

WORKBOOK
ON

SKILLS OF
COMMUNICATIVE ENGLISH

CLASS-IX

Work Book
on
'SKILLS OF COMMUNICATIVE ENGLISH'

Class - IX

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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- IX 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 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-IX. I hope that this work book 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

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Introduction

Why this Work Book?

Workbooks are activity books based on the course books. Rich countries and schools used to have separate workbooks. Poor countries and schools cannot afford to have two books. Therefore, the workbook is built into the main course book. Our Govt. text books 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 is need for separate work books on these two textbooks? The main reasons are: both the textbooks (Skills of Communicative English IX and X) are prepared without keeping in mind the level of interest of the learners. Most of the texts selected are difficult, very long and boring. And the post reading 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 workbook 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 A 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', and 'The Brook' (Class IX). This greatly confuses both the teacher and the students. Have the editors seen the proof of 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 centuries. 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, 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 have to 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 post reading 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 activity is 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 story 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 desert, 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, the methods to be followed in handling the lessons. Sometimes the editors also write something for the students. But unfortunately the editors of these textbooks 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 introduction for the textbooks.

5. Fall outs of Bad Textbooks

These bad textbooks cause a lot of problems. They help proliferating bazaar notes, tuition and 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 is defeated. 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 text books 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 our Work Book

- * 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.
- * 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.
- * The workbook 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, a letter , a summary, a draft and answer questions from unseen passages. There is no need to prepare them for objective (MCQ) questions. This they can do automatically if they understand the lessons and develop language skills.
- * The workbook states some steps for workbook. Going through these steps will help students read and comprehend the text and do the post-reading activities.
- * The current examination-centric system of education does not allow students to develop their language skills, general knowledge and the power to think. If students read the lesson and do the activities provided in this workbook as per the instructions, their power to think, language skills and general knowledge will improve.

Especially in this workbook for class IX all the five poems are very very old. Why should our young students read old poems? Thus there are old age biases in the textbook and these biases are mainly due to the fact that the editors are old.

For Teachers

Most of we teachers have also problems with our 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.

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 workbook. This has ruined both the teachers' and learners' English. Most of the defects of the textbook stated before go unnoticed by most of the teachers or when noticed , they never complain mainly because of the fact that most of them read aloud the texts and explain in Odia . Unless we give up this method, neither the teachers nor the learners will improve their English .

For God's sake please give up this method. .

Follow the steps suggested.

- I. Introduce the lesson.
- II. Ask students to read silently a part.
- III. Ask questions. Allow your students to open their texts 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 learner 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 workbook is not available, use some of the activities as BB texts.

In case of any doubt, please contact: 9861955904, 9437184188.

For Students

This book is primarily for you. First read and do the activities as per steps given in the workbook. This will help you understand your textbooks better. Read your English textbooks and do the activities provided in this workbook. You should read the questions and instructions on your own. Reading the comprehension questions will help you answer them because the questions are not for testing but for helping you to learn. The activities are easy and interesting. You can work them on your own with little help from your teacher. While doing the activities, especially the writing activities, follow three steps- think, write and revise. Write them in good handwriting. While doing the activities, place the workbook on a plain surface. Never place it on your laps or heaps of books. This will spoil your handwriting. We promise the workbook will improve your thinking power, language skills, and general knowledge and help you do well in your examination. If you have any doubts with regard to working out the activities, please contact us using the following phone numbers :

9861955904, 9437184188

2. Notes on Methods

1. *Brainstorming (BS)*

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. And, they vomit in the examination what they mug up. Our education, therefore, does not touch or tickle our learners' brains. 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 learn. If we have not done this before, let's make this a part of our present teaching.

2. Visual Memory Development Technique (VMDT)

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 (MT)

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 homes, 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 the thing is 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 of English becomes easy on their part. This has two benefits: One, in our context, there is little scope to speak English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak 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 call them to mentally repeat lines from a poem they have read or a dialogue they have practised 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 a 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.

STEPS TO WORK BOOK

Writing and Reading a Paragraph

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

For easy writing and easy reading.

How one paragraph differs from another paragraph?

Each paragraph has a special thing to say – a topic, theme or subject which is a part of a longer subject or a text. The different paragraphs 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 paragraphs come one after another in the text. Their places cannot be exchanged.

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

A good writer is one who writes his/her paragraph in a systematic way. The success of a writer depends on writing good paragraphs. Similarly a good reader is one who quickly locates the topic of the paragraph in the 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 communicates or interacts 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.

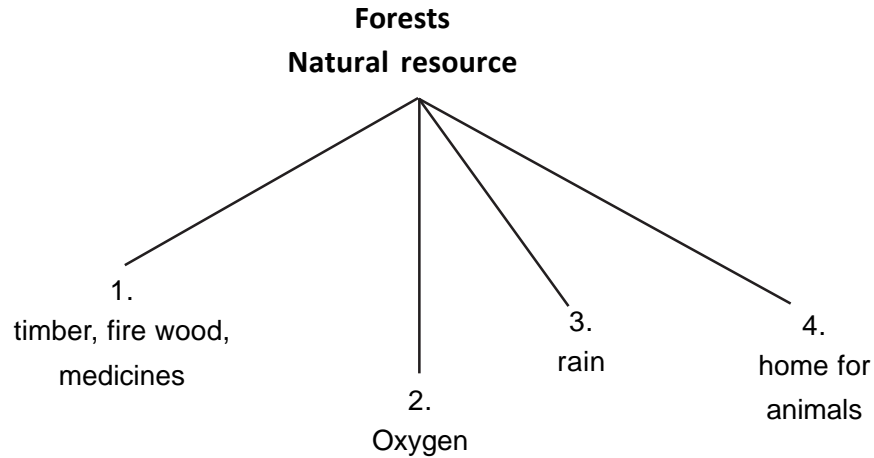
Let us understand what we said so far with the example of a paragraph. Read the paragraph first.

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 a sentence is the topic of the para with one or more supporting details.

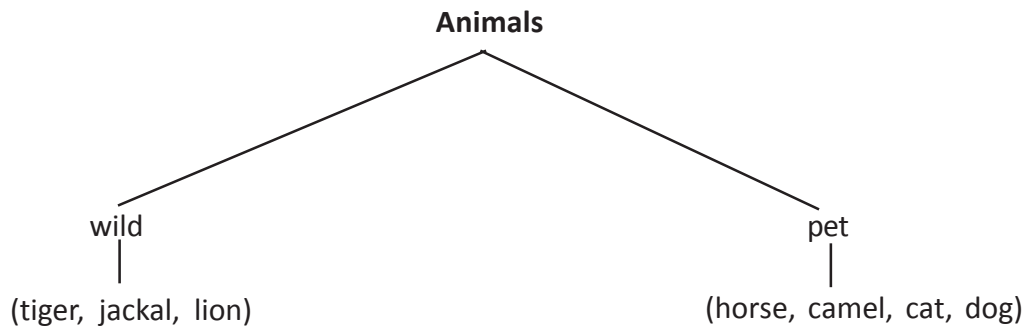
The first sentence is the topic sentence. Each subsequent sentence provides one supporting detail. Five sentences that follow provide 5 kinds of supporting details for the main topic stated in the first sentence. As a reader we have to quickly locate the main topic /theme/subject of the para and the supporting details. He/she 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 paragraph 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 a 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 paras.

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 to show them 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 learners-friendly workbook.

2. **A Lesson**

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

LIVING ORGANISMS

Topic

supporting details

All living organisms can be grouped under the following five heads:

1. Flowering plants are one group of living organisms. They have flat green leaves. There are seeds in the fruits that grow in the plants.
2. Amphibians are the second group of organism. These are animals which live both on land and in water. They usually have moist skins. Most of them have lungs.
3. Reptiles form the third group of living things. These are animals with natural dry skins. The bodies of reptiles are covered with scales. These are cold blooded animals.
4. Mammals are another group of living things. The body temperature of mammals, unlike reptiles, does not change with the change of temperature in the surroundings. They have hair on their bodies. Female mammals give milk to their babies.
5. Insects are yet another group of organisms. These are small animals which have no backbones. Insects have skeletons on the outside of their bodies and three pairs of jointed legs.

Pre-reading

Ask students, "Can you find one word that describes plants, animals and insects? Read the above lesson to find it out.

While-reading

Read the text and answer the questions. But at this stage, do not write the answers. Only answer verbally. While answering the questions, you can see the text.

Questions:

1. What is the first paragraph about?
_The first paragraph is about flowering plants.
2. What is the second paragraph about?

3. What is the third paragraph about?

4. What is the fourth paragraph about?

5. What is the fifth paragraph about?

6. What do flowering plants have?

7. Who live both in water and on land?

8. What do amphibians have ?

9. Who are cold-blooded animals?

10. Whose temperature change with the change of temperature in the surroundings?

11. Who give milk to their babies?

12. Who have no backbones?

Do VMDT: Ask students to take a picture of the text in their eye-cameras. Then ask them to cover the text and put their index fingers on 'insects', then verify. Do this for other organisms.

Post-reading

1. Reading aloud.
 - (i) Teacher vs. Students
Your teacher reads aloud about one organism, you about the next and so on.
 - (ii) Students vs. Students
One group reads aloud about one organism, the next group about the next and so on.
2. (i) There are five paragraphs. The topic word or phrase of each paragraph comes at the beginning. Can you underline the topic word/phrase in each para? The first one is done for you.

As told before, the topic is supported by supporting details. Can you underline these supporting details in each paragraph? One is done for you in the first para.

(ii) Write answers of the comprehension questions in the space provided (while reading).

3. Provided below are some words and phrases. First, group them under 5 heads.
(flat green leaves , live on land and in water, hairs on their bodies , body temperature does not change with the change of temperature in the surroundings, cold-blooded, moist skins, most have lungs, seeds in the fruits, small animals, females give milk to their young, no backbones, jointed legs, dry skins, skeletons outside the bodies)

Flowering Plants

Amphibians

Reptiles

Mammals

Insects

Second, using these words and phrases, write some sentences on each of them.

Flowering Plants

Flowering plants have flat green leaves. _____

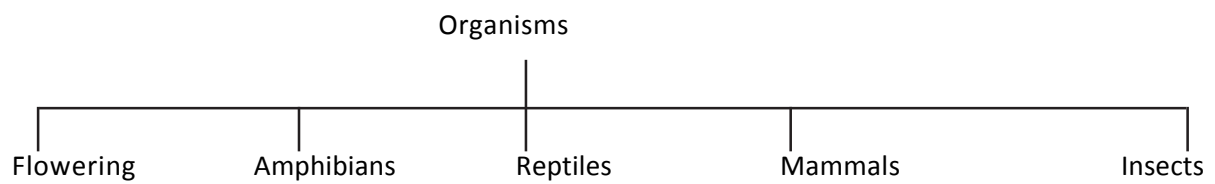
Amphibians

Reptiles

Mammals

Insects

4. Write two sentences based on the diagram.



Plants

Organisms are of _____.

