

WORKBOOK ON
'SKILLS OF COMMUNICATIVE ENGLISH'
CLASS-X

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From the Director's Desk

I am extremely happy to know that a Work book on 'Skills of Communicative English for Class- X is being prepared by our institute. It is a very useful tool for learners as well as for teachers of Secondary Schools of Odisha. It has been a long felt need as the textbooks in question is carelessly prepared without keeping in mind the level and interest of our learners. Most of the texts selected and its activities are difficult, long and boring. This workbook includes the method and appropriate tasks for teaching the text. It will show a pathway to all those who are sincerely engaged in teaching English at Secondary level specially in Class-X. I hope that this workbook will bring a revolutionary change in textbook writing and method of teaching English. The book, if followed properly can help our low-proficient learners as well. It can also be used by learners as a resourceful, self-learning material. They can be able to perform the tasks step by step and in that way can help themselves. These materials have already been tried out successfully at several schools and at ELTI before its publication.

I extend my thanks to Dr. Manmatha Kundu and his team who have toiled very hard with much dedication to produce this workbook. I am also glad to inform them that Institute is taking necessary steps not to allow careless preparation of such English textbooks in future.

However, there is always scope for futher improvement. Suggestions are welcome in this regard.

Prof. (Dr.) Akhil Bihari Ota, IAS
Director, ELTI, Odisha, Bhubaneswar

CONTENTS

	Page
Part-1	
1. Introduction	1
2. Notes on Method	4
3. Steps to Work Book	5
Part -2	
Work Book	
4. All things Bright and Beautiful	13
5. School' s Goodbye	17
6. We are Seven	25
7. Letter to God	30
8. Village Song	36
9. Air Pollution - A Hidden Menace	40
10. Virtue	48
11. Kapil Dev	51
12. The Brook	60
13. Tryst with Destiny	66
14. Words likely to be Mispronounced	67

1. Introduction

Why this Work Book?

Workbooks are activity books based on the course books. Rich countries and schools used to have separate work book .Poor countries and schools cannot afford to have two books. Therefore, the workbook is built into the main course book. Our Govt. textbooks are based on this principle. In case of the Board, English Text Books for class IX and X, the work book is built into the main course book. Then why there are needs for separate work books on these two textbooks? The main reasons are, both the text books (Skills of Communicative English IX and X) are carelessly prepared without keeping in mind the level and interest of learners. Most of the texts selected are difficult, very long and boring. And the activities are equally inappropriate, difficult and boring. Both the textbooks are 2-3 years old. They will be on the course for another 3-4 years. As it is difficult to change the textbooks, good work books will provide some relief to our students and help them learn English in an interesting way. Stated below are some problems with these two textbooks supported by proof from the books. Let us talk about the text first.

1. Most of the texts (both prose and poems) are difficult and long. See for example ‘ The Beautiful Spots of Kulu Valley ‘ , ‘An Interview with the Last Moonwalker’, ‘The Character of Happy Life’ and ‘Alexander Selkirk’ from class IX and ‘Tryst with Destiny’, ‘Kapil Dev’, ‘Air Pollution-A Hidden Menace’, ‘The Brook ‘ etc from class X textbooks. Most of these texts were previously prescribed for Degree and + 2 Classes for our state.

2. The difficulties are further increased by not dividing the poems into stanzas. See for example, ‘The Character of a Happy Life’, ‘The Brook’ (Class IX). This greatly confuses both the teacher and the students. (Do the editors see the proof or the final draft or not?)

3. The texts, particularly the poems, are very old, inappropriate for young learners and have many old words, which are not in use these days. For example all the five poems prescribed for class IX were written in 17th and 18th century. Are there no poems of English written after that period? May be the reviewer, who is very old and had read those poems when he was a student and has undue fascination for those poems. This is also true of some prose pieces like ‘School’s Good-bye’(Class-X)

4. The editors have thrown to the wind the principles of grading the lessons from simple to difficult. While grading the lesson, we see the difficulty level of the texts based on such factors as language, style, sentence structure, theme, length etc. The books are found to have difficult texts in the beginning and simple ones towards the end, for example, in class X textbook; ‘Kapil Dev’ is a difficult text, which has 17 very long paragraphs. It is placed much before ‘School’s Goodbye’, which is of only one and half page coming at the end of the book. Similarly, while the third text a poem ‘We are Seven’ has seventeen stanzas running for four pages, the 9th text a poem, ‘Virtue’ has only four stanzas. The most difficult text ‘Tryst with Destiny’ is placed 4th. This is simply utter carelessness on the part of the editors.

Now let us talk about the workbook activities.

In case of some lessons, there is hardly any workbook activity. For example, 'The Character of Happy Life' and 'The Noble Nature'.

1. Inappropriate Lead-in.

In case of most of the lessons, the lead-in or introduction activities are not appropriate. One cannot design a lead-in without proper understanding of the text. For example, the editors introduced the lesson 'A Hero' telling about a real hero. But the text is about a hero by mistake. Therefore, the lead-in is misleading.

2. Difficult Questions.

Examples-

"What notable features of a simple child does the poet describe in the first stanza?" (We Are Seven)

"What does the poet think of all the things?" (All Things Bright and Beautiful)

"Which curiosities will be resolved going to Mars?" (An Interview with the Last Moonwalker)

"How are the worldly pleasures compared with the pleasures of the fairy land?" (Village Song)

3. Difficult Task

Examples:

"Write a citation to be read out on the occasion of the award giving ceremony". (A Hero)

"Compose a poem of 6-8 lines on something inanimate such as a hill, a dress, a paperweight or a lamp, a book or a pen." (The Brook)

Can the editors do these tasks themselves? We challenge. And they expect class IX and X students to do this!

4. No introduction for the book

Surprisingly both the textbooks have no introduction except one page 'Preface' for each. Nowhere textbook is written without long introduction. The introduction usually states the principles on which the textbooks are written, what methods are to be followed in handling the lessons. Sometimes the editors of textbooks also write something for the students. But unfortunately the editors are very silent about all these. Probably they themselves do not know on which principles the textbooks are written and what methods are to be used to teach the texts. They have failed to visualize how these lessons are to be transacted in the classroom, which is why, they have not provided paragraph numbers in the texts and have not written any introduction to the textbooks.

The title is also misleading. How can communication skills be developed through this difficult, inappropriate, boring, ill-prepared textbooks?

Fallouts of Bad Textbooks

These bad textbooks cause lot of problems. They help proliferate bazaar notes, tuition teaching shops. Worst of all, these difficult textbooks force teachers to take recourse to reading aloud a paragraph then explaining in Odia. Students are not able to read and comprehend. Thus the very

purpose of teaching English gets foiled. Students never read and, therefore, they do not develop language skills. It seems the editors have connived with the publishers of bazaar notes. This ill-prepared textbooks will also increase the gaps between the rich and the poor people who will not be able to provide tuition to their wards.

Features of the Work Book

i. The workbook is to be used with the textbook. The workbook has no texts, only activities. Therefore, the students are required to bring the textbook with them.

ii. The text should be taught following a learner-centred approach. The teacher will not read aloud and explain. The students will silently read and answer the questions.

iii. The Work Book tasks are designed in such a way that doing these tasks will not only help learners develop their English language skills but also help them do well in writing an essay, letter , summary , making a draft and in helping them answer questions from unseen passages. There is no need to prepare them for multiple choice questions(MCQ). This they can do automatically if they understand the lessons and develop language skills.

iii. The Work Book starts with some steps. These steps will help students to read and comprehend the text and do the post-reading activities.

For Teachers

i. Most of the teachers have also problems with their own English. We, therefore, have to teach and learn at the same time. We have to be two-in-one, teacher and student. The best thing, therefore, will be to read the texts and do the post-reading activities ourselves first before we teach and ask students to do the tasks.

ii. Never read aloud and explain as you used to do before. This old and universally used method of teaching has ruined our education. Please do not do this while teaching the text and helping your learners work out the activities of the Work Book.

Follow the steps suggested.

- I. Introduce the lesson.
- II. Ask students to read silently of a lesson.
- III. Ask questions. Allow your students to open their text while answering questions. Provide them clues where necessary.
- IV. Allow your students to do the activities on their own .Help them where necessary.
- V. Correct their scripts and provide feedback. This can be done in the class itself.
- VI. Take your learners into confidence. Tell them how doing the activities will help them learn English and also answer the non-textual questions in the examinations.
- VII. If the work book is not available, use some of the activities as BB Texts.

2. Notes on Methods

1. Brainstorming

Brain is the centre of learning. No learning can take place without brain. But unfortunately our current teaching /learning system bypasses the brain. Students mug up without understanding. They vomit in the examination What they mug up. Our education, therefore, does not touch or tickle our learners' brain. We, therefore, call our education by-pass education. To reverse this trend, we have to frequently use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like – storm, umbrella, flood, mud— —etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. But unfortunately, we never use BS to help our learners to learn. If we have not done this before, let's make this a part of our present teaching.

2. VMDT (Visual Memory Development Technique)

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT.

Ask students, after they read the text, to take a photograph of the text with their eye-cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right , middle of the text). The students can also be trained to use this method on their own. They read a paragraph , take a mental photograph of the paragraph in their eye-cameras. Next they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. This they can keep on doing till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method, over a period of time, helps learners remember things better. Please try and see.

3. Mental Talk

This is a very good method for learning language, particularly a second language like English. Language is a very complex matter. How humans pick up language so quickly, particularly the small ones doing so at home. Surprises many earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we

mentally talk. This mental talk helps us master a language which is so complex. But normally we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop— — — —) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning English becomes easy on their part. This has two benefits. One, in our context, there is little scope to speak in English, which is why, we fail to learn English; Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong. Our students can be encouraged to mentally talk in English. We can tell them to mentally repeat lines from a poem they have read or a dialogue they have practiced, to start with.

4. CHAIN-DRILL

Chain-drill is an utterance – a word, a phrase or a sentence, a line from a text or the title of a story – which the learners of a class repeat one after another in a serial order, usually at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example, "I'm _____. I am from _____. What about you? Chain-drill has the advantage of making everyone in a class speak something. Apparently, chain-drills seem boring but in reality it is interesting. When used, many think it is waste of time for many as one has to wait too long to get his/ her chance. But during this time the person waiting for his/ her turn, in fact, keeps on mentally repeating what s/he plans to say when his/her turn comes. It is, therefore, not a waste of time as mental repetition helps one learn language.

3. Steps to Work Book

1. Writing and Reading a Para

Why do writers divide their long pieces of writing into paragraphs?

For easy writing and easy reading.

How does one para differ from another para?

