

ENGLISH

TEACHER TEXT

Standard IX



Government of Kerala
DEPARTMENT OF EDUCATION

**State Council of Educational Research and Training (SCERT),
Kerala**

2019

02Unit 1

ASPIRE TO WIN

Theme	: Sports
Sub themes	: Sportsman spirit Motivation Family support Hard work for success Overcoming obstacles by perseverance Optimism and confidence Necessity of mental and physical health Empathy Diligence Goal setting

Learning Outcomes

The learners will be able to:

- 1.1 read and comprehend stories, autobiographies and songs.
- 1.2 enhance their vocabulary by guessing the meaning from the context and by referring to a dictionary.
- 1.3 read, enjoy and appreciate songs.
- 1.4 get themselves familiarised with poetic craft and devices.
- 1.5 listen with comprehension
- 1.6 engage in performance based activities like commentary, announcement, group discussions etc. and enhance their communicative skills.
- 1.7 read and understand blogs and create their own blogs as a means of self expression, creativity and communication.
- 1.8 think critically and creatively.
- 1.9 construct discourses like character sketch, curriculum vitae, profile, blog-writing, write-up etc.
- 1.10 understand and apply language elements like 'if' clauses, linkers, subject-verb agreement, and various types of questions.
- 1.11 understand the usage of idioms in English.
- 1.12 develop a positive attitude towards sports and games as a means of national integration and unity.
- 1.13 inculcate team spirit and sportsman spirit.
- 1.14 develop a positive attitude to life by cultivating an optimistic approach to everything.
- 1.15 understand the need for support, courage and confidence to face problems in life.

Bang The Drum (Song)

Bryon Adame and Nelly Furtado

Unit Frame - Unit I

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none">• Bang the Drum<ul style="list-style-type: none">-listening,reading andenjoying songs <p>Vocabulary</p> <ul style="list-style-type: none">- reference skill <p>Language Elements</p> <ul style="list-style-type: none">- application skill	<ul style="list-style-type: none">- individual reading- assessment- ICT enabled learning- individual work- individual activity	<ul style="list-style-type: none">1.21.31.41.111.10

Unit overview

This unit consists of 'The Race', a story by Nisha Punjabi, 'Learning the Game', an excerpt from the autobiography of Sachin Ramesh Tendulkar, and a song 'Bang the Drum' by Bryan Adame and Nelly Furtado. All the literary pieces in the unit unfold as to how a good sportsman is moulded by perseverance, motivation and self-confidence. The unit is intended to develop sportsmanship and confidence in the learners. It helps the learners to raise their health consciousness and to develop a healthy life style, to generate sound mental health and also offers them ample opportunity to enhance their language competency. The unit envisages the learners to construct and deliver performance level discourses like live commentary, announcement and group discussion, with a view to developing their speaking skills. Other discourses like character sketch, write-up, curriculum vitae, profile etc. are targeted towards enhancing writing skills. The learners also become privileged to make use of modern social media and ICT possibilities like blog-writing/blogging.

Possible answers to the questions from 'The Race'

1. Let the learners come up with their own responses. If they like Tarun / his brother more, let them state their reasons for it.
2. He thought himself as a good for nothing fellow.

3. Tarun's parents hated his running. He belonged to a middle class family which could not afford the huge amount needed for an intensive training.
4. Tarun no longer wanted to remember the day he failed in his terminal examinations because his father had got angry with him and he had become a butt of ridicule among his friends too.
5. Ram Narayan probably wished to pacify Tarun who was depressed and thought of encouraging him by this general statement about life.
6. Let the learners come up with their responses and state their own reasons.
7. a) a training school is very expensive and he is unemployed.
b) if you win the race at Nehru stadium.
8. When Tarun announced his willingness to participate and win the race, Ram Narayan thought that it was his duty in return to get him entry into the race.
9. Tarun got up at four in the morning and practised zealously every day, running upto ten miles. In the evenings, he would time himself according to the 1000 metre distance prescribed by the competition.
10. Let the learners come up with their own responses and substantiate why they think so.
11. Tarun wanted to show his father that he was not really the black sheep of the family and that he could be good at something at least.
12. Tarun felt very proud of himself because he saw that he was ahead of everybody else in the race.
13. Let the learners presume the situation and respond.
14. Let the learners come up with their responses and state their own reasons.
15. Ram Narayan meant that Tarun has been trying hard to do his best in the race in spite of falling thrice by getting up again and again to complete the race. He also hoped that Tarun might face the problems of his life too in the same way, with determination and will power. Such persons would meet with success in life. Tarun was one such a real-life hero.

LEARNING THE GAME

Possible responses to the scaffolding questions
Answer to question no. 15 motivation

BANG THE DRUM

About the lyricist

Bryan Adams

Bryan Adams is a world famous Canadian singer, song writer, record producer, lyricist, guitarist, photographer, philanthropist and animal rights activist. He was born on 5th November, 1959 in Kingston, Canada. His parents were British. His most popular albums are Reckless(1984), Waking up the neighbours (1991), Cuts like a knife(1983), Anthology (2005), So far so good(1993), 18 till I die(1996), and Into the fire(1987). Some of his best known songs are 'Heaven', 'Everything I do' and 'Here I am'. He was awarded Grammy (1991), Golden Globe (2007) and Juno (2008)