They are _____

5. Write two small paragraphs: One comparing amphibians with reptiles and other comparing mammals and insects.

Paragraph -1.

Amphibians live both on _____ and in _____.

But _____

Paragraph-2 .

Mammals are big _____ . But insects are

Lesson -1

THE NOBLE NATURE

Teachers' Note –

The poem is very old, written in the 17th century. There are, therefore, old words like 'doth', 'bulk', 'sere' etc, which are no longer in use. The poem has three distinct sections: one about oak, the other about lily and finally two -lined couplet where conclusion is drawn from previous two parts. But unfortunately the poem is printed as one piece. This will confuse both the teachers and the students. The lead-in is inappropriate, misleading and impracticable. The time for lead-in is 4 to 5 minutes. How can the students discuss on the points suggested? This will take more than half an hour. The comprehension questions are inappropriate and difficult. The very first question, "What is noteworthy in an oak?" will switch off the students as there is nothing noteworthy about the oak according to the poet. Why do editors divide the questions into comprehension and appreciation questions as some of the appreciation questions are easier than the comprehension questions?

Before teaching the poem ask the students to divide the poem into three sections- four lines, four lines and two lines.

Pre-reading

One man is very tall and fat. He lives for 100 years. He does not do any good thing, only eats and sleeps. He is also not a good mannered person. After his death no one remembers him.

Another man is short and thin. He lives only for thirty or forty years. He does good things, invents new things or writes books. He is also a noble person. After his death everyone remembers him.

Of these two persons who do you like and why?
Who can be compared to oak and who to lily?

(Answer this question after you read the lesson)

While-reading

* Your teacher reads aloud the poem. You listen to him with attention without opening your book. Try to remember some words from the poem the meanings of which you know. And from these known words try to guess what the poem is about.

* Your teacher reads aloud the poem for the second time. This time you listen to him and at the same time see the poem. Are you able to understand the poem better now? What is the poem about? The poet talks about two plants, one very big and one very small: what are they?

* Now you read the poem silently. Try to answer the questions that follow after you read silently. Your teacher will ask you these questions. You can answer the questions looking at the poem.

Comprehension questions:

1. Which plant does the poet talk about first?

2. Is it tall or short?

3. How long does it live?

4. What happens to it at the end?

5. About which plant the poet talks next?

6. Is it small or big?

7. How long does it live?

8. In which month does this flower bloom?

9. Is it a beautiful flower? Which line tells you so?

10. Who does the poet like – oak or lily?

11. Who do you like? Why?

12. You have read about two persons before. With whom is oak compared to – the first or 2nd person?

13. Who is lily compared to?

14. Thus, oak and lily in the poem are compared to two persons. Can you tell the lines where these comparisons are made? Can you identify the comparison word? (The word is in the first line?)

Now read the poem again carefully. See how the poem is structured/ designed.

15. How many lines are there in the poem?

16. Is it possible to divide the poem into different sections/parts? How many parts/sections? (Clues: One part is about oak.....)

17. Which two lines state the main topic/theme of the poem?

18. Which of the lines you like most? Give reasons.

19. Why does the word 'Man' begin with a capital letter?

20. Why does the poet not use -s or-es with "fall" and "die"? (to rhyme.....)

21. Which two lines state the poet's philosophy of life?

Post-reading

1. VMDT activity

Students take the mental picture of the poem. Next closing their eyes they put their fingers on 'oak', 'lily', 'proportions', 'measures', 'man', 'fairer far' in May..... and verify after each of the pointing.....

2. Chorus Reading

(i) Teacher reads aloud one line, students repeat after him/her in chorus. All the lines have to be done this way.

(ii) Teacher vs. students-Teacher reads one line, students the next line and so on.

3. Comprehension Activities

(i) Given below are some words and phrases. Group them under two heads 'Oak' and 'Lily': a tree, very big plant, flower of light, lives for three hundred years, lives for a day, beautiful, ends up as logs, very small,

Oak

Lily

- (ii) Normally people argue or order things in two ways: inductive and deductive. Those who use inductive method first give examples and from examples draw the conclusion. For example – Ram is mortal. Hari is mortal. Jadu is mortal. Therefore, all men are mortal. But in case of deductive method, first the conclusion is given, which is followed by examples. For example – All men are mortal. Ram is a man. Therefore, Ram is mortal.

Now see the poem again and say which method the poet uses – inductive or deductive?

Can you rearrange the lines of the poem in the reverse way? Try.

Begin the poem with last two lines

- (iii) Copy the poem in good handwriting. Provide enough space between lines. Then cut each line into one piece. There are ten pieces now. Jumble them. Now rearrange these lines to make the poem. While arranging, you have to close the book.

- (iv) The poem is given below but the last words are missing. These last words are provided within brackets below the poem. Choose the right words and fill in the gaps. Do this task closing your book.

It is not growing like _____

In bulk, doth make man _____

Or standing long an oak _____

To fall a log at last, _____

A lily _____

Is fairer far _____

Although it fall and die _____

It was the plant and _____

In small proportions we just _____

And in short measures life may _____

(perfect be, of a day, a tree, dry, bald and sere, in May, that night, beauties see, flower of light, three hundred year, better be)

4. Speaking

1. Do chain-drill with last two lines of the poem.
2. Pair up with your friend and do the following dialogue twice. First you play the role of oak and your friend that of lily and then reverse the role.

Oak: I live for three hundred years

And you? Say.

Lily: Only for a day.

Oak: I'm bulky and tall.

My head touches the sky.

Lily: I'm very very small.

But people love me.

Do you know why?

"What a beautiful flower!"

All of them say.

5 Writing

1. Go back to the comprehension questions and answer those questions each in one sentence under which spaces have been provided.
2. Go back to comprehension activity one. You have arranged the words and phrases under two heads- Oak and Lily .Now write two small paragraphs – one on oak and another on lily using these words and phrases.

Oak _

Oak is a tall tree _____

Lily

Lily is a small plant. _____.

Finally write a paragraph comparing oak and lily. The first line is provided.

Oak is a tall tree but lily is a small plant.

3. Try to write the summary of the poem using /ordering whatever you have so far read and done. For example, you can write about two persons (Pre-reading), and then compare one with oak and other with lily. Then you can write about oak and lily from the previous task. You can conclude your writing quoting the last two lines of the poem.

4. Mental Talk (MT)
Mentally repeat:

***“A lily of a day
Is fairer far in May”***

(Next- the last two lines of the poem)

5. Read this paragraph about John Keats and answer the questions that follow.

John Keats was a great Romantic Poet. He was born in London on 31st October 1795 and he died young at the age of 26 years on 23rd of February 1821. In this short period he wrote some of the best poems in English Literature like 'Ode to the Grecian Urn', 'Ode to the Nightingale' and 'Ode to Melancholy'. Some lines of his poems like 'A thing of beauty is joy for ever" is still very very popular. Thus, he had a short but meaningful life.

1. Who is John Keats?

.....

2. When was he born?

.....

3. When did he die?

.....

4. How long did he live?

.....

5. What are some of his best poems?

.....

6. State the line written by Keats which is still very popular.

.....

Lesson -2

THE SWIMMER WHO DOES NOT NEED HER LEGS !

Teacher's Note-

The text is suitable for the students of class IX. It is a real life story and the events have been put in a chronological order. The theme is very inspiring for young learners. It narrates how physical disability is not a barrier to success. But the good text is spoiled by the inappropriate lead-in and post-reading activities. The introduction part could be done differently to make it interesting. The editors could have taken the examples of some real life achievers, who are really disabled and performed well in the field they have chosen. For example, Sudha Chandran , a TV and film actress and a Bharat Natyam dancer , who performed so excellently that she has been awarded a number of prestigious awards.

This is the only lesson in which paragraphs have been numbered. This is because the editors have lifted it from a good language textbook where the paragraphs have been numbered, without understanding why they have been numbered.



Pre-reading

Look at the picture. Can you identify who she is? She is Sudha Chandran , an internationally famous dancer. She is also a film star. She has acted in many films in Telugu, Tamil and Hindi languages. But she does not have a leg. The handicap has not come in her way. Today we will read a lesson which is about a sports woman who does not have a legs.

While-reading

Read paragraph -1 and answer the questions that follow.

1. Who was C.N.Janaki ?

2. Why did her legs become handicapped?

3. What is unbelievable about her?

Read paragraph -2 and answer the questions that follow.

4. When was she struck by polio?

5. What was her idea as a child?

6. Who did she convey her idea to ?

7. Complete the following sentence.

a. The first condition for her to swim the English Channel was _____

b. The second condition was _____

Read the paragraphs 3, 4 and 5 and answer the questions that follow.

8. Where did Janaki take her training to fulfil the conditions?

9. Where is Malpe?

10. Who was her coach there?

11. Where did he work ?

12. How long did she spend in the sea?

Read paragraphs 6, 7 and 8 and answer the questions that follow.

13. When did Janaki and her parents leave for England?

14. Why were the officers of Channel Swimming Association shocked?

15. Who was her coach there?

16. What were the two ways to swim the English Channel?

Read paragraphs 9, 10, 11, and 12 and answer the questions that follow.

17. When was the unique attempt made?

18. What four problems stood in her way?

First, the Channel was so cold.

Second, her legs _____

Third _____

Fourth, there were _____

19. How long did she swim in the relay?

20. What were the names of Janaki's parents?

21. After she crossed the English Channel, she liked to be trained for what?

Read the last paragraph and answer the questions that follow.

22. Has Janaki taken up a job? What is her job ?

23. What does Janaki strongly believe?

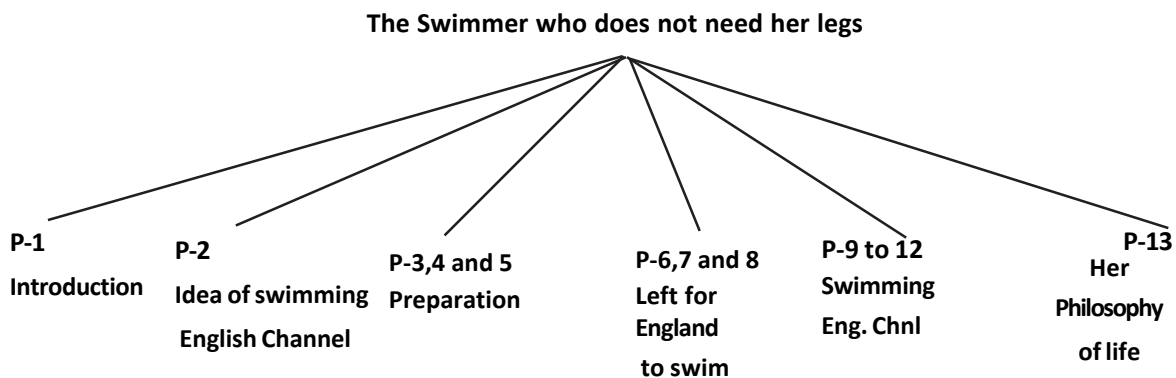
24. What did she want to prove?