Each para has a special thing to say – a topic, theme or subject which is part of a longer subject or text. The different paras of a text deal with different small topics about the big topic – the text – in an orderly and systematic way. There is an order how these paras come one after another in the text. Their places cannot be exchanged.

Like the paras in a text, the sentences in a para are also ordered in a systematic way. Their places cannot be exchanged in a para. In most of the paras, the topic of the para is found in a word, in a phrase or in a sentence of the Para. The topic is followed by supporting details.

A good reader is one who writes his/her para in a systematic way. The success of a writer depends on writing good paras. Similarly a good reader is one who quickly locates the topic of the

para found in topic word, phrase or sentence. Next the reader locates the supporting details.

Reading, or more specifically interactive reading, is one kind of communication through interaction. The writer and the reader communicate or interact through the written text. When the reader communicates with the writer, unlike the face-to-face communication, the writer is not present. That is a big problem. How can we communicate with one who is absent? But, understood properly, this is not a problem because the writer is present in his / her writing. S/he leaves enough clues in his/her writing what s/he says and even his/her attitude, intention and feeling. A good reader is one who finds these clues in the text.

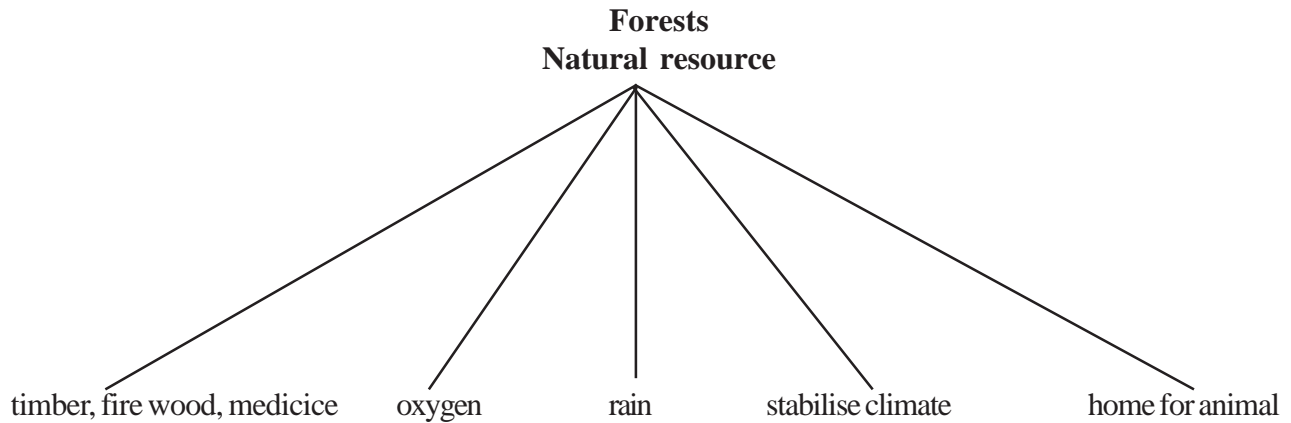
Let us understand what we said so far with the example of a Para. Read the para first.

Forests are our most important natural resource. They provide us with timber, firewood, resins, medicines, wood pulp for making paper, etc. Forests are the main source of life-sustaining oxygen in the atmosphere. They bring rain and at the same time prevent floods. They stabilize climatic conditions including atmospheric temperature. Forests are natural homes of the immense variety of large and small animals.

The writer has written the para in a systematic way. In which sentence is the topic of the para? How many supporting details are there in the para?

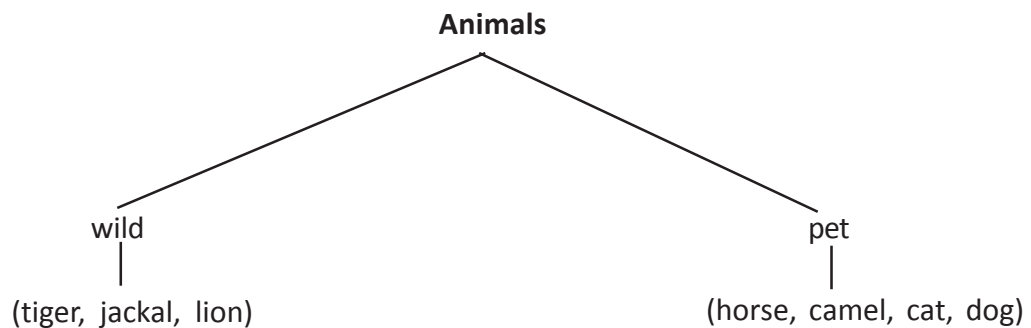
The first five sentence is usually the topic sentence. Each subsequent sentence provides one supporting details. The sentences that follow provide 5 kinds of supporting details for the main topic stated in the first sentence. As a reader we have to quickly locate the main topic /theme/ subject of the para and the supporting details. S/he who can do this is an efficient reader.

What do we communicate through language? We mostly communicate information and also our attitude, intention and feeling. To understand a para or a text we have to understand how the information is arranged by the writer in the text s/he has written. Let us see how the information in para is arranged. We can see this better by transferring the information into a diagram.



The information in another para may be arranged in different way. See for example the following small para.

Animals are of two types - wild and pet. Tiger, Jackals, lion are wild animals. Horse, camel, cat, dog are pet animals.”



Our job as teacher is to help our learners to locate the main theme, supporting details in a para and how information is arranged in a para / text.

The textbook writers’ job is to select interesting writings, edit them and provide activities to help both the teacher and the learners. But unfortunately they have not done this which is why this work book and the orientation for our teachers on how to teach a bad textbook through this carefully prepared learner-friendly Work Book. What a great waste of energy, time and money!

2. A Lesson

Provided below is a lesson which will serve as a step for this Work Book. The lesson is meant for lower class may be class VI or VII. But if students do this mostly on their own with little help from your teacher, they will get training to tackle difficult texts prescribed for them and do and enjoy the tasks in the Work Book. Teachers are to help students study their lesson before they help them do Work Book activities

II. How Does Glass Break?

PRE-READING

Introduction : What happens when you put cold water into a hot glass or hot water into a cold glass? It breaks.

What will happen if the glass is very thin?

Will it break? Let's read the lesson and see what happens.

WHILE-READING

PART - I

1. What happens when you put cold water into a hot glass?

It breaks: what happens when you put hot water into a cold glass? It breaks.

2. Now take a very thin glass when it is cold. What will happen when you put hot water into it? It will not break. Take the same glass when it is hot. What will happen when you put cold water into it? It will not break. Did you know it before?

3. Scientists use tubes made of very thin glass. They are called test tubes. You can put them on the fire. You can boil water in them – they do not break.

PART - II

4. Think of two glasses – one thick, one thin. Put boiling water into them. Which one breaks? The thick one! Let us see why.

5. Put hot water into the thick glass. The inside of the glass grows hot. It expands – that is, it grows bigger. The outside is not yet hot, so it stays the same size. What happens? The inside is bigger than the outside – so the glass breaks!

6. When you put cold water into a hot glass, the inside becomes smaller (it shrinks) and the outside stays the same. So again, it breaks!

7. But take a thin glass. Put hot water in it. What happens? The outside and inside expand at the same time. So the glass does not break.

Steps :

i) Your teacher introduces the lesson to you.

ii) The lesson is divided into two parts. Let's read and understand the lesson part by part.

Vocabulary

Test tube : through picture in the book

Expand

Shrink : through gesture and action.

(Part-1 para 1-3)

You read the part silently. Your teacher then asks you the following questions:
Answer the questions orally. Do not write them now.

1. What happens when you put cold water into a hot glass? (P-1)

2. What will happen when you put hot water into a thin glass? (p-2)

3. What will happen when you put cold water into a hot and thin glass? (p-2)

2. What are the test tubes made of? (p-3)

3. Who use them? (P-3)

4. Do test tubes break when put in the fire? (p-3)

Part-II (Para-4-7)

5. What is the 4th para about ?

- a) Thin glass
- b) Thick glass
- c) Both thin and thick glass

6. What is the 5th para about – a thick or a thin glass?

7. When you put hot water in to a thick glass, why does it break? (p-5)

8. What is the 6th para about, a thick or a thin glass?

9. What is the 7th para about, a thin or a thick glass?

10. When you put hot water into a thin glass, why doesn't it break?

POST - READING

LET'S DO THE FOLLOWING ACTIVITIES :

i) Match the paras in column **A** with their meanings in column **B**. Join them with lines. The first one is done for you. You can consult your lesson while doing the task.

A

B

Paras

Meanings

1.

a. Thick and thin glasses

2.

b. Thick glass, hot water

3.

c. Thick glass, both hot and cold water

4.

d. Thin glass, test tube

5.

e. Thin glass does not break

6.

f. Thick glass, cold water

7.

g. Why doesn't thin glass break?

ii) Match the statements in column **A** with the results in column **B**. Join them with lines.

A		B	
Statements		Results	
1.	Put hot water in a thick glass	a.	does not break
2.	Cold water in a thin hot glass	b.	breaks
3.	Hot water in a thin glass	c.	breaks
4.	Cold water in a thick hot glass	d.	does not break

iii) Match the words in **A** with their opposite words in **B**. Join them with the lines.

A	B
hot	thin
thick	cold
expand	bigger
smaller	shrink
inside	outside

iv) Here is a **cross – word puzzle** for you. You need five words to solve this puzzle.

Use the clues to solve the puzzle.

/	1	2	/
3			5
4			/
		/	/
	/	/	/

Clues

DOWN

1. opposite of thick
2. opposite of small
4. opposite of cold
5. opposite of hot

CROSS

3. opposite of thin

v) Can you write a paragraph on how to prepare tea? Given below are six steps on how to prepare tea. But the steps are not in order. If you can just put them in order, you get the paragraph.

- a) Boil it for two minutes.
- b) Pour the tea through a strainer into the cups.
- c) Put one and half spoons of tea leaves.
- d) Light stove.
- e) Put three cups of water, one cup of milk and three spoons of sugar in the kettle.
- f) Put the kettle on the stove.

There is likely to be different opinions in arranging d, e, and f. Allow variations. You can also argue and give reasons. For example, which is better? First light the stove and then put the kettle on it or first put the kettle and light the stove.

vi) Write answers to the questions (provided in while - reading stage) in the space provided.

Part-2

WORK BOOK

Lesson -1

ALL THINGS BRIGHT AND BEAUTIFUL

Teachers' Note

This is a simple poem which suits the level of the learner. This simple poem serves a big contrast to difficult prose pieces like 'Kapil Dev' and "Tryst with Destiny", which suit the level of BA and MA students. One fails to understand how it is possible to put these contrasting writings in the same anthology. The introduction to the poem (lead-in) is not suitable. The post reading activities are not good. You can introduce the lesson by writing the title on the blackboard and then asking students to list things or say things which are bright and beautiful. Then you can ask who has made these bright and beautiful things. Let's read the poem to see.

