASH! (Jumping to his feet) How could a car crash kill Lily an' James Potter? It's an outrage! A scandal! Harry Potter not knowin' his own story when every kid in our world knows his name!

Harry Potter: But why? What happened?

Hagrid: (Anxiously) I never expected this. I had no idea, when Dumbledore told me there might be trouble gettin' hold of yeh, how much yeh didn't know. Ah, Harry, I don' know if I'm the right person to tell yeh - but someone's gotta - yeh can't go off to Hogwarts not knowin'. Well, it's best yeh know as much as I can tell yeh - mind, I can't tell yeh everthin', It's a great myst'ry, parts of it...' (Hagrid pauses for a moment. Sound of chair being dragged). It begins, I suppose, with - with a person called - but it's incredible yeh don't know his name, everyone in our world knows-

Harry Potter: Who?

Hagrid : Well - I don' like sayin' the name if I can help it. No one does.

Harry Potter: Why not?

Hagrid: Gulpin' gargoyles, Harry, people are still scared. Blimey, this is difficult. See, there was this wizard who went... bad. As bad as you could go. Worse than worse. His name was.... (Hagrid gulps but no word comes out).

Harry Potter: Could you write it down?

Hagrid: (in a whisper) Nah - can't spell it. All right - Voldemort. (shudders) Don' make me say it again. Anyway, this - this wizard, about twenty years ago now, started lookin' fer followers. Got 'em, too - some were afraid, some just wanted a bit o' his power, 'cause he was gettin' himself power, all right. Dark days, Harry. Didn't know who to trust, didn't dare get friendly with strange wizards or witches.. Terrible things happened. He was takin' over.' Course, some stood up to him - an' he killed" em. Horribly. One o' the only safe places left was Hogwarts. Reckon Dumbledore's the only one You-Know-Who was afraid of. Didn't dare try takin' the school, not jus' then, anyway. Now, yer mum an' dad were as good a witch an' wizard as I ever knew. Head Boy an' Girl at Hogwarts in their day! Suppose the myst'ry is why You-Know-Who never tried to get 'em on his side before... probably knew they were too close to Dumbledore to want anythin' to do with the Dark Side. Maybe thought he could persuade 'em.. maybe he just wanted 'em outta the way. All anyone knows is, he turned up in the village where you was all living, on Hallowe'en ten years ago. You was just a year old. He came to yer house an' - an' -' (Blows nose with a sound like a foghorn). Sorry. But it's that sad - knew yer mum an'dad, an' nicer people yeh couldn't find - anyway" You-Know-Who" killed 'em. An' then - an' this is the real myst'ry of the thing - he tried to kill you, too. Wanted to make a clean job of it, I suppose, or maybe he just liked killin' by then. But he couldn't do it. Never wondered how you got that mark on yer forehead? That was no ordinary cut. That's what yeh get when a powerful, evil curse touches yeh - took care of yer mum an' dad an' yer house, even - but it didn't work on you, an' that's why yer famous, Harry. No one ever lived after he decided to kill' em, no one except you, an' he'd killed some o' the best witches an' wizards of the age - the McKinnons, the Bones, the Prewetts - an' your parents Harry.

UNIT 6 : Children

C. CHILDREN AND COMPUTERS

C.4 Now listen to two speakers debating on the topic, 'School Uniforms Should Be Banned'. Two students can be designated for this task.

Debate Motion : School Uniforms Should Be Banned

Respected Chairperson and Members of the Jury, a very good morning to you all! Today, I, Manish stand before you to express my views in support of the motion, School Uniforms should be banned. While some of my friends may like having a uniform as it removes the pressure to keep up with the latest fashions, and it removes the barrier between the classes and it shows pride in the school, I feel that abolishing uniform allows a freedom of expression.

I think school uniforms are not a very good idea because they do not allow students the freedom to choose what they want to wear. Why must students wear the same thing every day and not express themselves in the clothing they wear? Everyone should enjoy and love how they look and choose what they want to wear to school. Thus, a uniform is not a good thing because it takes away our personality and our identity. All pupils wear the same clothes and submit to regimentation as in the Army.

Moreover, the uniform can be quite expensive for parents and can be a prohibitive expense for families, especially those struggling to make both ends meet or those with more than one child in school. In many cases, purchasing one school uniform is insufficient, as students will need multiple uniforms to wear throughout the week as well as separate uniforms suitable for different types of weather. While government schools supply uniforms for free, debate has resulted regarding whether the number of uniforms supplied is enough or whether the quality is satisfactory.

My worthy opponent just pointed out that school uniforms create equality among students. While uniforms undeniably create some equality among students, they also give pupils the wrong idea. Uniforms teach children that whenever they face diversity, the solution is to simply make everyone the same. This is a

ANNEXURE

problem, especially since some differences, like race or size, cannot be changed. School uniforms should be banned because they give students the wrong idea.