25. How can one overcome all obstacles?

26. Who does God help?

27. Is there a short-cut to success?

Teacher sums up the lesson.



Post- reading

- 1** Teacher uses VMDT: S/he asks students to take picture of the text page-wise , if possible , then answer : in which paragraph /page Janaki swam across English Channel , in which para, page , her preparation , her philosophy.
- 2** Teacher uses a chain-drill twice.
 - (i) “God helps those who help themselves”.
 - (ii) “There is no shortcut to success”.
- 3** Arrange the following sentences in right order and write them in the space provided below. The first and the last ones have been done to help you.
 - a. C.N. Janaki was struck by polio in 1987.
 - b. She was trained at Malpe in the Arabian Sea.
 - c. She had the unique idea of swimming the English Channel.
 - d. She came back to Bangalore and sent her certificates to CSA in England.
 - e. She got herself trained in Bangalore.
 - f. She successfully took part in the relay swim across the English Channel.
 - g. She wanted to train herself for the 1996 Paraplegic Olympics in Atlanta.
 - h. She and her parents left for England in 1992.
 - i. She proved that to be handicapped is no bar to success.

Space for Writing

- a. C.N.Janaki was struck by Polio in 1987.

b. _____

- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. She proved that to be handicapped is no bar to success.

4. (a) Complete the following diagram. (Paragraph -8)

Ways of swimming the English Channel

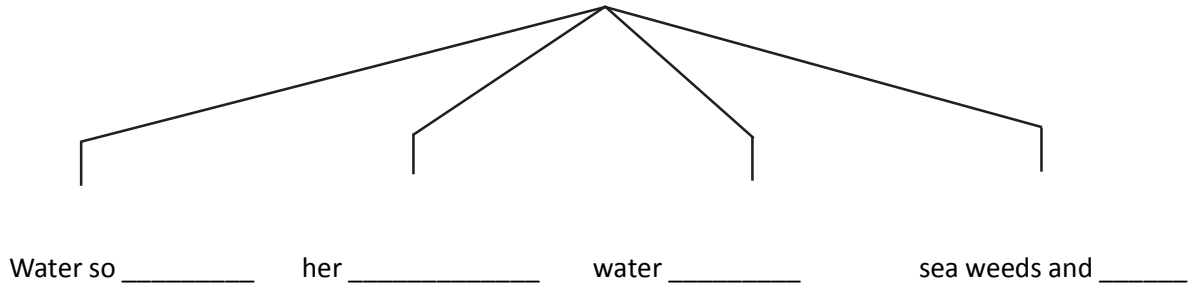


(b) Fill in the blanks in the following sentences with the information from the above diagram.

There are _____ ways of _____. They are _____ and _____.

5. (a) Fill in the blanks in the diagram given below. (Paragraph -9)

Difficulties in swimming across the English Channel



(b) Complete the following sentences using the information from the above diagram.

There were _____ difficulties for C.N.Janaki in _____.

The first one was that the water was _____. The next difficulty was _____.

The third one that came in her way was _____. The last difficulties for her were _____.

6. Read the letter below and answer the questions that follow.

C.N.Janaki ,
Bangalore ,
Karnataka ,
INDIA .

05 January 1991

The Secretary
English Channel Association
England

Sir /Madam ,

PERMISSION TO SWIM THE ENGLISH CHANNEL

I am C.N.Janaki . I am from Bangalore. I was struck by Polio in 1987. My legs are completely disabled, but I can swim in deep water. I am very much interested to swim the English Channel.

Could you please give me permission to swim the same?

I look forward to your kind reply.

Yours faithfully,

(C.N.Janaki)

Questions :

(Teacher will discuss the format and content of the letter through the following questions)

1. Who is the sender of this letter? How do you know?
2. Who is the receiver? Where is he /she from?
3. Why has she written this letter?
4. What information has she given about her?
5. What is her request?
6. How does she end the letter?

7. When has she sent the letter to the Secretary?

B. Suppose you are Guguli from B.C.High School Ranpur. You are interested to learn music. Write a letter to your headmaster to give you permission to attend the music classes in your school. (Change only the name address, purpose etc in the sentences of the letter given above and write in the blank spaces provided below.)

8. Role –play

Teacher organizes a role-play. (First Teacher vs. students, students vs. students and finally two students perform it in front of the whole class.) with the dialogue given below.

C.N.Janaki: Excuse me madam, I think my training is now complete.

Stella Streeter: Yes, it is. Congratulations!

CJ: Thank you madam. So can I go for a solo attempt now?

SS: No. I don't think so. There is a problem.

CJ: Problem?

SS: Yes the special boat which you need is not available.

CJ: So, how can I.....

SS: No worry ... you better swim in a relay team. Is it okay?

CJ: Yes madam, thank you.

9. Answer the comprehension questions in the space provided in while reading.

10. From short to long answer

If you know how to answer short answer type questions, you can answer long answer type questions by combining the short answers to make a long answer. Let us see how this is possible.

Short answer- For short answer, you can get half of the answer from the question itself and half from the text.

1. As a child what idea did Janaki have?

2. To whom did Janaki convey her idea?

3. There were two conditions to be fulfilled to make an attempt to swim in the English Channel. What is the first condition?

The first _____ is that _____

4. What was the second condition?

5. Where did she go to be trained to fulfil the first condition?

6. Where did she go to fulfil her second condition?

Long type question answer-

Now if you put together the six short answers, you can answer the long answer question' How did Janaki prepare to swim the English Channel?

Put together these answers and see. (If necessary, make minor changes)

From her childhood _____

She conveyed this to _____.

There were two conditions to swim. The first condition was _____.

The second condition _____.

She went to NIS, Bangalore _____

_____.

_____.

_____.

_____.

10. Read the following paragraph carefully and answer the questions that follow.

Sudhachandran was born at Karnur in Kerala on 21 September 1969. She was a very beautiful and simple girl. She did her B.A in Mithibai College of Mumbai and completed her MA degree in Economics in the year 1981. After that she met with an accident and her legs were severely injured. In Vijaya Hospital in Madras her right leg was amputated and she lost it forever. But her strong determination to be a good dancer made her practise with an artificial leg. Due to her strong will power and hard work, she became one of India's best dancers. Then she received invitation from all over the world to perform in Europe, Canada and Middle East. She was honoured with many awards in India and abroad. She danced in Telugu film "Mayuri" in 1984 and Hindi film "Nache Mayuri" in 1986. There after people called her Mayuri girl and since then she has been an inspiration to many.

Now answer the questions.

1. What is this paragraph about?

2. Where was Sudhachandran born?

3. When and where did she complete her MA in Economics?

4. Why did she lose her right leg?

5. What made her use an artificial leg?

6. How did she become one of India's best dancers?

7. Did she perform her show outside India? Where?

8. Why did people call her Mayuri girl ?

9. When did she dance for the film "Nache Mayuri"?

10. Why has she become an inspiration to many?

Lesson-3

WANDER –THIRST

Teachers' Notes

This is a good but old poem. The notes given on the poem are not at all necessary. It goes beyond the heads of students. See the language 'composed in the tradition of British romantic poetry'..... The lead-in is impractical. Usually the teacher can spend up to 5 minutes in introducing a lesson. How can here, the students pair up and tell their partners about their experiences? This will take about half an hour. It seems the editors have the habit of beginning and ending their classes with lecture and have never ever introduced the lessons they have taught. While printing the poem gaps should have been provided between each two lines because the poem consists of two-liner stanzas.

Pre-reading

Introduce the poem in the following way:

People are of two types. Some prefer to stay always at home. Some others love to leave home and travel most of the time. Here is a poem about one who always wants to travel to far-off new places. Let us read the poem to see what arguments the person gives in support of his travel.

Ask students to divide the poem into two-line stanzas for easy comprehension.

While-reading

Steps

- * Read aloud the poem, your students only listen to you without opening their book.
- * Read aloud the poem second time, your students open their books, listen to you and at the same time see the poem
- * Ask students to read the poem silently.
- * **Read the poem silently and answer the questions.**

Do not write the answers now.

1. What is there in the east?

2. What is there on the west?

3. Who is 'me' in line 2?

4. What kind of thirst the poet has?

5. What does 'It' in line 3 refer to?

6. What works in him like madness?

7. Who forces him to say goodbye?

8. Who call the poet to leave home?

9. What does 'white road' mean? Is it road on sea or land?

10. Who will be his friend when the poet travels far?

11. Who will be his guide when the poet travels far?

12. Which star serves as a guide to travellers on sea?(pole star)

13. Who call the poet to take a never ending journey?

14. The ships that come back are old. But the ships that leave the harbour are young. Why?
(clue: experience)

15. Which one is uncertain and which one is certain for the poet?

16. If one asks why one travels, on whom should one put the blame?

Post-Reading

1. Do VMDT

Students take the photograph of the poem in their eye-cameras. Next covering the poem with a sheet of paper, point their index fingers at 'Wander-Thirst', 'goodbye', 'The call of a bird' etc. and then lift the paper and verify.

2. Chorus Reading

(i) Teacher Vs Students

Teacher reads aloud the first line, students the second and so on. Next they change - students first, then teacher second and so on.

(ii) **Students vs. students**

Students divide into two groups. One group reads aloud first and the other second and so on. Then they change and do as before.

3. Do chain-drill. One student first line, next second line and so on.

4. Make a list of the objects of nature found in the poem. Some are done for you.

- | | |
|------------|----------|
| 1. Sunrise | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. Sky | 8. _____ |

5. Look at this line:

“For the seas call, and the stars call, and oh! The call of the sky!”

Write another line like this using some of the objects of nature you have listed in task 3.

6. Write answers to the questions in while-reading section under which space is provided. While answering the questions, you can see the poem.

7. Read below the part of the poem ‘Village Song’ by Sorojini Naidu. The mother asks her daughter to marry and live a happy life. But the daughter does not want the worldly life but want to go to the laps of nature.

Mother : Honey child, honey child, the world is full of pleasure
 Of bridal-songs and cradle-songs and sandal-scented leisure.
 Your bridal robes are in the loom, silver and saffron glowing
 Your bridal cakes are on the hearth: O whither are you going?

Daughter : The bridal-songs and cradle-songs have cadences of sorrow
 The laughter of the sun to-day, the wind of death to-morrow.
 Far sweeter sound the forest-notes where forest-streams are falling

O mother mine, I cannot stay, the fairly-folks are calling.

* In the poem you read before, the seas, the stars, the sky, the rivers, the birds call the poet. Who call the girl in this poem?