Before they read, ask the students to number the stanzas.

For students

* Your teacher will read aloud the poem (after introducing); you will listen to him not opening your book.

* Your teacher will read aloud the poem second time, this time you will open your book, listen to him and at the same time see the poem.

* Now read the poem silently. (Before you read silently, number the stanzas.)

* Read again stanza 1 and answer the questions.

1. For what things the adjectives (like 'small', 'beautiful') are used ?

2. What are the adjectives used for 'creatures'?

3. Who made all the things and creatures?

* Read stanzas 2 and 3 answer the questions.

1. Who made the flowers and the birds?

2. What is the adjective used for both flower and bird?

3. 'Their' in line 3 stands for.....? And in line 4.....

4. Are the birds and the flowers colourful? Which line of the stanza tells you so?

5. Who has made the tiny wings of the birds?

6. How are the objects of stanza 3 different from stanza 2?

7. What does the poet talk about in stanza 3 ?
8. See the meaning of 'purple-headed' in the glossing.
9. Why does the head of the mountain look purple?
10. What brightens up the sky?

* Read stanza 4 and 5 and answer the questions.

1. What does the poet talk about in stanza 4?
2. What does he talk about in stanza 5?
3. How is summer sun? Summer in our country is very hot. Which country does then the poet talk about? Why?

4. Where is the ripe fruit?
5. Where are the tall trees?
6. What do you mean by 'wood'?
7. See the meanings of 'meadows' and 'rushes' in the glossing.
8. What does 'we' refer to?

* Read the last stanza and answer the questions.

- i. Who gave us eyes and lips?
- ii. Why has God given us eyes?
- iii. Why has God given us lips?

POST-READING

1. Do VMDT. Take photo of the poem in your eye-camera. Close your eyes, then place your index finger on 'flower' 'bird' (open eyes and see), on 'summer..... Also closing the book say in which stanza the poet talks about 'trees in forest'

2. Chorus Reading.

a) Your teacher reads aloud one line, you all repeat after him/her. Read aloud all the lines in this way.

b) Your teacher reads aloud stanza 1, you all stanza 2,. Read aloud the entire stanzas alternatively. Reverse the way, you read aloud stanza 1, your teacher stanza 2.

c) Divide yourselves into two groups. Read aloud the poem the same way.

3. Make a list of the things from the poem which are big and which are small?

BIG: mountain,

SMALL: flower,

4. First match the adjectives with the nouns and then write for each a sentence

- | | | | |
|------------------|----------|----|-------------------|
| a) tiny | trees | a) | The bird is tiny. |
| b) green | wind | b) | _____ |
| c) tall | mountain | c) | _____ |
| d) cold | sun | d) | _____ |
| e) pleasant | bird | e) | _____ |
| f) purple-headed | wood | f) | _____ |

5. Most of the stanzas of the poem describe beautiful scenes. Given below are the descriptions of these scenes. You have to read them and put inside the box- the stanza number.

- Cold wind is blowing. The summer sun is very pleasant. Ripe fruits are hanging on the trees in the garden.
- The green forest is full of tall trees. Children are playing on the open grassland. Some children are collecting water plants from long stretch of water.
- There are little colourful flowers. Small birds with very small wings are singing.
- The top of the mountain at distance looks purple because of sun set. The sky is brightened up by the rays of the Sun. The river is flowing by the side of the mountain.

6. Poets and painters are similar. Poets create pictures in words, painters in colours. The beautiful pictures described in the poem can be transferred to painting. Read carefully stanza 2,3,4,5, and find out 'one' line which cannot be painted. Write this line here. _____

7. Provided below are lines of 1st and 2nd stanzas. But the lines are not in order. Write them in order in the space provided without looking at the book.

- i) The Lord God made them all
All creatures great and small
All things bright and beautiful
All things wise and wonderful
-

ii) How great is God Almighty
And lips we might tell
Who has made all things well
He gave us eyes to see them

8. Based on the poem you have read, write a stanza using the tips provided.

God made big sea.

Small bee

Sample line, God made big sea. The 2nd line should rhyme with fourth line.

Lesson - 2

School's Goodbye

Notes for the Teacher

This text is too didactic – full of hard advice and morals. These days students are allergic to such advice and morals. They will, therefore, not enjoy the lesson. The text has also words and concepts difficult for young learners. Compared to other texts which run for 5-6 pages, this text is of only one and half pages. It should have come earlier. But probably because of the theme, they have placed it at the end. Many difficult words have not been glossed , for example – ‘idling’

PRE-READING

The pre-reading activity is inappropriate and difficult. Therefore, introduce the lesson in the following way: BS on the title. “What happens on this occasion? A meeting? Who speaks in the meeting? Who are the audience? What will be the content of these speech of the Headmaster and teachers who will talk to the final year students leaving school? Let’s read the lesson to know who speaks to whom and on what subject”.

This text does not lend itself to be divided into SGPs. Therefore, treat each para as an SGP. Ask students to number the paras. Treat first 3 paras as one. The line “make provision for hard times” can be treated as part of the previous para. Thus, there are six paras. Each para is to be read silently by students followed by questions by teacher. See also the questions provided in the book.

WHILE- READING

For Students

I Read silently para 1 and answer these questions

1. Who are ‘we’ and who are ‘you’ in this para?

2. What is the most important advice given to the students in this para? (continue your education).

* Read silently p.2 and answer

1. What is the most important advice given in this para? (1st line - choosing a profession)

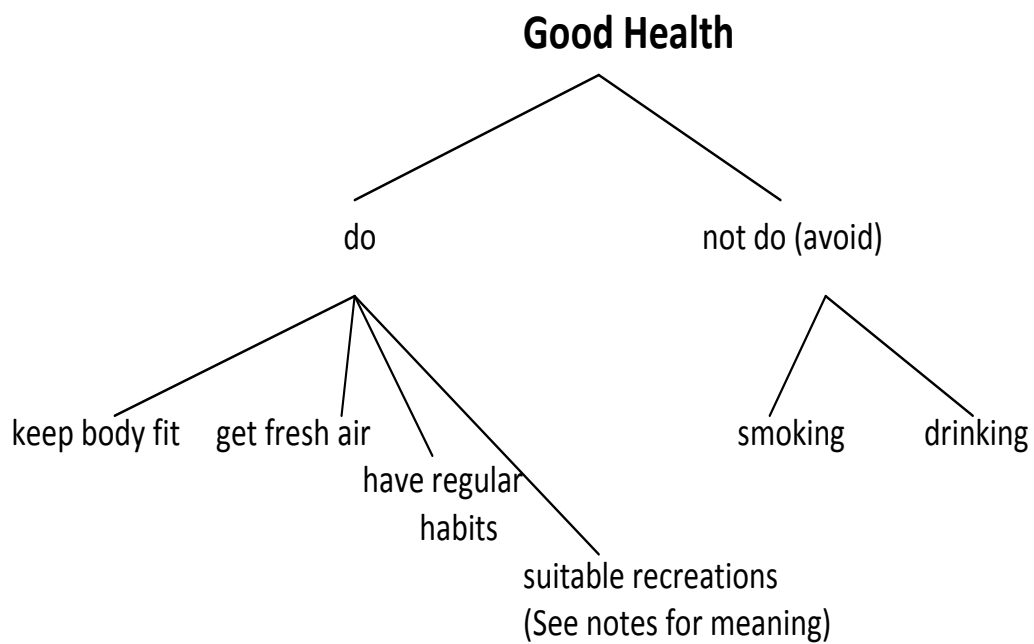
2. What kind of profession one should choose? The important words in a para for this are ‘interesting’, ‘happy’, ‘liking’. One should choose a job one likes, enjoys and which is interesting.

* **Read p. 3**

1. What is the subject/theme of this para ?

(1st sentence, last word).

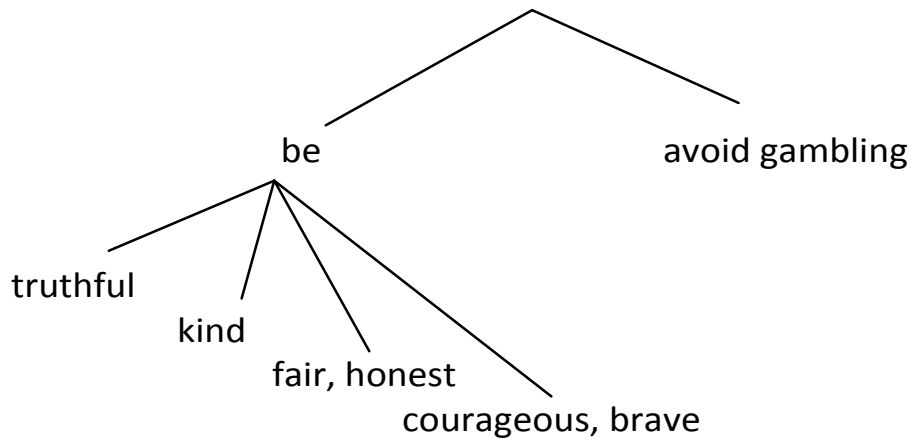
2. What you should do and what you should not do to be healthy? Make a note from the para to answer this question.



*** Read P.4**

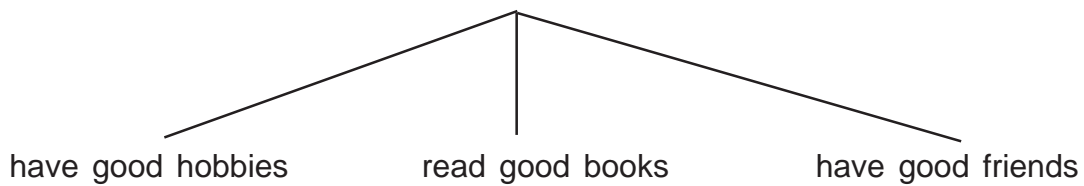
1. What is the most important word in this para ? (1st sentence – the word begins with 'ch_____')
2. What should one do to have a good character ?

Good character



Read P.5

1. What is the most important word (which tells the theme) in this para ? (leisure hours)
2. How one should spend one's leisure hours ?