My friend just pointed out that school uniforms level the playing field and reduce bullying. However, I do not agree with her. Not all school uniforms are flattering to every body type. In all likelihood, the selected uniform will not fit well on every pupil in the student population. Overweight and even underweight students may hear taunting and harassing comments made by their peers because of their ill-fitting uniforms. Also, students who may have faced bullying continue to face the wrath of their tormentors, despite how they look in their uniforms, as bullies always find ways to harass their victims.

Students who aren't able to explore their own personalities and express themselves as individuals, which occurs when wearing a uniform, may have their growth inhibited as they enter young adulthood. Despite the best efforts of educators to promote an inclusive environment for all students, cliques can be found in many schools. Regardless of their negative reputations, cliques allow students to express themselves and find acceptance within their individual peer groups. Having students wear uniforms may prevent students from forming peer relationships that are crucial to social development.

Friends, with this I would like to conclude my case. I repeat once again, most forcefully, that school uniforms must be banned.

AGAINST

In some countries like India, the U.K., Japan, Hong Kong, and several African countries, school uniforms are worn in almost every school. In other countries, like the United States, France and Germany, school uniforms are only worn in a few schools. However, in these countries, too, the general opinion is changing. Both France and Germany have recently considered bringing school uniforms back, and in the U.S.A. the percentage of public schools in which children wear a uniform has increased from 11.8 in 1999-2000 to 17.5 in 2007-2008. On the other hand, some schools in the U.K. have got rid of school uniforms. This trend shows the need for wearing school uniforms. Respected Chairperson, Members of the Jury and my dear friends, I, Shweta stand before you to oppose the motion "School Uniforms should be banned."

ANNEXURE

I strongly feel school uniforms should not be banned because in a country like India, where some people cannot afford many clothes, especially as trends change, it is better for students to wear a school uniform as they don't have to look for clothes to wear daily or worry about being teased because they don't have any fashionable clothes. Uniforms have taken away this pressure because everyone is wearing the same clothing. Friends, think of all economically challenged families who spend money on giving their child a good education. Do they really need their less fortunate children to be teased and bullied by the more fortunate ones in school for their clothes that reveal their parent's economic status?

Uniforms help to make all the students equal. Uniforms definitely shouldn't be abolished because they encourage discipline and make the wearer take pride in his/ her alma mater. The level of a student's academic achievement and their behaviour both in and out of school is reflected in their appearance. Pride in wearing the uniform of their school indicates a pride in their school as a whole, and shows that the individual is able to integrate and contribute to the whole social group. A study conducted in the United States of America by Gentile and Imberman found that test scores for elementary school students dramatically increased after uniform adoption. Scores somewhat increased for the higher grades too. The study went on to say that when students are wearing uniforms, they tend to behave better and disrupt the classroom less. Requiring uniforms also opens a venue for rewarding good behaviour. A teacher or the entire school can have a T-shirt day as a reward.

Uniforms potentially make schools safer. Unauthorized visitors are easy to spot. Gangs cannot instigate fights by wearing their gang colors or insignia. Thefts may decrease because students can no longer wear expensive clothing items.

Thus, I can safely conclude that there seem to be more benefits than drawbacks of the use of school uniforms. The evidence of less peer pressure, higher grades and more participation in extracurricular activities seem to outweigh any possible problems, like lack of individual choice of clothing that may arise. Schools should also address that when the students enter the adult world, they will need to look past the fact that not everyone will be dressed like them, and they will have to form a sense of community anyway.

E. WE ARE THE WORLD

E.2 Your teacher will now play the song, 'We are the World', sung by many famous singers of the west. Do you know why it is called 'We are the World'? Why was it recorded? What were the singers trying to do? Did they succeed? Listen to the song and check whether you have guessed right in E.1. Listen again until you are ready to sing along with it.

Play the song a number of times.

We are the world

There comes a time
When we heed a certain call
When the world comes together
As one
There are people dying
Oh, and it's time
To lend a hand to life
The greatest gift of all
We can't go on
Pretending day by day
That someone, somewhere
Will soon make a change
We are all a part of
God's great big family
And the truth you know
Love is all we need

We are the world
We are the people
We are the ones
To make a brighter day
So let's start giving
There's a choice we are making

ANNEXURE

We're saving our own lives
It's true we'll make a better day
Just you and me

We'll send them your heart
So they know that someone cares
And their lives will be stronger
And free
As God has shown us
By turning stone to bread
And so we all must
Lend a helping hand

We are the world.

We are down and out
And there seems no hope at all
But, if you just believe
There's no way we can fall
Oh yes, let's realise
That change can only come
When we stand together
As one
We are the world
we are the children
We are the ones who make a brighter day
So lets start giving
There's a choice we're making
We're saving our own lives
its true we'll make a brighter day
Just you and me

UNIT 7 : Sports and Games

B. IT'S SPORTS DAY

B.1 Sports Day at school is always great fun. Along with the excitement of the event, there is the added desire to know if your House has won the Sports Championship Cup!