* Who do you support, the mother or the daughter?

8. Do mental Talk

Mentally repeat the following lines of the poem.

“For the seas call, and the stars call, and oh! The call of the sky.”

“For the rivers call, and the road calls, and oh! The call of a bird!”

“And come I may, but go I must.”

Lesson-4

THE PRICELESS GIFT

Teacher's Note

The story is good. But it is a very sad story. The book should not have begun with a sad story. The introduction is inappropriate. The question (page 8) 'Why the shilling Maggie presented to the writer was an invaluable offering?' shows that the editors have not understood the story. Maggie did not present the shilling to the writer. She gave this for her brother. The writer was to buy flower on that money and offer it at the grave of her brother. Task (B) p-9 is not appropriate. Ordering is possible only when events occur on a time scale. It is difficult to order dialogues.

Pre-reading

Introduce the lesson as suggested below:

Read or write these lines from the text on BB. "At last she asked, 'Are you an Indian? My brother is in India. He is a soldier. We have not had a letter from him for a long time. My mother is very worried. She is afraid something has happened to him.'" Then ask these questions : Who is she? Where is she from? Has something really happened to her brother? If something has happened what has happened?
Are you interested to get answers to these questions?

Now read the story to get these answers.

While-reading

Ask students to divide the lesson into 7 parts or SGPs (sense group paragraphs)

SGP 1 (I went..... in any way p.2); SGP 2(The week..... at the moment p-2); SGP 3 (soon we approached..... week wages (p.3); SGP 4 (what kind of..... their dream P.4); SGP 5 (several months..... Soon recovered P.4; SGP 6 (It was write to you P.5); SGP 7 (Maggie's face..... Till the end).

- * Read silently SGP 1 and answer the questions.
SGP 1 (I went..... in any way)

1 Where does the action/scene take place?

2. Who are the main characters/persons in that scene?

2. Where did the writer go?

3. He sat on a corner table. Then what did he do?

4. What did he notice/see?

5. What was the girl like?

6. What did the girl ask the cashier?

7. Why was the writer surprised?

8. What did the writer come to know about her from the waiter?

9. Why did the writer think of helping her?

Will the writer be able to meet her? Where? When?

Read the next section to get answers to these questions.

SGP 2 (The week..... at the moment)

Read silently and answer the questions that follow.

10. Did the writer meet her? When? Where?

11. Why did he sit on the chair opposite her?

12. What did he come to know about her brother?

13. Why was her mother worried?

14. What was the name of the girl?

15. She usually takes the village road. But why did not she take this road that day?

Will Maggie take the writer to her house?

Read the next section and see.

SGP 3 (soon we..... Week wages)

Read silently and answer the questions that follow.

16. Did Maggie take the writer home?

17. What was Maggie's mother doing?

18. Why was she making cakes?

19. How did they make their living?

20. Why is Saturday the day of festivity in their neighborhood?

21. Why did Maggie carry the key and open the door herself without asking her mother to open the door?

Do you think Maggie's mother will want to know about India?

Read the next section to know this.

SGP 4 (what kind..... their dream)

Read silently and answer the questions that follow.

In this section Mrs. Bethy talks about India, her son and the ring that her son sent to her from India.

22. What does Mrs Bethy think of India?

It is not a good place to live in. There are.....

23. Are her views about India correct?

24. Where does her son work and what is he?

25. What is his name?

26. What is special about the ring that Franky sent?

27. Is it true that one can see a distant person in it if one looks at the ring and thinks about the person?

28. Did the writer know that this was not true?

29. He knew this was not true but why did not he tell this to Mrs Bethy?

Will the writer visit Maggie's house again? He wanted to help them. How can he help them?

Read the next section and see.

SGP 5 (several months..... Soon recovered)

Read silently and answer the questions that follow:

30. Did the writer visit Maggie's house again? After how many months?

31. What is the name of the writer?

32. Have they got any news from Franky?

33. Mrs. Bethy was sick. Why her sickness was aggravated (get worse)?

34. What did Maggie request the writer?

35. Maggie requested the writer to tell that her brother is alive and well looking at the ring. Why did she want the writer tell a lie?

36. Did the writer keep her request?

37. What did he say looking at the ring?

38. Did Maggie's mother recover from her sickness?

Is Franky really alive or dead?

* **Read the next section to know**

SGP 6 (It was write to you)

Read silently the text and answer the questions that follow:

39. It was time for Mr Gupta to return to India. He wanted to go to Maggie's house to say goodbye. But why did he decide not to go?

40. Why did he feel ashamed to face Mrs. Bethy?

41. He did not go. But what did he do to inform them that he was returning to India?

42. What did Maggie do after receiving the letter?

43. When Maggie came to say him goodbye what was Mr. Gupta doing?

44. To which part of India Mr. Gupta was going? Why?

45. Where was Franky buried?

46. Is frontier province very far from the Punjab?

47. What did Mr. Gupta promise to do when he would go to India?

You have almost come to the end of the story. Only one section is left. Why the story is named 'The Priceless Gift'? Read the last section to know.

SGP 7 (Maggie's face..... pack my bags)

Read the text silently and answer the questions that follow.

48. Why was Maggie's face filled with gratitude and why did she thank the writer?

49. Why did Maggie offer Mr. Gupta a shilling?

50. At first instance why did Mr. Gupta want to return the shilling?

51. Why did he finally decide not to return the money?

52. What was the gift? Who gave the gift to whom?

53. Why the gift is priceless?

Post-reading

1. Match the sections (SGPs) with their themes. Join with lines. First one is done for you.

- | | | |
|----|----|----------------------------------------------------------------------------------------------------------|
| 1. | a. | The writer visits Maggie's home for the second time. Mrs. Bethy not well. |
| 2. | b. | Maggie offers Mr Gupta a shilling and requests him to buy flower and lay it on the grave of Franky. |
| 3. | c. | The writer sees Maggie for the first time in a restaurant. |
| 4. | d. | The writer visits Maggie's home for the first time and meets her mother. |
| 5. | e. | The writer talks to Maggie in the restaurant and comes to know about her. |
| 6. | f. | The writer and Mrs. Bethy talk about India, Franky and the ring. |
| 7. | g. | The writer comes to know about Franky's death. Maggie visits his house the day he is to leave for India. |

2. Who said/asked to whom? Write the names in the blank space. One is done for you as an example.

- | | | |
|----------|-----|---------------------------------------------------------------------------------------------|
| _____ | (7) | How can I ever thank you. Goodbye. Remember to write . _____ |
| Maggie__ | (8) | Is that gentleman an Indian? Cashier |
| _____ | () | No sir, she has lunch here on Saturdays. _____ |
| _____ | () | "Are you an Indian? My brother is in India. _____ |
| _____ | () | "Excuse me. My hands are covered with flour." _____ |
| _____ | () | "Your son is well. He is alive _____ |
| _____ | () | "Please buy flowers with this when you go and lay them on my brother's grave for me". _____ |
| _____ | () | "When I go to that part of the country I shall visit your brother's grave for you." _____ |

These questions/statements are not in order. Put them in order, if you can, as they occur in the text. First ones are numbered for you. You can see the text while doing this activity.

3. Given below are some words, phrases and half-sentences. Put them under four characters in the story. The first one is done for you.

From India, an old woman, only son, a poor girl, worked as a soldier in Frontier Province , fell ill, wanted to help Maggie and her family, takes lunch at the restaurant on every Saturdays, prepared cakes to sell, sent a ring to his mother, had got a job in Punjab, told a lie to help Mrs. Bethy recover,

gave one shilling to Mr. Gupta to buy flower for her brothers grave, died in India, asked a lot of questions to Mr. Gupta to know about India, showed the photograph of her son to Mr. Gupta,

FRANKY

- * Only son
- * Worked as a soldier in Frontier Province
- * Sent a ring to his mother
- * Died in India

MRS. BETHY

MR. GUPTA

MISS. MAGGIE

Now you can easily write three short paras about them converting these words , phrases into sentences.

4. VMDT Reading a good piece of literature, be it a story, a novel, a play or a poem creates mental pictures in us. In this sense good writers are like good painters. While painters/ artists paint pictures with colours, good writers create pictures with words. This is why films or TV programmes are made out of stories, novels or biographies.

The story 'The Priceless Gift' creates in us mental pictures – the picture of a restaurant, Maggie and the writer walking to Maggie's house, pictures of Maggie's house, the writers house.....'. Take mental pictures of these places.

5. (I) See the meanings of words – persist, approach, aggravate , recover, gratitude, deprive- in the notes and glossing at the end of the lesson.

(II) Next see how these words are used in the story .

Persist- Section-1 , last paragraph . The curiosity I felt about the girl persisted.

Approach – Section-3, 1st paragraph and 2nd section 5th paragraph, last but one paragraph.

Aggravate- Section -5, first paragraph.

Recover – Section – 5 , last paragraph .

Gratitude- Section-7, first paragraph.

Deprive- Section-7, middle.

(III) Now fill in the gaps with these words- right word in right place (context).

Mamata lived with her old mother .Once her mother had high fever. Mamata gave her medicine but her fever _____. So she called a doctor. As the doctor _____Mamata's house , he could hear Mamata's mother talking to herself. Patients talk to themselves in high fever. The doctor wanted her to be shifted to a hospital. Mamata and her mother were poor. They cannot afford the expenses in the hospital. Her mother's condition _____when she came to know that she was shifted to a hospital. She was diagnosed to suffer from pneumonia, which needed long treatment. The doctor said, if she is not shifted to a hospital, a nurse should be hired to take care of her."This too was expensive for them. Mamata said , "I'll take care of my mother like a nurse, even better than a nurse." The doctor did not want to _____Mamata from the joy of serving her mother. He did not insist for a nurse. Instead he came to see Mamata's mother every day. After a week's treatment , Mamata's mother _____from her illness. Both mother and daughter expressed their deep sense of _____to the doctor.

6. Listening

A paragraph from the text is given below. Some important words are missing. In the place of missing words, there are gaps/blanks. Your teacher will read the paragraph aloud with the missing words. You will listen to him carefully and fill in the blanks.

“I went to a _____ restaurant. It was _____ time. There were _____ eating and drinking. The restaurant was very _____. I saw that some of the chairs and _____ had been pushed in to a _____. I _____ the corner table, seated myself and started _____ through the newspaper.”

You can yourself prepare such listening activities from the text. Your friend will read aloud a paragraph and you will do the task and vice-versa. (You will read aloud and your friend will do the task)

7. Speaking

If we go outside our state and meet someone who does not know Odia, there is a need to speak in English. There are different contexts/needs to speak in English. Sometimes there are needs to introduce ourselves in English, introduce someone to others in English and need to ask someone questions to know about him/her. There is also need to socialize in English – for meeting and leave taking.