* Read the last para

1. Does this para have a theme of its own, or a conclusion putting together themes of previous paras? Note the themes.

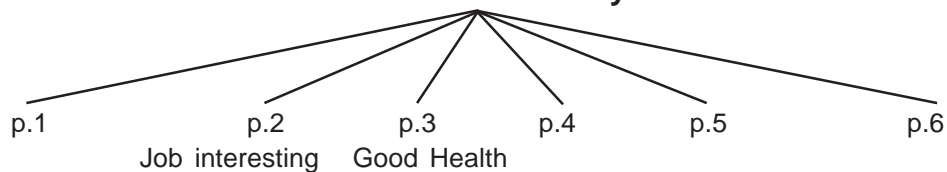
Good citizen



POST-READING

1. Do VMDT: Take a photograph of the lesson. Then close your eyes and answer how many paras are there in this topic? Which para is about character? Which para is about health.....
2. Make notes for the lesson in your note book.

School's Goodbye



3. See the example and write accordingly. Headmaster said, 'You choose good jobs'.

The Headmaster advised us to choose good jobs.

Father said, 'Keep your body fit'.

The English teacher said, 'Read good books _____ us to

_____ '.

The school president said, 'Have good character first! '

_____ us to _____ .

4. Write paras based on the notes on Para 3, 4 and 5. Write one para for each note. Some helps are provided.

Para 3.

Headmaster advised us to have good health. To have good health we should

We should have suitable recreations. We should avoid

P.4. The English teacher asked us to have good character. To have good character, we should be

_____ We should avoid.

_____ .

P.5. To spend our leisure time we should

5. Write a letter to your friend on your school farewell day. Use what you have done so far to write this letter. Some helps are given.

Dear _____

I got _____ on _____. You have asked me to write about

my _____. We had it on _____. It was really a very

_____ day for us. Our teachers gave us a lot of _____. Our Headmaster

_____ our Headmaster also told us

_____. Our English

Our School President

_____ .

Now I will get a lot of leisure. To spend _____

_____ .

What about you? What books you _____.

Write me back. With love.

Yours loving friend

6. Read the following para and answer the questions that follow. This will help you answer questions from unseen passages in your exam.

“William Shakespeare is a great playwright. He wrote many plays. One of them is Hamlet: Polonius is a character in ‘Hamlet’. Polonius’s son was Laertes. Laertes was going to study in France. At the time of giving farewell to his son, Polonius gave him a lot of advice. He asked him to hear more but speak less. He told him not to quarrel with anybody. He asked his son to have good friends. Finally, he advised his son not to borrow from or lend money to his friends. If he would lend money to his friends, they would not repay the money. As a result he would lose both his money and his friend.

1. Who is Shakespeare?

2. What play did he write?

3. Who is Polonius?

4. Who is Laertes?

5. Where was Laertes going?

6. Why was he going to France?

7. What was the first advice of Polonius to his son?

8. What was his second advice to his son?

9. What was his third advice to his son?

10. What was his last advice to his son?

11. What will happen if one lends money to one's friend ?

Lesson-3

WE ARE SEVEN

Teachers' Note

This is a simple but very lengthy poem which has 17 stanzas. This very long poem is placed in the 3rd place. But in the ninth place, there is poem 'Virtue' which has only four stanzas. The ordering defies logic as if the editors have lost their sense in selecting and ordering the lessons. Even an illiterate daily labourer will have the sense not to place a 17 -stanza poem in the 3rd place and a 4-stanza poem at the ninth place.

Introduction is not appropriate. The activities are not good and appropriate. Introduce the poem in the following way and ask the students to do the activities provided.

PRE-READING

It is difficult to find a pre-reading activity for the poem. However, you can tell the students.....
"Children and elderly people have different attitude to life, attitude to love, marriage, divorce, friendship, and even to death. If someone dies and buried, children think they are alive. They can come back and live again. We will now read a poem to see 'death' from the point of view of an elderly person. Ask students to number the stanzas. Tell them to read the first stanza last.

WHILE-READING

Steps for teaching poems

1. Your teacher, after introducing the poem, reads aloud the poem; you will only listen closing your books. Try to understand as much as you can about the poem from listening.
2. Your teacher reads aloud the poem for the second time. This time you open your book, listen to your teacher and also see the poem.

* Read silently stanza 2 and 3 and answer the questions:

1. Who did the poet meet?
2. How old was the girl?
3. How was her hair?
4. How was she dressed?
5. How were her eyes?

* Read silently stanzas 4-9 and answer the questions:

1. What did the poet ask the girl?
2. What was her reply?
3. What was the poet's next question to her?
4. What did she reply?
5. 'Two of us in churchyard lie'. Are they alive or dead?
6. Who lived in the cottage near the churchyard?
7. Why did the poet fail to understand her? (According to the poet, they were five not seven as two of them are already dead.)

* Read stanza 10-15 silently and answer the questions.

1. How far is the grave of two from their cottage?
2. What does the girl do near the grave?
3. What does she do there after the sun-set?
4. Who died first?
5. Who died next?

* Read stanza 16,17 and 1 and answer the questions.

- i. According to the poet where were the two who died?
- ii. Was the girl willing to believe what the poet said?
- iii. 'It was throwing words away'- what does this mean? Choose the right answer.
 - a) It was no use telling the girl that her brother and sister were dead.
 - b) Telling this again would help her understand that they were dead.
- iv. What does 'What should it know about death' mean?
 - a) A child should know about death.
 - b) A child should not know about death.
- v. Is the poet successful in convincing the girl that her brother and sister who lie in churchyard are dead?

Justify your answer – If 'yes', why yes? if 'no' why 'no' ?

POST-READING

1. Do VMDT. Take a photograph of the poem – 4 pages in your eye-camera. In which stanza – the poet met a girl, says ‘A child should not know about death’. – In which page the girl talks about what she does at the churchyard – point the stanza with your index finger with closed eyes. Do the same on stanzas in which the poet gives a description of the girl.

2. Chain-drill – Roll the lines ‘A simple child what should it know of death’, from the first to the last student in the class.

3. Stated below are summaries of some stanzas. Consult and reread the poem and write stanza number against each summary.

- The girl knits her stocking and handkerchief at the churchyard and sings a song to her brother and sister who lie in the churchyard.
- Jane lay in her bed crying in pain. God took her away. She was first to die.
- The poet met a little girl. She was eight years old. Her hair was thick and curly.
- After sunset the girl sat on the churchyard and ate her supper.
- It was winter. The ground was white with snow. The girl neither could run nor glide. At this time her brother John died and he lay with her sister Jane in the churchyard.
- A simple child is very active. Her hands and legs are always busy in activities. She should not think of death. No one should tell her about death.

4. Who said what ? Join the statement with the person who said it.

The Poet

The Girl

1. The first that dies was sister Jane
2. ‘How many are you, then?’
3. ‘O master! We are seven’
4. “And where are they? I pray you tell”.
5. “Her beauty made me glad”.
6. “Sweet maid, how this may be”.
7. “How many? Seven in all”.
8. “My stockings there, I often knit”.

ii) The statements are in direct form – written as directly spoken by the speaker. After joining the statements with the speaker, rewrite them in reported form. See the examples provided and do the task.

i) The girl told the poet that the first that died was sister Jane.

ii) The poet asked the girl how many they were then.

iii) _____

iv) _____

v) _____

vi) _____

vii) _____

5. Practise the dialogue. Your teacher will help you. The dialogue is based on the information found in the poem.

Poet: Sweet girl, where do you live?

Girl: In the cottage near the churchyard.

Poet: How old are you?

Girl: I'm eight years old.

Poet: How many brothers and sisters do you have?

Girl: We are seven.

Poet: All of you live in the cottage?

Girl: Two are buried in the churchyard.

Poet: Then you are 5, not 7

Girl: No, we're seven.

6. Write the summary of the poem. The main points are given in words and phrases. Develop one point into a sentence and write as many full sentences on these points. Write in reported form.

Poet meeting a girl; eight year old with thick hair; how old?; eight year old; two in Conway; two gone to sea, two buried in churchyard' I with mother; then five not seven; first died Jane; then John; then you five; No, we seven; no use telling a child about death.

The poet met a girl. The girl was_____. The poet asked how old she was. The girl replied_____. The poet asked where her brothers were living. The_____ two of them_____. Two_____ and two were_____. She lived_____. The poet said then they were_____. First_____, then_____. The poet again said_____. The girl again said that_____. The poet finally said it was_____.

Lesson-4

A Letter to God

Teachers' Note

It is a good story. Students will like it. But the introduction is not appropriate. Why students should be asked "Have you ever written a letter to God"? Paragraphs are not numbered. Post-reading tasks are difficult and inappropriate except one or two. First, ask all students to give paragraph numbers. Paras 1, 2, 3 and to combine P. 4 and 5- to make paragraph 4. From that night ... dim hunger' should be numbered as P-5.

Let then number next Para-6-. Page-2 first two paragraphs should be combined to make Para 7. Next one P. 8 combines with next two paragraphs to make Para-9. Next two paragraphs should be combined to form P. 10. Last Para (Page-11) is Para 11. So there are all total 11 Paragraphs.

For the Students

PRE READING

"See the title. Is it possible to write a letter to God? If someone writes a letter to God, will He reply? Read the text how an interesting story is written on this subject.

WHILE READING

* Read P.1 and 2 silently and answer these questions.

1. Where was the house?
2. Whose house was it?
3. What could one see from the top?
4. Who were there in the house?
5. What were the older boys doing?
6. What were the younger ones doing?
7. What did Lencho expect?

I Read P.3-5 silently and answer these questions.

1. What came with the strong wind?
2. How long did it rain?
3. What did the rain destroy?
4. They would go hungry. Who, according to Lencho, would help them?

I Read Para 6 & 7 and answer the questions.

1. When did he write a letter to God?
2. How much money did he ask God to send?

3. Where did he drop the letter?

* Read Para 8 and 9 and answer the questions.

1. Who gave Lencho's letter to the postmaster?

2. First the postmaster laughed. But next he became serious. Why? – (He couldnot believe that a man can have so much faith in God.)

3. What did the postmaster do?

4. How much money did he send with the letter?

5. How did he manage to get the money?

* Read paras 10 and 11 and answer the questions.