The Teacher/ Student can read out the Sports Day commentary and fill in the House positions for each event. (1st, 2nd and 3rd) Then calculate the points to find out which House has won the Sports Championship Cup.

Students copy the scorecard into their notebooks. Play the tape (twice, if necessary) while students complete the positions for each event. When they have finished listening, they allocate points to positions, add the total points for each house, and discover the winning house.

Tape script

(Two announcers, A and B-one male, one female)

A. Ladies and gentlemen, we welcome you to the Annual Athletic Meet of Government Senior Secondary School, Danapur. Our Chief Guest today is Mr. Muhammed Tariq, an eminent sportsman of our town. Mr. Tariq is not only a keen sportsman himself, but is also a promoter of sports among school children.

First, a reminder about the events that have already been decided before today. The tally of points already decided is Nehru and Tagore Houses have 180 points each, Shivaji House has 170 points, and Raman House has 155 points.

B. (pause) We begin today's programme with an impressive march-past by the senior boys and girls. It's important, of course, for each House to do its best in the March Past, because there are bonus points for the winner. The four Houses are now marching past by the announcer's box, in their smart blue and white uniforms. The judges are going to find it extremely hard to decide the winner.

A. While we wait for the March Past decision, I can see the finalists for the boys 800m race getting ready. There goes the gun! All eyes are on Dakshya of Nehru

ANNEXURE

House, the school's star athlete. They're halfway now, and it looks ... it looks as if we could be in for a shock result. Dakshya is second with Martin of Raman House in the lead. What a surprise! They're now in the last 100m. Dakshya is making a supreme effort, and is now neck to neck with Martin. Only 20m to go, and ... yes ... Dakshya passes Martin right on the line. Dakshya wins, then, for Nehru House. Martin of Raman House is second, and the Tagore House runner is third. First Nehru House, second Raman, third Tagore. What an exciting race!

B: (pause) Meanwhile, the result of the March Past has just been announced. And the winner is Tagore House.

A: Well done, Tagore House, for winning the March Past. Didn't they look smart!

B: (pause) And now to the girls' 100m dash. I can see the runners at their starting positions. Is there another P. T. Usha among them, I wonder? There goes the gun! Monica of Nehru House is once again way ahead, and an easy winner. Second is Nazima of Raman House. And third is Christine of Shivaji House. The result of the girls' 100m, then - first Nehru House, second Raman, third Shivaji.

A: (pause) And over now to the boys' high jump, where the results have just been announced. Yes - great excitement here! In the boys' high jump, Murti of Raman House has broken the school record with a magnificent jump of 1.74m. Yes - a new school record in the boys' high jump, of 1.74m for Murti of Raman House. Second was Sandeep of Shivaji House, with Hemant of Nehru House third.

B: (pause) Well done Raman House for winning the boys' high jump! Shivaji House second, and Nehru House third, (pause) Another field result just in is the girls' javelin. Yes - an excellent result for Raman House. Deeksha is the winner, with a throw of 30m, with Sandra and Varsha (both of Tagore House) coming second and third.

A: A good result, then, for both houses. In the girls' javelin - Raman house first, with Tagore House second and Shivaji third.

ANNEXURE

- B: (pause) And the last field event has just finished, too. This is the boys' shot put. Here is perhaps the greatest shock of the whole afternoon, with little Arjun of Tagore House emerging as the surprise winner, with a wonderful put of 5m. Last year's champion, Abhas of Shivaji house, is a disappointed second 'strong man' of the school. The third place goes to Dinesh of Nehru House.
- A: The results of the boys' shot put again - first Tagore, second Shivaji, third Nehru, (pause) And now, the final event of the afternoon, the much-awaited 4 by 100m senior girls' relay. All four Houses are at the start line. There goes the gun!. Tagore House has raced into the lead. At the first change-over point it's a neck-to-neck competition between Tagore and Nehru. The next change-over point, and Nehru House is leading. Oh! Something's happened to the Tagore runner ... Yes, she's dropped the baton! What a tragedy! What a tragedy! The last change-over point now, and - yes - Nehru still in the lead with Raman and Shivaji very close behind, and catching up fast!. And at the tape it's ... Nehru! ... yes, Nehru House just held on to win, with Raman second and Shivaji third.
- B: What an exciting end to our Athletic Meet! The result of the girls' relay again - first Nehru house, second Raman, third Shivaji.
- A: Well, that's it, Ladies and Gentlemen! All the events have come to an end. I can see the judges adding up the points on the scoreboard. And the Champion House this year is ...



CENTRAL BOARD OF SECONDARY EDUCATION

'Shiksha Sadan', 17, Rouse Avenue, New Delhi-110002