Most of these contexts and needs are there in this story. Can you identify these contexts? In section -2 (First paragraph) The writer occupies the chair next to Maggie. He must have introduced himself to Maggie. Maggie also asked him questions to know about him. The writer also asked her , “May I know your name ? “

Also see section-3 , where Maggie introduces the writer to her mother and her mother to the writer. At last , Maggie says ‘goodbye’ to Mr. Gupta and Mr. Gupta to Maggie.

Maggie: Goodbye. Remember to write.

Mr. Gupta : Goodbye Maggie, God bless you.

Activities :

A. Asking for information

First you ask the other for information by asking the following three questions and jot down /remember the answers.

What’s your name?

Where’re you from ?

What do you do?

B. Introducing one to other

You introduce the other to the whole class using the following three statements:

This is _____.

S/he is from _____.

S/he studies in class _____.

C. Introducing yourself to others

Finally you introduce yourself to the class.

I'm _____.

I'm from _____.

I study in _____.

And the other one introduces him/herself to the class in the same way.

D. Meeting someone

Do the following dialogues in pairs. One plays the role of A and the other that of B.

(I) A: Good Morning.

B: Good Morning .

A: How are you ?

B: Fine. Thank you.

Do this again changing the roles.

(II) Parting (Leave-taking)

A: Good bye. Have a good time.

B: Same to you. Convey my regards to others. Do come again. Wish you a happy journey.

E Expressing Politeness

Depending on contexts (formal or informal), your relationship with the person, his/her status, the amount of services done, you have to be less, more or most polite in you language. Take for example:

What is your name? (Less polite) between persons of same age and status)

May I know your name? (More polite)

Or

Thank you. (Less polite) –for small things done.

Thank you very much.(More polite –for more things done)

Thank you very much indeed. (Most polite for great things done)

Lesson -5

HOME AND LOVE

Teachers' Note –

This is also an old poem. But the poem is somehow better than the poem "The Character of a Happy Life" as it is comparatively simple. The poem has three distinct stanzas consisting of eight lines. But in the text, the last line of each stanza is shown as if it is a part of the next stanza, which creates confusion. Therefore, before pre-reading ask the students to demarcate the poem into three separate stanzas. The theme is old and the tone is didactic. The lead-in and the post- reading activities are inappropriate and some of them are impracticable.

Pre-reading

Write on the blackboard the title of the poem and then brainstorm the students with questions like, 'How are these two words, 'Home' and 'Love' related? Can one be separated from the other? Do you want them to be united or separated? When someone will answer some questions and others cannot, you say, 'Let's then read the poem to get answers to these questions'.

While-reading

Steps:

- * Read aloud the poem, your students only listen to you without opening their books.
- * Read aloud the poem second time, your students open their books, listen to you and at the same time see the poem.
- * Ask students to read the poem silently.
- * Read the poem silently and answer the questions.
- * Do not write answers to the questions now.

Stanza-1.

1. How many stanzas are there in the poem?

2. What are the similarities between Home and Love?

3. The words 'Home' and 'Love' complement each other. Is it possible to find two such words complementing each other, in all the speeches and writing available so far?

4. Angels always talk using very sweet words. Are their talks sweeter than the two words –home and love?

5. Out of these two words, is it possible to say which one is better?

Stanza -2

6. Let's do little bit of mathematics.

Home – Love = _____

Love- Home = _____

7. Is it possible to deduct one from the other?

8. Why is it not possible to deduct one from the other? (Because they travel together and winning one means _____).

Stanza -3

9. What will happen if one has both home and love- very happy or unhappy?

10. Write the line from the poem which tells one will be very happy if one has two.

“You ought to _____.”

11. Can even a very poor man be happy if he has both?

12. Write three lines which are repeated in the first and last stanza.

Post-reading

1. Do VMDT: Take the photograph of the poem – the three stanzas in detail, close your eyes and say . Next write stanza number in the boxes provided.

* Home and love cannot be separated.

* If separated, there will be bitterness and pain.

* Both the words are four small-lettered words.

* If one has both, s/he will be very happy.

* Even a poor man will be happy.

* The line ‘When angels talk in heaven’.....’

2. Do chain-drill with the lines:

“Home without love is bitterness

Love without home is often pain.”

3. Now answer the questions in the previous sections (While-reading, stanza 1 to 3)in the space provided there.

4. Given below are some words and phrases. First put them under two heads.

Sweet, bitterness, four-lettered words, unhappiness, small, happiness, pain, joy

Home without Love

Home and Love together

Pain, _____

Sweet _____

Now complete this writing about home and love.

Home and love are two four-lettered words. One complements the other. They cannot be separated. If separated, there will be _____, _____ and _____.

5. Given below is a Happy Home Family tree diagram. Read the diagram carefully and write as suggested.



(I) Provided below a paragraph on Jadunath and Subarna . Write a similar paragraph on Radhakanta and Madhabi and Aparna and Ramesh .

Jadunath and Subarna

Jadunath and Subarna are husband and wife. They love each other very much. They have one son. His name is Radhakanta . His wife is Madhabi. Radhakanta and Madhabi love each other very much. They have a son and a daughter. The name of their daughter is Aparna. She is 12 years old. She studies in class VIII. She has a brother. His name is Ramesh. He is 8 years old. He studies in class III. Both the sister and brother love each other very much.

Radhakanta and Madhabi

Aparna and Ramesh

(II) Now write a poem on this happy family. Some lines of the poem have been provided.

Grandfather loves grandmother

Grand mother _____

Home and love together.

Husband loves _____

_____ husband

Both love their son and _____

Home and _____ together.

Brother _____

Sister _____

Both love father and _____

Grandfather and-----

Home and _____.

6. The poem is old because the poet is old. Do you agree with the poet's view that home and love cannot be separated? They are always one. Currently, are their homes without love? The other words that come to mind when we think of home and love are 'marriage' and 'family'. Are there marriages without love? Families without love? Another word that comes to mind is 'divorce'. Discuss all these with your friends.

Lesson -6

A HERO

Teachers' Note –

This is a very good story spoiled by the editors by their unsuitable and inappropriate lead-in and post-reading activities. The text will tell what kind of lead-in and activities are possible. Because the editors have not understood the text, they went wrong with everything they did with the text. They are probably misguided by the title, 'A Hero'. In fact Swami is not a hero. He is a hero by mistake. He did something out of fear and not out of courage without knowing what he had done. He bit the leg of the thief without knowing that he had bitten the leg of a thief. That he is not really a hero is known to his father, mother and grandfather. But Swami's School and those others who praised him for catching the thief did not know that he was a hero by mistake. And the editors have also joined hands with these outsiders considering Swami as a real hero. Look at the kind of writing task they have given; 'Write a citation to be read out.....'P- 57. Can they themselves write a citation in English? How can those who fail to understand a simple story, write a citation? They should have not been given the job of editing the textbook.

Pre-reading

Tell this story to introduce the lesson.

There was a king. He had excellent cows and oxen. He used to feed them well. The cows and oxen were, therefore, very healthy. A tiger came to know about this. One evening the tiger stealthily got into the king's cow shed. He pretended to stand like cows inside the cowshed waiting to steal one when it was night. A thief also knew about the excellent cows and oxen of the king. He got inside the cowshed to steal one. It was very dark inside. He was searching for the best ox putting his hands on the back of the oxen. He touched the smooth back of the tiger. He thought it to be the best ox. He tied the tiger and sat on its back, brought it outside and rode over it. The tiger mistook the thief to be the powerful hunter of the king. So it did nothing but allowed the thief to ride over him. The thief was also happy when the tiger ran very fast in the darkness. But when morning came, he could realize that he was not riding an ox but a tiger. What must he do at that moment? He looked for a chance to jump out of the back of the tiger. Some people saw the thief riding on the tiger. They thought the thief to be a very courageous man. While riding the tiger, a branch of a tree came close by. The thief caught the branch and escaped. People from all around came running to him calling him a hero, who can ride a tiger. They garlanded the thief and took him in a procession in the village. Did you listen to the story? Is the thief a real hero or a hero by mistake? Now we will read about a boy who became a hero by mistake.

While-reading

Read silently the first paragraph of the story and answer the following questions. Do not write the answer now.

1. Who are there in this section?

_____.

2. Is it day or night? (See 2nd line)

3. What was Swami's father doing?

4. What is the news about?

2. What did the village lad (boy) do?

3. What did Swami say about the village lad?

(He is not a boy but a _____)

4. Swami's father said "Courage is everything, strength and age are not important". Did Swami agree with what his father said?

5. Read out what Swami said to disagree with his father?

"How can _____

_____"

6. What did Swami's father want Swami to do to prove that Swami had courage?

7. Where did Swami use to sleep?

8. What did Swami say to change the topic?

9. Did his father listen to what Swami said to change the topic?

10. What did Swami say next to avoid sleeping alone in his father's office room? Read out what he said.

11. Did his father agree to Swami's plea?

12. Swami did not expect all that happened that day. Which sentence tells you so? (Read aloud the sentence) 1st sentence.

Did you see how the first sentence of the section tells the topic /theme of the section?

· **Read the 2nd section of the story and answer the following questions.**

13. Do the incidents in the second section happen the same night or later?

14. What did Swami pray?

15. Why did he pray so?

16. Did his father lift the newspaper to hide his face as prayed by Swami?

17. What did Swami do when his father lifted the newspaper?

18. Who came on Swami's way?

19. What did his grandmother say when Swami went to the bed early? Read it aloud from the text? (Later write this on the space provided)

20. Did his grandmother know what has happened between Swami and his father that night?

21. Why did Swami make gestures without saying in words?

22. Did his grandmother understand what Swami intended to say through gestures?

23. Swami covered himself with a blanket and snored. Was he really asleep? Why did he do so?

24. What did his father do next?

25. Why did Swami look at his granny when his father was taking him away to his office room?

26. What did Swami request his father? What was his plea (argument) not to sleep in the office?

The office according to him _____

27. Was the office really dusty? _____

28. What was Swami's next request to his father? Read aloud what he said. (Let me

_____)

29. Did Swami's father agree to his request? _____

30. What was his father's advice in support of not providing Swami a lamp? Read aloud the lines. Later write the lines in the space provided below.

31. What was Swami's last request? _____

32. Did his father agree to his request? _____

33. Why did Swami hate the news paper ?

34. What did he wish? The tiger should not have _____

35. Why did Swami wish so? _____

Read silently section –III and answer the following questions.

36. Did all the incidents in this section also happen that night? About what time at night?

37. What did Swami remember while sleeping alone in his father's office? (Para-1)

38. What did his friend Mani tell him about a ghost?

39. What did Swami know about Munisami's father?

40. What kind of noise did Swami hear ?

41. What did he know about his old friend in the fourth class?

42. Why did Swami decide to sleep under the table?

43. What did he dream while asleep?

44. Opening his eyes, what did Swami see?

45. What, according to Swami, the moving thing would do to him?

46. Why did he hug the moving object and bite hard into it?

47. What was the object which Swami bit?

It was the ankle of a thief.