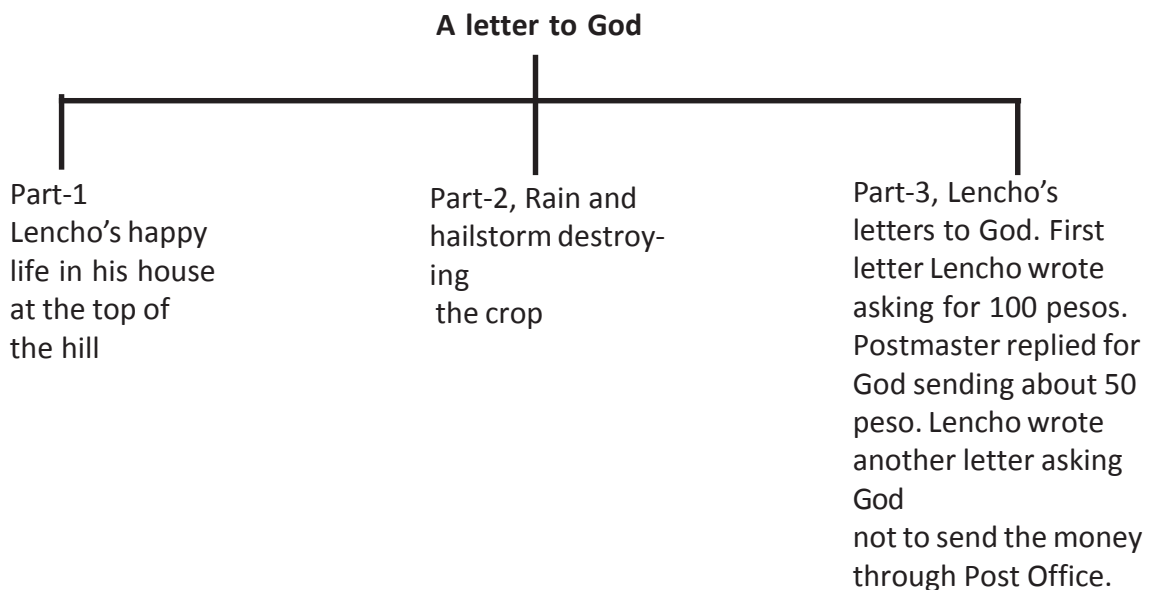
1. Why was Lencho not surprised to get a letter from God?

2. Why was he angry?

3. Why did he write the second letter to God?

4. What did he advise God to do when God would reply to his letter?

Let's sum up the lesson. The lesson can be divided into three parts. Part 1 is about Lencho's happy life in his house. Part 2 is about the heavy rain with hailstorm which destroyed the crop. Part 3 is about Lencho's letters to God.



* Let's do VMDT

Take the photograph of the text through your eye-camera.

Close your eyes, then place your index finger on the para describing Lencho's house, on the part the postmaster writes a letter, on the part where there was rain and hailstorm, on Lencho's second letter.....

POST – READING

1. Given below are some statements which are not in order. Arrange them as they come in the lesson.
 - i) Lencho was angry thinking the post office employees had taken half of the money sent by God.
 - ii) Heavy rain and hailstorm destroyed Lencho's crop.
 - iii) The Post man read the letter and gave it to the postmaster.
 - iv) Lencho wrote another letter to God asking him not to send the money through post office.
 - v) The Post master sent a reply on behalf of God to Lencho with little more than 50 pesos.
 - vi) Lencho lived in his house at the top of the hill.
 - vii) Lencho sent a letter to God asking him to send him 100 pesos.
 - viii) Lencho hoped only God could help him get food.

i) _____

ii) _____

iii) _____

iv) _____

v) _____

vi) _____

vii) _____

viii) _____

2. Have this dialogue : teacher vs. students, students vs. students.

Student: Oh God! Are you there?

God: Oh yes, very much.

Student: Why don't you then help me?

God: What help?

Student: Write my answers in the exam.

God: I only help those who help themselves.

(Do chain drill with "I only.....")

3. Given below are some sentences about Lencho and the postmaster. Fill in the blanks with right subject.

i) _____ is a fat man.

ii) _____ lives at the top of the hill

iii) _____ is a kind and friendly person.

iv) _____ is very much willing to help other.

v) _____ has great faith in God.

vi) _____ works hard in the field but knew how to write.

Next write these sentences under two heads.

Lencho

POST MAN

4. Guess what the postmaster will think after reading Lencho's second letter to God. Will he write a letter to make things very clear to Lencho? Here is a letter which the postman writes to Lencho. Fill in the blanks in the letter.

Dear_

I wrote the letter to you, not_____. I also_____

not God. It is good to have faith in God. But God does _____ like us to have too much faith in Him and depend too much_____. I hope you will understand me Lencho.

All the best.

Yours

5. Read the story given below and answer the questions that follow. Answering these questions will help you answer question from unseen passage.

Once there was an old Brahmin. He used to live on begging. One day no one gave him anything. He was very, very hungry. He, therefore, went to a pond, made his fingers a cup and took cups after cups of water. Each time he says I'm taking sweet rice pudding..... Goddess Lakshmi took pity on him. She sent to him, floating on water a pot full of good food. The Brahmin opened the lid and ate to his hearts content. He took home half for his wife. His wife too had a good share

of the sweet food.

From that day the Brahmin did not go for begging. He repeated what he did at the pond. Lakshmi sent him food. The Brahmin became lazy. Lakshmi got angry. She sent one day blows and kicks in place of food. When the Brahmin opened the lid, he got enough of blows and kicks, but he had sense enough to close the lid. Then he thought, I'll take this home. Let my wife also have a good share of these blows and kicks.

1. What is the story about?

2. How did he manage to live?

3. Who took pity on him?

4. What did she send her?

5. Why was she angry?

6. What did she send him next?

7. Why did the Brahmin take the pot home?

8. Will his wife also get some blows and kicks?

Lesson-5

Village Song

Teachers' Note

The poem suits the level of learners. But the activities are inappropriate or even useless. There are questions which the editors themselves cannot answer. For example, 'How are the worldly pleasures compared with the pleasures of the fairy land'? Tasks are equally difficult – 'Now prepare a note on the atmosphere of fairy land as described in the poem.' The note given in the poem cannot be understood even by MA students. Students are asked to work in groups on subjects and activities, which are not suitable for group work. Thus, the activities are very carelessly designed.

PRE-READING

Introduce the poem as follows: 'A mother wants her daughter to marry and live a happy worldly life. But the daughter does not want to get herself tied to the worldly life. She wants to live a free life on the lap of nature. Mother gives strong reasons in favour of a happy married worldly life. The daughter gives equally strong reasons for a free life away from the worldly worries. The way the mother and daughter argue is very very interesting. Let's read the poem and enjoy their friendly conversation.'

WHILE-READING

For students

*Your teacher will read aloud the poem (after introducing); you will listen to him not opening your book.

* Your teacher will read aloud the poem second time, this time you will open your book, listen to him and at the same time see the poem.

* Now read the poem silently. (Before you read silently number the stanzas.)

1. How many stanzas are there?
2. In which stanza the daughter speaks?
3. In which stanza the mother speaks?
4. Who is asking questions and who is answering them?

* Read the first stanza again and answer the questions.

1. Who is the speaker in this stanza?
2. Is the mother angry? Which word in the stanza shows that she is not angry, rather she loves her daughter dearly ? (1st line).
3. There are four questions. In each question the mother wants her daughter to do something. For example in the first question, the mother wants her daughter not to run away.

4. What does the mother want in the second question, in the third and in the fourth questions?

* Read the 2nd stanza and answer the questions.

1. Which word does show that the child is also not angry rather she dearly loves her mother.
2. Where does the girl want to go?
3. What good things are there according to the girl?
4. Who are calling her to go?

I Read stanza 3 and answer the questions.

1. Is the mother angry when her daughter wants not to come back but wants to go to forest and nature instead? Which words tell so?

2. In the first stanza the mother wants her daughter to come back, not to throw away the jewels.....But in this stanza she says something good about the world in the first two lines. What are they? (There is pleasure.....)

3. In the last two lines of this stanza, the mother talks about some attractive things concerning the daughter's marriage. What are they?

* Read the last stanza and answer the questions

1. The daughter uses the mother's words in support of her decision not to marry. What are these words?

2. Do you think the daughter's argument is also equally strong?

3. The girl talks about the sweet music of forest. What is that music?

4. Will the girl come back?

5. There are differences between the mother and the child's attitude to life. But the differences are friendly differences. What words in the poem tell you so?

POST READING

1. Do VMDT: Take a photograph of the poem. Close your eyes and place your index finger on the four questions, on the pleasures of the world, fairy folk calling.....

2. Chorus reading.

Your teacher reads aloud first stanza, you all 2nd, your teacher 3rd, you fourth. Reverse and repeat. Do the same, dividing yourselves into two groups. Reverse and repeat.

3. Dialogue practice.

Do this dialogue the way you did chorus reading – teacher vs students, next, students vs. students.

Mother: Child, where are you going?

Daughter: I'm going to the forest.

Mother: Child, the world is full of pleasure.

Daughter: You don't know mother, the world is full of sorrow

4. In stanza 1 there are four questions put by the mother. But through these questions the mother wants her daughter not to do certain things. Given below is an example from the first question what the mother wants her daughter not to do. Write sentences for other questions.

a) Honey child, honey child whither are you going?

The mother does not want her daughter to leave home.

b) Would you cast all your jewels to the breezes blowing?

c) Would you leave the mother who on golden grain has fed you?

d) Would you grieve the lover who is riding forth to wed you?

5. Have a debate.

Divide yourselves into two groups – mother's group and the daughter's group and debate on the advantages and disadvantages of marriage.

6. Based on whatever you have so far done, write the summary of the poem.

The mother wants her daughter not to _____ . She wants

_____ . But the daughter wants to go to _____ .

Where there are _____.

The mother says that there is pleasure _____ . She says that her bridal

robes and _____ are waiting for her. But the _____ that

world is full of _____. If there is laughter today, there _____

_____ tomorrow. Instead the music of _____

is sweet _____ . Therefore, she

_____ and nature.

Lesson - 6

Air Pollution – A Hidden Menace

Teachers Notes

There is too much information in the text. The language is difficult. The text is also very long-containing 20 paras. This problem could have been solved at the time of editing. The editors could have reduced the length of the text by removing para 11, 13, 14, 15 and 16 easily. Out of 5 paras on acid rain only the first para(12) could have been retained. The editors have not done their job. Probably they do not know how to edit and adapt a text. But the strength of the text is that the information is presented in a systematic way-definition of pollution, causes of pollution, harmful effects of pollution and remedies of pollution. And the paras are neatly structured. The text, therefore, provides scope for note-making and information transfer activities. But the editors have failed to exploit the lesson for the purpose. Most of the post -reading activities they have provided are inappropriate and do not suit the level of the learners. Activity E. (II) is good. But activity F (i) is impractical. The text provides enough remedies for pollution. How can students find more? Can these editors do this task themselves? Let them provide only one other than that is provided in the text.

PRE - READING

Write on BB, “Pollution’, ‘Water Pollution’ and ‘Air Pollution’. Ask the students what they know about them and provide examples. How water gets polluted. Then tell ‘Let’s read the text to know more about ‘Air Pollution’.

Ask the students to number the paras. For making the language of the text easy, divide the text into six SGPs (sense group paragraphs), (I).P1(introduction), (II)p.2-3 (definition), (iii)P.4-7(causes), (iv) P 8-16 (harmful effects) , (v)P 17-19(remedies) , (vi)P.20 (conclusion).

WHILE-READING

- Read para 1 and answer the following questions.
 1. What is the para about?
 2. What is the accident about?
 3. When did it happen?
 4. What industry?
 5. Who operated it?
 6. How many people were killed?

* Read Para 2 and answer the following questions.

1. How long can one live without food?
2. How long can one live without water?
3. An average adult takes how much food a day?
4. An average adult takes how much water a day?
5. In haes and exhales how much air a day?

* Read Para 3 and answer the following questions.

1. What is the % of nitrogen in air?
2. What is the % of oxygen in air?
3. What is the % of argon in air?
4. What happens to this balance when air gets polluted?

* Read Paras 4-7 and answer the following questions.

1. What comes out of industries to air?
2. Name the kind of industries that pollute air.
3. What is the main topic of para-7?

* Read Paras 8-11 and answer the following questions.

1. What does this part talk about?
2. What is para-9 about?
3. What do you understand by global warming?
4. What causes global warming?

* *Read Paras 12-16 and answer the following questions.*

1. What special kind of harmful effect these paras talk about?
2. What does acid rain contain?
3. What damages does it cause?
4. What is para-13 about?
5. What is para-14 about?
6. What is para-16 about?

* *Read Paras 17-19 and answer the following questions.*

1. What do these paras talk about?
2. What are the 3 basic approaches to control air pollution?

3. What kind of preventive measure para-18 talk about?
4. What kind of preventive measure para-19 talks about?

Read Para-20 and answer the following questions.

1. What kinds of people are engaged in finding new ways of controlling air pollution?
2. Is finding remedy expensive?
3. Should we spend money for this or not? Why?

The teacher sums up the lesson.

The teacher does VMDT.

POST - READING

The lesson has no comprehension activities to start with as post-reading activities and has only one activating for writing (project) that to as a home task. But the text provides scope for both good comprehension and writing (note-making) activities.

1. Comprehension activities

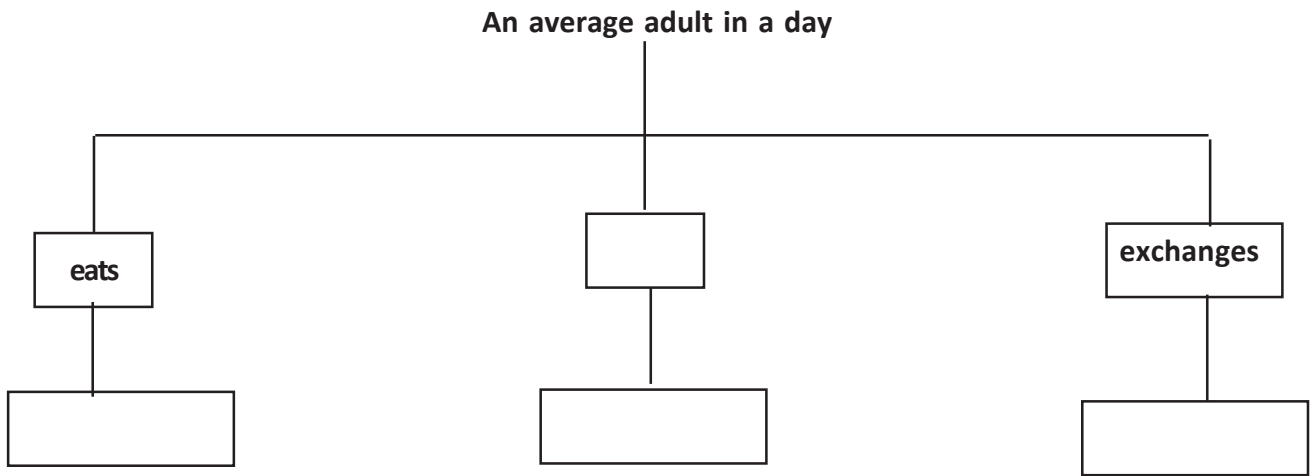
- a) Given below are some words, phrases and sentences. Group them under 3 heads provided.
cause smoke, thermal power stations, three approaches to control air pollution, spoil flower and vegetable, chemical industries, legislation to prevent air pollution, steel plants, poison animals, cars need catalytic converter, cause, eye irritation, automobile exhausts, global warming, cement factories, acid rain, scratch throats, law.

Causes of Air pollution
cement factories,

Harmful effects of Air Pollution
spoil flower and vegetable

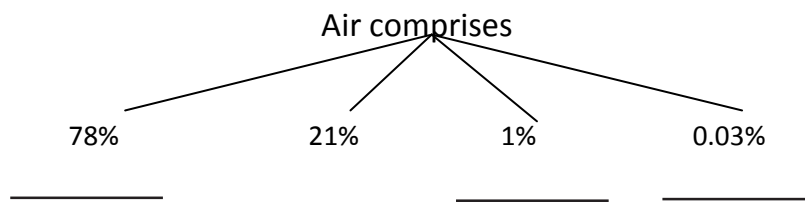
Remedies of Air Pollution
Law,

b) Consult paragraph -2 and fill in the gaps

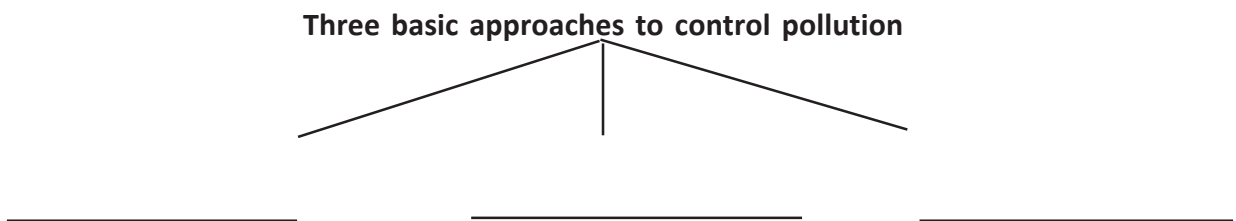


1.5Kg of _____ _____ Water 2.5Kg of _____

c) Consult P3 and fill in the gaps



d) Consult P.17 and fill in the gaps



2. Writing Activities

a) See activity- 1(a). You have grouped the words..... under three heads. Now write three small paras on pollution: causes, effects and remedies

Causes

Smoke causes pollution. _____

Effects

Pollution spoils flower. _____

Remedies

There are three approaches to control pollution.

They are-

b)

i) See activity- 1(b). You have filled in the gaps. Now write a small para based on the information.

An average adult in a day consumes 1.5Kg of food. _____

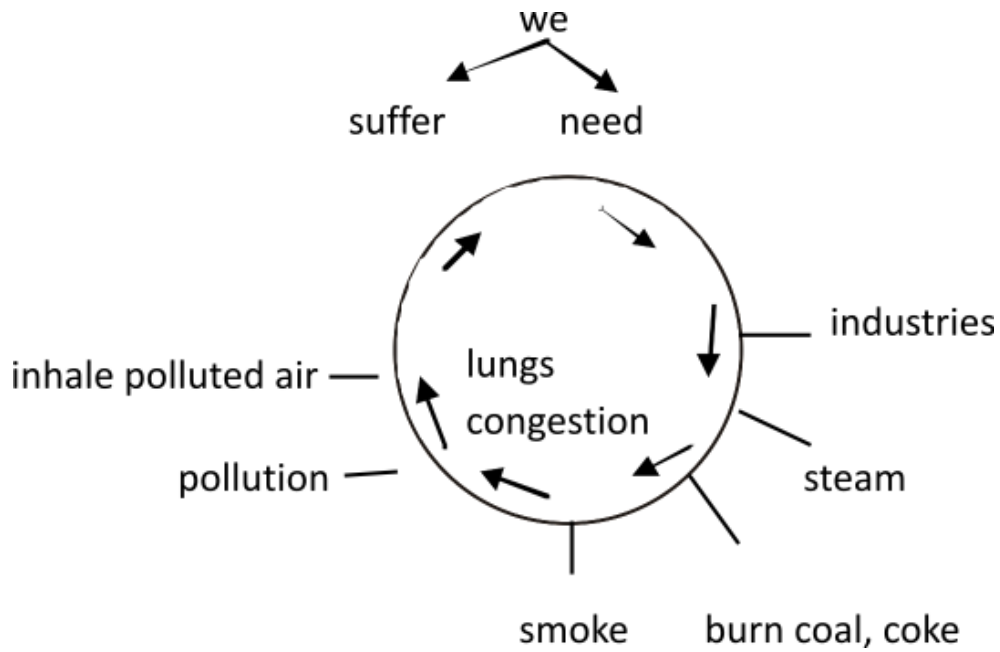
ii) See activity- 1(c) and write a paragraph.

Air comprises 78% _____

iii) See activity- 1(d) and write a paragraph.

The three basic approaches are : _____

(c) See the following diagram and write a paragraph.



We need industries. Industries _____

Tail-piece

Read this text and write answers to the questions that follow. This will help you answer the questions from the unseen passage in your examination. Even you can use this to write an essay on noise pollution.

Any unpleasant sound is noise. The examples are sound of a fire engine, thunder, loud music and song in social events like marriage and party or even loud songs and instructions through the loud speakers of places of worship. In social events and worship people flout rules set by local administration.

Noise pollutes our environment just as much as smoke, foul water, dirty air and litter. It can cause deafness, illness and many kinds of diseases related to ear, brain and heart.

1. What is the text about?

2. What is noise?

3. Provide some examples of noise.

4. Name two social events.

5. Who sets the rules to control noise pollution?

6. Who flout these rules?

7. What is noise compared to?

8. What illness it can cause?

Lesson-7

Virtue

Teacher's Note

This is an old poem, a poem of 17th century. The poet, therefore, uses old words like 'hue', 'thou' and 'ye', which are no longer in use. This is a metaphysical poem, which is why use of unusual adjectives – the colour of the rose 'angry and brave', 'rash gazer' and phrases like 'sweet compacted' 'season'd timber' are found. These poems are normally prescribed for Honours or Postgraduate students of English. Look at the editor's note on the poet and the poem. The notes are written as if it is written for P.G. students of English. In schools, students should read simple interesting poems; the sole purpose is deriving enjoyment and learning English. But if our school students read these poems, they will neither enjoy nor learn anything. Only the tutors, bazaar note publishers and coaching centres will gain at the cost of our learners.

PRE-READING

Introduce the poem in the following way:

'These days' advertisements use language in very interesting and creative ways. Take for example, the advertisement in English 'Better than the best'. Here is a small poem, where three best things are described. But at the end comes something which is better than the best. Let's read the poem and see what this 'better than the best' thing is.