48. Did Swami know that he had bitten a thief?

49. Who fell on the burglar (thief)?

Read the last section and answer the following questions.

50. Did the incident in this section happen the same night?

51. What did Swami's classmates and teacher do?

52. What did his headmaster say?

53. Why was the police grateful to Swami?

54. What did the police want him to be?

55. What did Swami really want to be?

56. Did his father, mother and grandmother know that Swami was a hero by chance?

57. Why did Swami sleep early next night?

58. Why did his father call him a clever boy?

59. Why did Swami feel relieved inside the blanket?

60. Is this title all right? (Remember that Swami was not a real hero but a hero by accident or mistake) _____

61. Provide a suitable title to the story to convey the fact that Swami is not a real hero.

_____ (A Hero by accident /A hero by _____).

62. Is it possible to make the title suitable by just providing a punctuation mark?

Post-reading

1. Do VMDT. Take the photograph of the four sections of the story . Then close the book /eyes and locate and say where the following incidents are :

- i. Swami's friends and teachers congratulated him.
- ii. The thief was caught.
- iii. Swami's father read about a brave boy in the newspaper.
- iv. Swami went to bed before his father came from office.

2. Provided below are some statements. State who said the statements and to whom.
First one is done for you.

Statements	Who said	To whom
1. Why don't you join the police when you grow up?	The Inspector	Swami
2. You must sleep alone hereafter.	_____	_____
3. How could a boy fight a tiger?	_____	_____
4. Don't you want to hear a story?	_____	_____
5. You let him sleep where he likes.	_____	_____
6. Aiyo! Something has bitten me.	_____	to himself
7. Can I have a lamp burning in the room?	_____	_____
8. Why do you disturb him?	_____	_____

3. Do the following dialogue. Teacher vs. students, students vs. students and finally between two students.

Father: Get up Swami. Come and sleep in my office room.

Swami: Let me sleep in the hall father. There are scorpions in your office room.

Father: There are no scorpion, little fellow. Sleep on the bench if you like.

Swami: Can I have a lamp burning in the room?

Father: No. You must learn not to be afraid of darkness.

Swami: Will you, at least, leave the door open to grandmother's room?

Father: All right, but promise you will not slip into Grandma's room at night.

Swami: I promise, father.

4. Provided below are some sentences stating incidents in the story. Read them carefully and decide in which section the incident took place and place them under the appropriate section. You can consult, if necessary, your textbook. The statements are not in order.

(i) Swami, while sleeping alone remembered all the ghost stories told by his friends.

(ii) His father pulled away his blanket and took Swami to the office room.

- (iii) Swami's father was reading a newspaper.
- (iv) Therefore, his father wanted him to sleep alone in the office room.
- (v) Out of fear, Swami caught the moving thing and bit it.
- (vi) His father wanted to see that Swami had courage.
- (vii) Swami heard the ticking of clock and sounds of insects.
- (viii) He saw something moving down.
- (ix) His friends and teachers congratulated him.
- (x) His father read in newspaper about a courageous boy.
- (xi) Swami , coming back from school , went to bed very early.
- (xii) His father , servant and the cook caught the thief.
- (xiii) Swami cursed the newspaper which was the cause of all his problems.
- (xiv) Secretly Swami slipped out and slept in grandma's room covering himself with a blanket.
- (xv) Father knew why Swami went to bed before he returned from his office.
- (xvi) Swami was afraid of sleeping alone.
- (xvii) There was sound of falling furniture.
- (xviii) The police wanted Swami to become a policeman when he would grow up.

Section –I

Section-II

Section-III

Section –IV

After placing the statements under the right sections, number them under each section serially in order of their occurrences. Now if you write all the statements serially, you will get the summary of the story. Write in your note-book the summary of the story ordering all the statements.

- 5 Do exercise G from the textbook p.54.
- 6 Write answers to the comprehension questions in the space provided in the while-reading stage.
- 7 The story can easily be made into a play. The section –I is made into a play. Read the section carefully and fill in the gaps in the play.

Father: (reading a newspaper) Swami listens to this: News has been received about the bravery of the village lad, _____

The boy fought with the tiger and then climbed up a tree. He stayed half a day- then people came and killed the tiger and saved the boy.

(Looking at Swami) What do you say to that?

Swami: I think he _____

Father: You think _____

Swami: (disputing his father) How can _____

Father: Leave _____

Swami: (mumbled weakly) Yes.

(and trying to change the topic) We are going _____

Father: We'll see about it later. You _____

Swami: (realizing it has gone beyond his control) From the first _____

Father: No, _____

(You can convert the rest of the story into a play and stage the play in your school function)

8 Read the story below and answer the questions that follow. The story is about a man who became a hero by chance.

Once a man went to his father-in-law's house. His mother-in-law prepared chakuli pitha for him. When one chakuli was made, two sounds are made for one chakuli. The son-in-law was listening to the sounds and knew his mother-in-law had prepared six chakulis as there were twelve sounds. When the mother-in-law served him six chakulis, he said, 'Mother, you have given me all the chakulis you have prepared'. The mother-in-law was surprised and told her friends in the village that her son-in-law was an all knower. A man came next day and said, "You are an all-knower. Please find my plough share which I have lost in the mud". The man was in trouble. But he said, 'I'll tell this tomorrow'.

Throughout the night he searched the plough share in mud. He found it after a lot of trouble. He put this in a part of the land. Next day when the man came, he said, 'Go and look at the part of land near the tree'. He got his plough share. This news spread far and near.

The king came to know about this all-knower. To test him, he kept inside his closed fist a jasmine flower and asked the man to tell what was inside his palm. The man was now in great trouble. He would be killed if he failed to say what was inside the palm of the king. So he mumbled to himself "By counting the sounds, I came to know about the number of chakulis. By searching the whole night, I got the plough share. Now I will be killed in the hands of the king". He said this in Odia. In Odia, 'mali' means both jasmine flower and death. Thus when the man meant death in the hands of the king, the king understood this as jasmine flower in his palm. He was very happy with the man. He treated him as a great hero and offered him a lot of gold coins.

Comprehension Questions:

1. How did the man come to know the number of chakuli pithas his mother-in-law had prepared?
He came to know by counting _____

2. How did he find the ploughshare?

3. How did the king test the man?

4. Did the man really know what was inside the closed palm of the king?

5. Did the king know that the man knew?

6. Was the man a real hero or a hero by chance or luck?

Lesson-7

ALEXANDER SELKIRK

Teacher's Note -

This poem is difficult for class IX students. Previously this poem was prescribed for degree classes. The difficulty is mostly due to two reasons. One, the poem suits the mode of the character in the poem, who is in a confused and painful state of mind. His thoughts are, therefore, not in order. For example, in the first four lines of the first stanza, he says 'I am monarch of all I survey'. But in the next four lines he contradicts himself 'O solitude! Where are the charms.....' This poem is, therefore, good for one who reads, enjoys and forgets about the poem. But for students to read, remember and then write answers to questions from the poem, it is difficult. Second, the language is also difficult. Take for example these lines from the last stanza:

'And mercy, encouraging thought!

Gives even affliction a grace

And reconciles man to his lot".

Let the editors try to summarize these lines. If they do, they will definitely realize their mistake of prescribing the poem for class X students of Odia medium schools. The poem is also an old poem. The lead in is inappropriate and also the post-reading activities.

Pre-reading

Once it so happened that a man, while travelling in a ship, quarreled with the captain of the ship. The captain got so angry that he left him in a lonely island where no one lived. He lived there alone for about 5 years. How did he live there alone? What was his suffering? Were there birds and animals in the island? Were they afraid of him? Let's read this poem to know more about this man. Ask students to number the stanzas before they read.

While-reading

Steps

- a Read aloud the poem, your students only listen to you without opening the book.
- a Read aloud the poem second time. Your students open their books, listen to you and at the same time see the poem.
- a Ask students to read the poem silently.

Read the poem silently and answer the questions.

Stanza

1. Who is 'I' in this poem?

2. Why does the poet consider himself a monarch?

3. Why does he consider himself to be the lord of only the birds and beasts?

4. He calls himself a monarch. But at the next moment he exclaims 'O solitude.....'. Why does he contradict himself?

5. Who normally like solitude?

6. Does he love solitude? Why?

Stanza 2

7. Why should Selkirk finish his journey alone?

8. What does 'journey' here refer to? (journey of life)

9. Why does his own sound surprise him?

10. He will never hear the sweet music of speech. Whose speech does he talk about?

11. Why are the animals not afraid of him?

12. The animals behave like tame animals. Selkirk is happy, not happy, shocked, and indifferent – which one is correct.

Stanza 3

13. With what has the God blessed the man?

14. The poet wants to taste something. What are they?

15. The poet wishes to go to his homeland. How?

16. How does he want to lessen his suffering?

17. What does he want to learn from the old people?

18. What activities of the young people he wants to enjoy?

Stanza 4

19. To whom does Selkirk address in this stanza?

20. What does he request to the wind? (To bring news.....)

21. Who does he remember?

22. What does he request the wind to tell him?

Stanza 5

23. What does Selkirk talk about in this stanza? (mind)

24. Who moves faster than tempest?

25. How does the poet prove that the mind moves very fast? (Mind takes him to his native land in a moment.....)

26. What does Selkirk talk about in this stanza? (Rest).

27. Where does the seafowl take rest?

28. Where does the beast live?

29. Where shall the poet take rest?

30. What brings end to all our suffering? (rest)

Post-reading

1. DO VMDT.....

In which stanza does the poet address solitude?.....wind..... mind.....rest?

2. Chorus Reading

i) Teacher Vs students.

Teacher reads aloud first four lines of stanza 1, students next four lines. Change role and do the same.

ii) Students Vs students

One group reads aloud first – four lines, next group the rest. Change role and do the same.

3. Provided below are writings about the stanzas of the poem. Read the writings and write against the stanza number in the box provided. You can see the poem while doing the task.

- i. The birds and animals have gone to take rest. I will also go to take rest. Rest brings an end to all our suffering.
- ii. Mind moves very fast. In a moment it takes me to my native land and brings me back to this sad place.
- iii. I am the monarch of this island and lord of the birds and animals who live here.
- iv. Humans live in society with friends. They love each other
- v. The animals are not afraid of me. They have not seen human beings before.
- vi. Selkirk requests wind to bring some news from his land which he will never visit again.

4. Read the story of Selkirk given below and answer the questions that follow.

Once in Scotland lived a boy. His name was Alexander Selkirk. He was quarrelsome and unruly. He started quarreling with his neighbours and friends. People did not like this. They informed the Church to set him right. In those days, church used to solve such social problems. So the church called Selkirk to appear before the bishop. But Selkirk did not appear before the bishop. Instead he joined hands with some sea pirates. That was the time of war of Spanish Succession. The captain of the pirate ship, where Selkirk was, got the permission to attack foreign enemies and steal wealth from them. In the pirate ship also Selkirk quarrelled and fought with other sea-men. . He also quarreled with the captain of the ship Thomas Stradding. All of them, therefore, wanted to punish Selkirk. Once the ship came close to a lonely island, Juan Fernandiz . They forcibly left Selkirk in this island. Selkirk lived there all alone till he was rescued by another pirate ship after four years and four months.

Comprehension Questions:

1. What is the text about?

2. To which country did Selkirk belong?

3. Why did not people like Selkirk?

4. Who did people inform about Selkirk?

5. Instead of appearing before the Bishop, what did Selkirk do?

6. With whom did Selkirk quarrel with in the pirate ship?

7. What did the captain decide to do?

8. Where did they forcibly leave him?

9. How long did Selkirk live there?

10. Who finally rescued Selkirk from the island?

Lesson-8

AN INTERVIEW WITH THE LAST MOONWALKER

Teacher's Note

The theme and the interview are old. An interview with Sunita Williams or Kalpana Chawla would have been better and more relevant for our learners as they are Indians. The glossing is insufficient. Sufficient notes should have been given on gravity, zero gravity, space station, propulsion technology to help students understand the text. Only giving the meaning of 'propulsion' as the act of pushing forward' will not serve the purpose. It seems the editors are not willing to do hard work. They had taken the task of editing as a routine. Why did they provide comprehension questions under three heads – 'points for discussion', 'understand the text', 'and understand the text better'? It is not clear as the questions under all these heads are comprehension questions. Under 'H' 'Let's write', the editors have asked students to write a paragraph but have given two-page instruction. Two page instruction for one paragraph? Towards the end of the instruction, they have asked students to do another writing task. But they have not numbered the task. The task, therefore, gets mixed up with the instruction. This is carelessness. Their carelessness reaches the worst height in the cross-word puzzle in page 40-41. Instead of numbering the clues from 1-10, they have numbered twice 1-5. But in the puzzle it is 1-10,. There is also a mistake in 6. Instead of letter 'B', it should have been 'U'. All these errors have made the cross-word totally useless, seer waste of two pages of the text book and confusion for both teachers and students who want to do the cross-word. Normally the comprehension questions should start with simple ones. But the editors start with difficult ones. What is the meaning of the line "It's a very dubious honour"? This will switch off the students. The lead- in is difficult inappropriate and impracticable. How will students discuss during lead-in for which the time available is only 4-5 minutes?

Pre-reading



Look at the picture. What is the picture about? When did it happen? Who landed in Moon? How many years back did this happen? Has anything more been done afterward about travel to Moon? Let's read this lesson to find answers to some of these questions.

While-reading

Read part I of the text silently and answer the questions.

1. Who is interviewing whom?

2. Who is Eugene Cernan?

3. How many years have passed since Cernan walked on Moon to the time of his interview?

4. What is, according to Cernan, the greatest attempt in the history of mankind?

5. Who said in 1961 "We are going to the Moon"?

6. Who was Kennedy?

7. Why does Cernan consider the fact that he was the last Moonwalker as disappointing and a dubious (doubtful) honour?

8. Why does Cernan consider the fact that none has gone to Moon after he went there as both disappointing and not disappointing?

Disappointing because no one has gone to Moon after him, not disappointing because some work is being done on visit to Mars.

9. What happened to Apollo 13?

10. What does Cernan mean by "We held out a big stick with a big plum on it. Then we took it away..... we left them hanging out to dry".

We gave them hope to go to Moon but then

11. How long did Cernan live on the Moon?

12. Why do we need a habitat to explore more about Moon?

13. What will happen to one if there is zero gravity? You might have seen in TV how the astronauts go out of their space ship but do not fall.....

14. What is Moon's gravity?

* **Read the second part silently and answer the questions:**

15. What is International space station? Is it like a habitat?

16. How exploiting space is different from exploring space? Which one of the two should come before? Is it true that we have explored the space and now we should exploit it?

17. In which way do the efficient propulsion technologies help us going to Mars?

18. What does Cernan prefer, a manned vehicle or an unmanned vehicle for space exploration?

19. Provided below are some questions and statements. These are related to both exploration and exploitation of Mars. Tick the one which is concerned with exploitation.

- i. Is there water on Mars?
- ii. Mining of helium's from Mars.
- iii. Is there life on Mars?

20. When can, according to Cernan, we inhabit-Mars?

21. We need science to explore and exploit Mars. But is there a need for an unscientific reason – a political decision?

22. Will it be a political decision of one country or many countries?

23. Cernan wants to give children a chance to dream. To dream what?

Post-reading

1. DO VMDT: Take the photograph of the text page-wise (5 pages) by your eye-cameras. Then not looking at the text tell in which page are the following-

- i. Give children to dream
- ii. Going to Mars.
- iii. About gravity.
- iv. International space station
- v. Apollo 13
- vi. Decision of JF Kennedy in 1961

2. Stated below are some happenings. They are not in order. Write them in order they occur or will occur in the space provided.

- | | |
|-------------------------------------------|----------|
| 1. Appollo 17. | 1. _____ |
| 2. "We are going to Moon" – Kennedy, 1961 | 2. _____ |
| 3. Living in Mars | 3. _____ |
| 4. Appollo 13 | 4. _____ |
| 5. Going to mars | 5. _____ |

3. Solve the cross-word puzzle given in the textbook page 40 after making the following corrections in the cross-word.

- * Number across and down serially from 1-10
- * In the cross-word box, write 'U' in place of B on the left side.

4. Answer the comprehension questions in the space provided. You can consult the text while answering.

5. Frame wh-questions.

- i. See task (b) in the textbook P-42. Read the instructions and do the task in P-43.
- ii. Now frame 7 wh-questions from the sentence given below. One is done for you.
"Ramesh went to Cuttack with his friend at 10 am Sunday by bus to meet his mother who was in hospital."

a) Who went to _____

b) With who did he _____

c) At what _____

d) On which day _____

e) How did _____

f) _____

g) Where was _____

iii. Here is an interview with Sunita Williams, the Indian born American space traveller. Some questions are missing. Fill in the space with appropriate questions.



Mr. Gupta : As a female space traveller you hold three records. What is your first record?

Mrs. Williams : My first record is longest space flight of 195 days.

Mr. Gupta : _____

Mrs. Williams : My second record is four number of space walks.

Mr. Gupta : _____

Mrs. Williams : My third record is the time of space walk. I've spent 29 hours and 17 minutes in space walk.

Mr. Gupta : When was _____

Mrs. Williams : My first space travel was in 2007.

Mr. Gupta : _____

Mrs. Williams : The name of the space shuttle was 'Discovery'.

Mr. Gupta : Now we want to know about your personal life. You are an Indian-American. We are proud that you are an Indian. Are _____ ?

Mrs. Williams : Oh, yes. I'm proud of being an Indian.

Mr. Gupta : Your first name is Sunita .That's an Indian name. But what about your Surname; Williams?

Mrs. Williams : That is my husband's family name.

Mr. Gupta : _____

Mrs. Williams : My husband's name is Michael Williams.

Mr. Gupta : _____

Mrs. Williams : The names of my parents are Deepak Pandia and Bonni Pandia .

Mr. Gupta : When did _____

Mrs. Williams : I last visited India in 2007. I came with my husband.

Mr. Gupta : To which _____

Mrs. Williams : I originally belong to the state of Gujrat.

6. Read the paragraph below and answer the questions that follow.

Kalpana was the first Indian – American astronaut. She was the first Indian woman and second Indian in space after Rakesh Sharma. She was born in Karnal of Haryana in July 1, 1961 as the youngest of four children. Kalpana did her degree in Aeronautical Engineering from Punjab Engineering College. India's first pilot, J.R.D Tata encouraged her to go to America for her higher studies. She went to America, completed her Master degree and got her Doctorate in Aerospace Engineering. There she married Jean-Pierre Harrison, a Flying Instructor, who inspired her to apply for space flight. She got the opportunity in 1997 for her first mission. Kalpana was killed in the accident of the second space shuttle in the morning of February 1, 2003 at the time of landing at Kennedy space centre. In her memory, a Government Medical college was set up in Karnal and the next Indian satellite was named as Kalpana-1 to honour her.

Questions:

a) Who was Kalpana?

b) Where was she born? When?

c) Who was the first Indian in space?

d) Where did she do her degree in Aeronautical Engineering?

e) Who inspired her to go to America for her higher studies?

f) Who did she marry?

g) When did she get opportunity for her first space mission?

h) How was she killed and when?

i) What did the government do in her memory?

j) What is Kalpana-1

Lesson-9

THE CHARACTER OF A HAPPY LIFE

Teacher's Note

This is again a very old poem of 16th century. The poem 'Noble Nature' though old is better than this poem. The poem is too didactic and students of present day are allergic to didacticism. The poem sounds like a 'prabachan'. Why should young learners listen to Prabachan ? The editors, because they are old, like 'prabachan' they like it and, therefore, they thought the students would also like prabachan. Do people practise in real life what is given in prabachan. Do they practise even one of the teachings provided in this poem? Then why is this sycophancy? What makes the matter still worse is the fact that the poem has stanzas made of four lines. But the poem is printed in the text book as if the poem has no stanza. This is sheer carelessness on the part of the editors. The lead-in is in appropriate and impracticable. Do the editors know that the time available for lead-in is only four to five minutes? Then how do they suggest the students to discuss with their friends on 8 items that contribute to one's happiness? This will take not less than half-an hour. It seems the editors have never taken a class in their life time with a lead-in.

The poem is difficult. The difficulty is mainly due to two reasons. Because the poem is very old, it has old words. It has too many difficult words. Normally a page of running text should have 5-10 difficult words. But in this one page poem, 24 words are glossed. The difficulty is also due to concepts which are difficult for students. For instance, see these lines from the 2nd stanza :

'Whose soul is still prepared for death; Untied unto the world by care....'

Why should young learners be prepared for death?

Pre-reading

Before pre-reading ask the students to divide the poem into six stanzas of four lines each and number the stanzas.

Write on BB "Who is a happy man?" and storm the brains of students to respond to this question. One has enough wealth? Less wealth but peace of mind ? Who has many servants to serve him. One who does his own work?.....

Jot down students' responses on the Black Board. When there is enough response, say "Let's read the poem and see who is a happy man according to the poet".

While-reading

Steps

- * Read aloud the poem, your students only listen to you without opening the book.
- * Read aloud the poem second time. Your students open their books, listen to you and at the same time see the poem.
- * Ask students to read the poem silently.