WHILE-READING

- * Your teacher will read aloud the poem; you will only listen closing your books.
- * Your teacher will read aloud the poem second time, you listen and see the poem,
- * Read the poem silently and answer the following questions.
 1. What is the poem about?
 2. What is the 1st stanza about?
 3. What is the 2nd stanza about?
 4. What is the 3rd stanza about?
 5. What is the 4th stanza about?
 6. What is its weakness?
 7. What is the strength of sweet rose? (Its bright colour)
 8. What are the strengths of sweet spring?
 9. What is its weakness?
 10. Are the weaknesses of all the three sweet things- the day , the rose?

11. What about the virtuous soul? Does this have any weakness?
12. What do you mean by 'The bridal of the earth and the sky' ? (Day is the result of the marriage of the earth and the sky.)
13. Who will weep when the day dies?
14. How will the dew weep? (dew drop is like drop of tear)
15. Who will wipe his eyes? Why? (His eyes will be blinded by the too bright colour of the rose.)
16. Where is the root of the rose ? What does this mean?
17. What is sweet spring compared to?
18. What are the sweets in the box of sweet spring?
Or, What are sweets compared to?
19. What is virtuous soul compared to?

POST-READING

1. Given below are the summaries of the four stanzas of the poem. But these are not in order. Write against each summary the number of the stanza. Boxes are provided for the purpose.

- (i) Sweet Spring is like a box of sweets. The sweets inside this box are sweet days and roses that bloom in spring. But spring will also come to an end one day.
- (ii) Sweet day is cool, calm and bright. Sweet day is the child of earth and sky. The day will also come to an end. The dew will cry at the death of the day.
- (iii) The whole world may come to an end one day. But the virtuous soul will live forever. It is like a seasoned timber. It never gets destroyed.
- (iv) The root of the sweet rose is in its grave. It will die after some days. But its colour is very very bright. It is so bright that it will hurt the eyes of one who looks at it.

2. There are two ways of proving something. One may start with a general statement and then prove giving an example. For example:

All men are mortal.

Ram is a man.

Therefore, Ram is mortal.

This way / method of proving something is called deductive way/method.

The other way is call inductive way/method.

It gives some individual or particular examples then, on the basis of these examples, we reach

at a conclusion. For example,

Ram is mortal,

Hari is mortal,

Jadu is mortal,

Therefore, 'All men are mortal.'

Now read the poem again and say which kind of structure – deductive or inductive – the poet follows in this poem. _____.

3. Write a four-line poem by filling in the gaps with words, phrases and lines given

Night so _____ so _____

_____ Day.

Day _____

_____ Night.

(cool, sweet, sunny, dark, bright, gay (happy) will die with the coming of day. Will die with the coming of night.)

Lesson - 8

Kapil Dev

Teachers' Note

The text is too difficult and too long. There are too many post-reading activities and many of which are inappropriate. The text and exercises run 17 pages. The text has 17 paras and most of which are very long. The text is much more difficult than one on Tendulkar for +2 students. Gavaskar has written this for people whose English is excellent and whose knowledge of cricket is also excellent. It is, therefore, foolishness on the part of the editors to include this for Class-X students. The

best would have been an interesting episode on Kapil Dev's life or on Kapil winning the World Cup in 1983. The introduction is written in difficult language. Is it for the teacher or students? Ask the students to number the para before teaching.



For the Students

PRE - READING

*See the picture and answer these questions.

Who is holding the cup? On what occasion?

When? What else do you know about Kapil Dev?

Let's read the lesson to know more about him as a cricketer and as a person.

WHILE-READING

*Read Para 1 and answer the questions.

1. Who is 'me' in this Para?

2. Why did Dungarpur call him?

3. Whose name came to his mind?

4. What are two important question of Kapil as a young lad?

5. What was Gavaskar's (the writer) advice to Kapil ? While they were playing in the Wills Trophy?

*Read Para 2 and answer the questions

1. Is the writer talking about the Wills Trophy in this para also?
2. Did Kapil listen to the advice of Gavaskar?
3. What is one of the good things about Kapil on a player?

*Read Para 3 and answer the questions

1. Did Kapil's team win the match?
2. Who were the players included for the East Africa tour?
3. Who were old and who were new players?

*Read Para 4 and answer the questions

1. Did Kapil do well in the tour?
2. Kapil started as a good bowler. But did he prove himself as a batsman too in this tour?
3. To which other team was he selected?
4. What was the purpose of the Irani Trophy?
5. Was he selected for the Pakistan tour? Why?

*Read Para 5 and answer the questions

1. Which cricket test does this Para talk about?
2. Why did Sadiq change his green cap for a helmet?
3. Did he do the right things? Why?

*Read Para 6 and answer the questions

1. How much runs did he score as a night-watchman?
2. Against which team did he score a century?
3. What did these score of runs prove?
4. In which year did he fail to score? Why?

*Read para 7,8,9 and 10 and answer the questions

1. He was then equal to other great all rounders of the World. Who were they?
2. Why did Kapil Dev fail to take wickets as expected?

*Read Para 11-13 and answer the questions

1. What is para 11 about? (1st and 2nd lines)
2. What was Kapil Dev's greatest achievement? (Winning.....)
3. How many runs were scored and how many wickets were lost by the time Kapil Dev went to bat in the match against Zimbabwe?

4. What are the reasons behind losing 5 wickets quickly ?
5. How did he play to score 70 to 80 runs? (carefully, calculating....)
6. How did he play afterwards?
7. How many runs did he score in that match?
8. Did he break the record? What was the previous record?
9. How did he bowl next?
10. Why was winning this game a turning point?
11. With what other teams did India play after Zimbabwe in that trophy? (Australia

* Read the rest paras (Para 14-17) and answer the questions

1. What is the name of the hotel that Kapil's brothers have started?
2. Why was Kapil's coming to cricket the best thing that has happened to the Indian cricket? (Before we had only spinners but after
3. Why are fast bowlers more important for cricket in modern days?
4. How will, the writer think, Kapil inspire the youngsters and how will this be good brand of cricket?
5. What is Kapil's brand of cricket?
6. What impact will this have on cricket watchers?
7. Kapil was coming to bat at number 11 in 1978. Later he batted at number 3 or 4. Why?
8. How is Kapil Dev as a person? (Polite.....)

POST- READING

1. Do VMDT. (Locate the para that talks about the World cup, Para on his brother naming hotel after Kapil
2. Given below are some statements. These are not in order. Order and write them as they occur in the lesson. You can see the text while doing this work.
 - a. Kapil scored 59 as a night-watchman .
 - b. Kapil was selected for the rest of India team.
 - c. Gavaskar suggested Kapil's name for East Africa tour.
 - d. Kapil lifted the World Cup.
 - e. Kapil scored a century against West Indies.
 - f. Dungarpur called Gavaskar to suggest names of players for the tour to East Africa.
 - g. Kapil was selected for Pakistan tour.

- h. Kapil bowled and batted well during the East African tour.
- i. Kapil forced Sadiq to wear helmet.

3. Vocabulary

- I. Learn the meanings of these words used in cricket.

Duck:

Night-watchman:

Inswinger

Spinners:

Wicket:

L.B.W. (Leg before wicket):

Bouncers:

Death Ball:

Swing bowling:

II. Look at the words 'unplayable' (Para 4) and 'memorable' (Para 3).

The words are made by joining '-able' with the words: unplay + able = unplayable, memory + able = memorable.

Now make similar words from the following words. (Remember all words cannot be joined with 'able' only those which have already been in use)

Work _____ . Move _____ .

Manage _____ . Do _____ .

III. The lesson has so many small and simple words which can be used both as noun and verb. See for example the word 'mind'. It is used as verb in the last line of Para 1 and as noun in the third line of Para 2. Use the following words as noun and verb forming sentences. Some are done for you.

'Run'-Noun: Kohli scores run in fours and sixes.

Verb: _____
Dhoni runs very fast between the wickets.

'Play'-Noun : _____

Verb: _____

'Tour'-Noun: _____

Verb: _____

'Help'-Noun: _____

Verb: _____

'Rest'-Noun: _____

Verb: _____

4. Learn to summarise

Now you will write a summary of Para 11,12 and 13. In order to write a summary, first we have to note the main points. Let's note the main points from these paras. Read it again in detail.

Notes: World Cup 1983, India lost 5 wickets for 17 runs, Kapil Dev got 70-80 runs carefully, next batted with confidence, scored 175 not out, a record. Next bowled very well, a turning point in the cup.

Write the summary

India won the Prudential World Cup in 1983.

This was a turning point in the cup.

5. Write a para about Kapil Dev as a cricketer and as a man.

In order to do this you have to reread the text and note the main points. Three main points about him as a cricketer are:

1. Won the World Cup (Para 11)

2. Broke record (Para 12)

3. Great all rounder like Para 7. As man- see and locate the line in Para 17- in the middle.

Now write

Kapil Dev is one of the great cricketers of the world

As a man he is polite,

What you read and write through these lessons will help you write essays in your examination. After reading this lesson and doing the tasks so far, can you write an essay on 'Your favourite Sportsman'? (You can write about Kapil Dev.)

6. Transfer the information from the tables to paras. Examples are provided.

I. Table : Foreign Tour of Team India

Time	Country	Games to be played		
		Test	Orders	20X20
January	Australia	5	3	1
March	West Indies	5	5	2
April	South Africa	3	2	1

In January Team India will tour Australia.

There they will play_____

(b) Do part of the tasks in the text book P-55.

Preparation for unseen passage.

Read the following para on Tendulkar and answer the questions.

Sachin takes immense pride in being an Indian. Both his made-in-Australia helmet and the desi cricket bat that he carries everywhere sport the tricolour. One is a small sticker, the other a hand-painted piece of paper. Both have been placed there personally by Sachin.

1. What is the para about?

2. What is Sachin very proud of ?

_____ being an Indian.

3. Where is his helmet made in?

4. Where is his cricket bat made in?

5. What does 'tricolour' refer to?

6. What does 'there' refer to in the last line?

Lesson - 9

THE BROOK

Teachers' Note

The poem is too long. There is no storyline. Therefore, it is difficult to remember. It is easy to read the poem and enjoy, then forget. But to remember and write answers from the poem is difficult. The difficulty is also increased by the way the poem is printed in the lesson. It is printed as if there are 13 stanzas, four lines in each stanza. But actually the poem has 4 stanzas each stanza ending with 'For men may come.....'. The poem is also old and has many difficult words. Ideally there should be 3-4 difficult words in one page. But 31 words have been glossed, each page having 15 difficult words. The first four lines have difficult words like, coot, hem, sally, fern and bicker. It seems the editors have no sense at all. They are mad. Their madness is also visible in the useless questions and exercises they have prepared. Look at the tasks they have given. "Compose a poem of 6-8 lines on a hill or a desert, a paper weight or a lamp, a book or pen". Can they themselves do this? What do they mean by 'Take care that the last word of each line rhymes with the last word of another line'. What does this mean? Is it not ambiguous? Look at the activities they have given in P-65. The editors need to be punished. Had it been any other state or country, they would have been in jail for such careless selection and editing.