Read the poem silently and answer the questions

Stanza 1

1. What is the first character of a happy man? (Line 2) (One who does not serve other' will)

2. What is the second feature of a happy man?
(One whose protection is _____)

3. What is the third feature of a happy man?
(One whose skill is _____.)

4. Who is a happy man? Tick the right option.

- a. He who is not the master of his passion.
- b. He who is not tied to world and fame.
- c. He whose soul is not prepared for death.
- d. He who is always worried about his health.

Stanza 3

5. Who is a happy man? Tick the right option.

- a. Who envies none.
- b. Who believes in vice.
- c. Who believes in rules of state.
- d. Who wants to be praised.

Stanza 4

6. Who is a happy man? Tick the right option.

- a. Who believes in gossip and rumour.
- b. Who has faith in his conscience.

- c. Who believes in flattery.
- d. Who believes in oppression.

Stanza 5

7. Who is not a happy man? Tick right option.

- a. Who does not pray God in morning and evening.
- b. Who believes on grace of God, not on worldly gifts.
- c. Who enjoys friendship and a religious book.
- d. Who has strong faith in honesty.

Stanza 6

8. Given below are some statements.

Tick those which go with a happy man.

- a. One who is servile.
- b. One who has no hope to rise or fear to fall.
- c. Who owns a lot of land.
- d. Who has mastery over himself.
- e. Who has nothing yet has everything .

Post-reading

1. Provided below are writings about the stanzas of the poem. Read the writings and name the stanza. Write the stanza number in the boxes provided against each writing.

Stanzas:

1. The happy man prays to God with sincere devotion. He worships God not for his needs but for his blessings. He has strong faith in God. He spends his life in plain living and high thinking. He reads religious books and spends his time with good friends.
2. The happy man keeps his life free from all kinds of rumours. He is very careful of his own conscience. He dislikes flattering and accepts good deeds.
3. The happy man is completely free from others. He is the master of himself. He is not a slave to others. He never hopes to rise or fears to fall. The happiness is the greatest wealth for him.

4. The happy man does not envy others for their rise or high position. He does not like others to praise him. He has love for virtue and goodness.

5. The happy man is honest and truthful. He enjoys his own freedom. He does not depend on other's will.

6. The happy man is the master of his own desires, feelings and thoughts. He is not afraid of death. He is free from worries, fame and blame.

2. Provided below are facts about the nature of a happy man. Convert each of them into a definition of a happy man. One is done for you.

(i) Spends day in reading religious books.

A happy man is he who spends a day in reading religious books.

(ii) spends day with friends.

(iii) has nothing but everything.

(iv) prays God in early and late hours.

(v) is not tied to the world.

(vi) is not after fame.

(vii) is not afraid of death.

(viii) has control over his passions.

(ix) believes in truth and honesty.

3. Based on what you have done in the previous task, write a para about a happy man. You can mix structure. Or else the writing will be boring. Starting sentences are provided.

A happy man is he who spends his day in reading a **religious** book. He spends his time with his friends. _____

4. There is a naughty but clever boy. His name is Bichitra. But his friends call him Biparita which in Odia means opposite. When he sees on one's gate written "Be Aware of Dog", he adds there "Be Aware of Dog and me". This is because he does not like the owner of the dog. Once this man scolded Bichitra for stealing guava from his garden. When he sees a writing on the closed door of a shop 'To-let', he converts the writing to 'To i let' by putting an 'i' in between 'To' and 'let'.

The day the English teacher taught the poem 'The character of a Happy man'. Bichitra was fed up because he knows that all that is said about a happy life and man is not true these days. Unlike in the past when this poem was written in the 16th century, today a man who tells lies, has a lot of wealth, runs after fame, is a happy man. While teaching the poem, the English teacher wrote on the Black Board some sentences about a happy man, and asked his students to take down the sentences in their notebooks.

The sentences were:

1. A happy man is an honest man.
2. He always speaks the truth.
3. He has no vice.
4. He has control over his passion.
5. He envies no body.
6. He has no hope to rise or fear to fall.
7. He always listens to his conscience.
8. He prays God.
9. He does not believe in flattery.
10. He is not at all disturbed when other criticise him.
11. He is not tied to the world at all.

While taking down these sentences, Bichitra changed the sentences to mean just the opposite of what they mean. For example, he wrote the first sentences as

1. A happy man is a dishonest man.

Now see the example and change the statements as Bichitra does.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

LESSON-10

THE BEAUTIFUL SPOTS OF KULU VALLEY

Teachers' Note-

The text is a descriptive one. It is a difficult text for the students of class IX. It is loaded with passive structures and difficult words, which make it more difficult. The organisation of the text is not suitable to help students comprehend it easily. The concept of visit to Kulu Valley is meant for the upper class people in our context. The second paragraph of the text is more difficult for our students to understand the comparison and contrast between the weather in India and that of in England.

The introduction of the text is not interesting and motivating. The text contains eight paragraphs which can be divided into five sense group paragraphs.

Pre-reading

Give the names of some visiting places in Odisha. The teacher draws a sun diagram on the BB and elicits ideas from the students and puts them around it. Then he leads the discussion with the following questions;

1. Which of these places do you like to visit?
2. When do people usually visit such places?
3. What do you see there?
4. Have you heard about Kulu Valley? Which state does it belong to?

Let's know something more about it.

While -reading

Before while-reading, number the paras.

Read paragraph 1 silently and answer the following questions.

1. What is the paragraph about? Choose the most appropriate one.
 - a. The blue, perfect and cloudless sky in the valley.
 - b. The pleasant temperature at Kulu Valley.
 - c. The warm summer in the valley.
 - d. The writer's feeling of the early summer in Kulu Valley.

2. Who does 'I' refer to in the 2nd line?

3. Where is the writer sitting?

4. What is he wearing?

5. How is the sky?

6. How does the sun make one feel?

7. What does the writer talk about the snow?

8. Why is the wind so cold here?

9. How does the writer describe the roof of the house?

10. What can the writer smell?

11. How does the writer feel that the summer has begun earlier in Kulu Valley?

Read the paragraph 2 and answer the following questions.

12. Where is Manali? Choose the appropriate answer.

a. China b. India c. America d. England.

13. 'This' in the first line refers to— .

a. England b. Manali c. America d. Australia

14. What is the usual weather in England?

(1). What would happen in England if Summer comes earlier?

(2). What would happen if Manali were in U.K.?

Read paragraphs 3 & 4 and answer the following questions.

15. What is the paragraph about?

16. What sights does the writer see from the top of the roof?

17. How are the neighbour's satellite and water tank described?

18. What can the writer see in front of him?

19. Who was Tej Ram? What did he plant?

20. Where is the Tibetan gumpa situated?

Read paragraphs 5 & 6 and answer the following questions:

21. What kind of summer does the writer see around him?

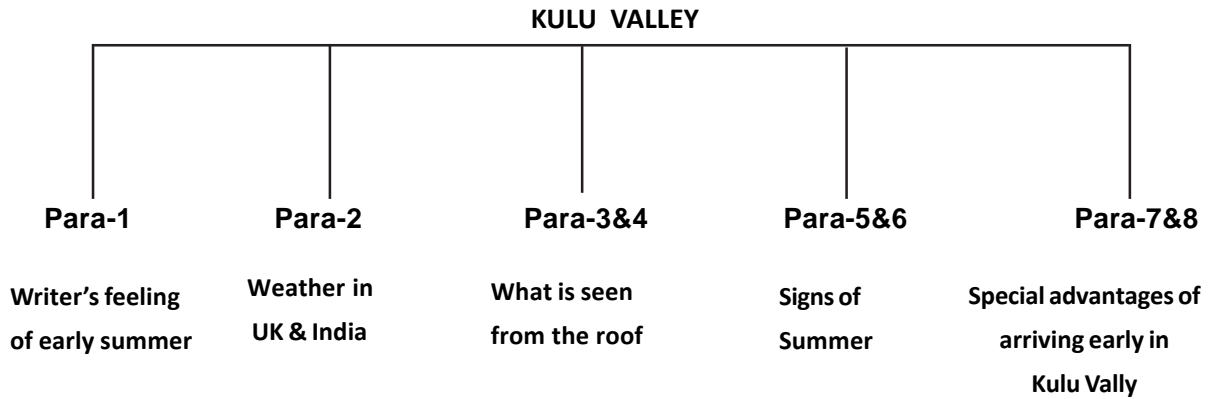
22. The writer says, "There are two other signs of summer in the valley". What are they?

Read paragraphs 7 & 8 and answer the following questions

23. What are the benefits of early summer in Manali?

24. What facilities are available for the visitors at Manali now?

Teacher sums up



Let's do VMDT

Take the photograph of the text through your eye camera. Close your eyes and place your index finger on the line of the para describing the blue sky; the comparison between the weather in India and U.K, the neighbour's satellite; the Tibetan gompa, etc.

Post- reading

1. Read the first paragraph of the text and fill in the following information sheet

Information sheet

clues

- a. place described-----
- b. temperature-----
- c. sky-----
- d. weather-----
- e. sun-----
- f. season-----

- a. title
- b. 3rd line
- c. 2nd and 3rd line
- d. 1st and last 3 lines
- e. 3rd line
- f. 4th line

2. Using the information above, write a small paragraph. (You can also write similar paragraphs on different places you like). The first sentence is written to help you.

The place described is-----

3. Fill in the blanks with the objects the writer sees around him/ her.(clues have been provided to help you)

a. Snow-----, -----forest,-----with their still-----,-----and-----and lone houses.(para-3, lines 3&4)

b. -----behind Vashist, beginning from the-----face.(line 5)

c. To his right, on the-----, the-----forest.(line 6& 7)

d. To his left-----, there is a small-----.(para 4, line1)

e. Above the gompa, there is------(para 4, line 4)

3 .b. Complete the following paragraph on ' what the writer sees around him in Kulu Valley' ?

The writer sees-----, -----forest-----, -----and----- . He can also see-----from the----- . To his right,-----, -----he sees----- . To his left,----- .Above----- .

4. Read the following paragraph carefully and answer the questions that follow.

Badrinath is one of the four dhams, or four most holy places in India. The other three are Rameswaram, Dwaraka, and Jagannath Puri. Outside visitors to this place enjoy their short stay here. But the people who live in the rocky and hilly places suffer a lot. They have little source of income. Many young men, therefore, leave the place to join the army. Those who live there depend on agriculture. But the land is rocky and the rain is less and uncertain.

Questions:

- 1. What is the paragraph about?
- 2. How many dhams are there in India?
- 3. What are these dhams?
- 4. Who enjoy the place?
- 5. Who suffer? Why ? Do young men leave their place to join army?
- 6. Why is it difficult to cultivate there?

Write answers:

1. The paragraph is about _____ .

2. There are _____ .

3. These dhams are _____ .

4. _____ enjoy the _____ .

5. _____ suffer. Because _____ .

Yes. Young men _____ .

6. It is difficult to _____ .