The introduction is very ordinary. Therefore, introduce the poem as follows. Imagine a fountain telling the story of her own life -the places she passes through. Will there be an end to her story? If not, why not? Will she prefer to tell her story in prose or poetry? What will suit her nature – prose or poetry? Remember, the fountain makes sweet noises as she passes through. Let's read a poem in which a fountain tells her story."

Ask the students to number the stanzas. First stanza has four-lines, also second, third and the fourth. Each stanza ends with the refrain 'For men may come.....'"

For easy comprehension and remembering, treat each stanza as a separate poem and follow the steps that you follow to teach a poem – twice reading aloud, next silent reading by students followed by comprehension questions by you. The poem is highly musical like the music of fountain. Take care to read it aloud musically.

For students

*Read stanza 1 and answer the questions

1. The first four lines have so many difficult words. See their meanings in the glossing provided.
2. Who is 'I' in the poem?
3. Where does she come from? (From the place where birds live.)
4. How many hills she crosses on her way?
5. How many villages? How many bridges?

6. Whose farm does she reach before joining a river?

*Read stanza 2 and answer the questions

1. See the meanings of words in the glossing which are difficult for you in this stanza.
2. Which are the words that tell the sounds of the fountain?
3. How do you know that the fountain is flowing down a hill?
4. What does a brook do as she flows?

*Read stanza 3 and answer the questions.

1. See the meanings of difficult words..... (in the glossings)
2. Which word in the first line tells you that the brook takes a zigzag way?
3. What floats on the fountain?
4. What fishes are found in the brook?

* Read the last stanza and answer the questions

1. Which flowers bloom by the side of the brook?
2. Who use these flowers?
3. What bird flies on the brook?
4. Which words tell you that the brook is flowing at night ?
5. The brook is madly running to meet whom?
6. What kind of relationship is there between the 'fountain and the river'.

POST - READING

1. Do VMDT

2. Do chorus reading of the following musical sub-stanza.

I chatter over stony ways
In little sharps and trebles,
I bubble in to eddying boys
I babble on the pebbles.

Your teacher reads aloud, you repeat after her/him – (3times)

3. Do chain-drill the following lines.

“For men may come and men may go.
But I go on forever”.

4. The poem is highly poetic and musical. The poem is not just a poem on brook but the brook itself is a poem. Thus, the poet achieves it through various ways :Selection of right adjectives, verbs, alliterations and rhyming words.

i) First, make a list of adjective-noun pairs from the poem. Some are given as examples.

Sudden sally _____ _____

Little town _____ _____

Brimming river _____ _____

_____ _____ _____

_____ _____ _____

ii) Second, make a list of rhyming words

Sally valley _____ down town

_____ _____ _____

_____ _____ _____

_____ _____ _____

iii) Third, make a list of alliteration (words beginning with same sounds)

Sudden sally _____ _____

_____ field and fallow _____

_____ _____ _____

5. The poet uses not less than 15 verbs pointing at the activities of the brook. Provided below is a table. See the table and do the tasks that follow:

Subject	verb	Object/complement
The brook	hurry	by grassy lands
	bicker	down a valley
	join	on the pebbles
	slip	between the ridges
	glow	a sudden sally
	fret	in little trebles
	wind	down the bridges
	travel	a little town
	flow	the brimming river
	steal	above the golden gravel
	move	under moon and stars
	linger	on the pebbles
	cure	
	murmur	
	chatter	
slide		
glance		
loiter		
make		

i) First, make as many subject verb combination as you can do.

The brook	_____	_____
The brook	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ii) Make a four line poem using the pair you made. The last word of the second line should rhyme with the last word of the 4th line. See the example.

The brook hurries _____

The brook bickers. _____

The brook frets. _____

The brook loiters. _____

iii) Make as many sentences as you can from the table following the example.

a) The brook hurries down a valley.

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

i) _____

j) _____

- iv) Write a four line poem using the sentences you have made. The last word of 2nd line should rhyme with the last word of the 4th line. See the example.

The brook hurries by the grassy lands.

It travels on the pebbles.

It moves above the golden gravel.

It murmurs in little trebles

Lesson - 10

Tryst with Destiny

This is an extempore, emotional and unedited speech of Nehru. He had given this speech to the Indian Constituent Assembly on the eve of India's Independence. The tense and time get mixed up. Lot of things get repeated. Such a piece of writing is good to read, enjoy and then forget. But to prescribe this text for the students, who have to read, remember and write answers to questions from such texts, is very difficult. We too have been successful so far prevailing on the question setters not to set questions from this text.

We, therefore, are not preparing any work book activities from this lesson. Please excuse us.

WORDS LIKELY TO BE MISPRONOUNCED - CLASS-X

Pronounce these words properly as instructed:

All Things Bright and Beautiful	
Creature /kri:tʃə/(କ୍ରିଚ୍ଠ)	Pleasant /plezənt/(ପ୍ଲେଜଣ୍ଟ)
Tiny /tʌni/(ଟାଇନି)	Rushed /rʌʃt/(ରʌʃ)
Purple /pɜ:pəl/(ପର୍ପଲ)	
A Letter to God	
Valley /ˈvæli/(ଭାଲି)	Pleasure /ˈpleʒə/(ପ୍ଲେଜ)
Dotted /ˈdɒtɪd/(ଡଟିଡ)	Surprise /səpraɪz/
Harvest /ˈhɑ:vɪst/(ହାର୍‌ଭିଷ୍ଟ)	Perform /pəfɔ:m/(ପର୍‌ଫର୍ମ)
We are Seven	
Girl /gɜ:l/(ଗର୍ଲ)	Beneath /ˈbi:ni:θ/(ବିନିଥ)
Curl /kɜ:l/(କର୍ଲ)	Alive /əˈlaɪv/(ଅଲାଇଭ)
Limb /lim/(ଲିମ୍)	Often /ˈɒfən/(ଓଫନ)
Clustered /klastəd/(କ୍ଲଷ୍ଟର୍ଡ)	Knit /nit/(ନିଟ)
Village Song	
Village /ˈvɪlɪdʒ/(ଭିଲିଜ)	Harsh /hɑ:ʃ/(ହାର୍‌ଶ)
Glisten /ˈglɪsən/(ଗ୍ଲିସନ୍)	Threatened /θretənd/(ଥ୍ରେଟଣ୍ଡ)
Haunted /ˈhɔ:ntɪd/(ହାଣ୍ଟିଡ)	

Kapil Dev

Whack-out /'wæk aʊt/ (ভেঁক-আউট)	Included /ɪn'kluːdɪd/ (ইনক্লুডিড)
Against /ə'geɪnst/ (এগেন্স্ট)	Well nigh /'wel niː/ (ওয়েল নাই)
Byes /baɪz/ (বাইস)	Sterling /'stɜːlɪŋ/ (স্টার্লিং)

The Brook

Haunts /'haʊnts/ (হাউন্টস)	Loiter /'lɔɪtə/ (লোইটার)
Sudden /'sʌdn/ (সডেন)	Thorp /θɜːp/ (থর্প)
Brim /brɪm/ (ব্রিম)	Fallow /'fæləʊ/ (ফালো)
Pebbles /'peblz/ (পেবলস)	Mallow /'mæləʊ/ (মালো)
Blossom /'blɒsəm/ (ব্লসম)	Lusty /'lʌstɪ/ (লস্টি)
Swallows /'swɒləʊz/ (স্বলো)	Gravel /'grævl/ (গ্র্যাবল)
Sunbeam /'sʌn biːm/ (সানবিম)	

Air Pollution : A Hidden Menace

Contaminated /kɒntæ'mɪnətɪd/ (কন্টামিনেটেড)	Inhale /ɪn'heɪl/ (ইনহেইল)
Argon /ɑː'ɡɒn/ (আর্গন)	Severity /'sɪvərətɪ/ (সিভেরিটি)
Spew /spiː/ (স্পিউ)	Crucial /kruːʃəl/ (ক্রুশিয়াল)
Obnoxious /əb'ɒksɪəs/ (অবনোক্সিয়াস)	Victim /'vɪktɪm/ (ভিকটিম)
Exhausts /ɪgzɔːsts/ (ইগজস্টস)	Manifold /'mæni'faʊld/ (ম্যানিফোল্ড)
Menace /'menɪs/ (মেনেস)	Breathe /briːð/ (ব্রিথ)
Smelters /'smeltəz/ (স্মেল্টারস)	Couple /'kʌpl/ (কাপল)

Lesions /li:ʒənz/ (লিজনন্স)	Bowls /bəʊlz/ (বিউল্‌স্‌)
Smokestacks /sməʊkstæks/ (স্মোক্‌স্ট্যাক্‌স্‌)	Afforded /ə'fɔ:did/ (অফোর্ডিড্‌)
Meteorologists /mi:tɪərɒlədʒɪst/ (মিটীয়ারলজিস্ট্‌)	Fast /fæ:st/ (ফাস্ট্‌)
Emission /ɪmɪʃn/ (এমিশন্‌)	First /fɜ:st/ (ফার্স্ট্‌)
Smog /smɒg/ (স্মগ্‌)	Spur /spɜ:'/ (স্পার্‌)
Burnt /bɜ:nt/ (বর্নট্‌)	Hurling /hɜ:lɪŋ/ (হুর্লিং)
Refrigerant /refrɪdʒərənt/ (রেফ্রিজারন্ট্‌)	Impetus /ɪmpɪtəs/ (ইম্পিটাস্‌)
Dispersal /dɪspɜ:ʒəl/ (ডিস্পার্সাল্‌)	Tribute /'trɪbjʊt/ (ট্রিবিউট্‌)
Ingredients /ɪŋgrɪ'diənts/ (ইংরিডিয়েন্ট্‌স্‌)	Applauding /ə'plɔ:diŋ/ (অপ্লাউডিং)
Equipments /ɪkwi'pments/ (ইকুইপমেন্ট্‌স্‌)	
Virtue	
Hue /hju:/ (হুয়্‌)	Virtuous /vɜ:tuəs/ (ভার্চুয়ুস্‌)
Brave /breɪv/ (ব্রেভ্‌)	Seasoned /si:znd/ (সীজন্ড্‌)
Gazer /geɪzə/ (গেজ়্‌)	Bridal /brɪdəl/ (ব্রাইডল্‌)