Nelly Furtado

Nelly Kim Furtado is a Canadian singer and song writer born to Portuguese parents on December 2, 1978. She emerged as an international singer with her debut album, Whoa, Nelly! which was a critical and commercial success. It was produced with the help of singer Gerald Eaton and musician Brian West. The first single release was "I'm like a bird" which earned her a Grammy Award. Her major albums are Folklore(2003), Loose(2006), Mi Plan(2009), The Spirit Indestructible(2012) and The Ride(2017). She was awarded Billboards(2001), Grammy(2002) and Juno(2007)

About the song

'Bang the Drum' is a famous song co-written by Bryan Adams and Jim Vallance. It is an Olympics theme song. The song was performed by popular Canadian singers Bryan Adams and Nelly Furtado during the 2010 Winter Olympics at BC stadium in Vancouver, British Columbia, Canada as a tribute to the athletes present there. There are themes of eternal friendship, unbeatable human spirit and sportsmanship in the song. It's about a strive for a dream being realised. The bang of the drum is a wake-up call for the athlete and he realizes that it's his time to run like the wind and conquer his passion.

Let's revisit and enjoy (Possible responses)

1. The athletes from around the world were trying their best to chase a dream.
2. The singers are asked to bang the drum and sing the song louder so that the whole world can hear.
3. The singers are urged to bang the drum and sing the song louder when the games begin.

4. ' Bang the Drum a little louder so the whole world can hear
the whole world can hear
sing the song a little louder
so the whole world can hear
the whole world can hear.'
5. Alliteration
6. Teacher initiates discussion
7. In the song the players are urged to dream big and aim high. They are urged to try their best in chasing their dream without focusing on victory.

Activity

Teacher plays the song 'The Power of Dream' by Celine Dion and 'One Moment in Time' by Whitney Houston and initiate a discussion on the theme of the song.

1. What do these songs try to convey?
2. What is sportsmanship?
3. What is the purpose of Sports Meet in schools?
4. How is the winner described in this song?
5. What are the other objectives of a Sports Meet?

Elicit free response and lead the discussion to compose a theme song for School Sports Meet.

Unit Level Evaluation Questions

I. Read the following paragraph carefully and attempt the following questions:

"Son, I have been watching you for the past 45 minutes," continued Ram Narayan, "and I see a good future in you."

Tarun could not help but blush.

"All you need to do is keep that passion burning in you and never give up. Have you joined some training school?" the man enquired.

Tarun's smile faded and he seemed distraught. "A training school is very expensive, sir, and I am unemployed," said Tarun, feeling happy that he could joke even in these circumstances.

But Ram Narayan seemed pretty serious, "I will train you if you want, but I put forward a condition."

"What is your condition?" Tarun's voice showed curiosity and anxiety..

"There is a race on Children's Day at the Nehru Stadium. Children of your age are competing there. If you participate and win that race, I promise I will start training you," said Ram Narayan.

Questions

- a. What do you think Ram Narayan had been watching about Tarun for 45 minutes?
- b. Do you think Tarun impressed Ram Narayan? Why do you think so?
- c. On what condition did Ram Narayan agree to train Tarun?
- d. "A training school is very expensive, sir, and I am unemployed," said Tarun, feeling happy that he could joke even in these circumstances. Do you think maintaining a sense of humour even in adverse situations of life would help one? How?
- e. Find out from the passage a one-word for 'deeply agitated especially from grief'.
- f. Complete the following sentence: If Ram Narayan trains Tarun,
.....
- g. "Have you joined some training school?" the man enquired. Why do you think Ram Narayan asked Tarun such a question?
 - a) He noticed that Tarun was running well and so he thought Tarun must have already joined some training school.
 - b) Ram Narayan was running a Training School and so he wished to admit Tarun as his student.
 - c) He wished to send Tarun to some training school for better coaching in fast races.

II. Read the following lines from the poem 'Bang the Drum' and answer the questions that follow:

You and I
Together we reach for the sky
It's not about winning
It's all about playing the game
From the east
From the west
Each of us trying our best
Chasing a dream
Burning too follow the flame
Bang the drum a little louder
So the whole world can hear
The whole world can hear
Sing the song a little longer
So the whole world can hear
The whole world can hear

Questions

- a) What message does the lyricist try to convey in the first four lines of the poem?
- b) Why are the singers asked to "Bang the Drum a little louder"?
- c) Does the refrain 'whole world can hear' create any impact on the readers?
- d) What are the singers asked to do when the games begin?
- e) Mention two images you find in the above lines.
- f) Pick out two instances of alliteration from the given lines.

Unit 2

Bonds of Love

Theme : Values and attitudes
Sub themes : Selfless service
Social ethics
Political integrity
Universal love
Truth, peace, sacrifice etc.
Maternal love

Learning Outcomes

The learners will be able to:

- 2.1 uphold the importance of values like service, love, truth, unity etc. in life.
- 2.2 realize the role of each individual in enriching the culture of India.
- 2.3 speak and express their views in group discussions.
- 2.4 make the students aware of vocational skills
- 2.5 identify and use various poetic devices and prepare notes of appreciation.
- 2.6 read, comprehend and analyse a given story or reading material.
- 2.7 make notes and summarise passages.
- 2.8 develop an empathetic attitude.
- 2.9 understand the importance and value of sacrifice.
- 2.10 respond promptly at a time of disaster.
- 2.11 prepare posters.
- 2.12 realise the dignity of labour
- 2.13 prepare questions.
- 2.14 understand imperative sentences and use them in appropriate contexts.
- 2.15 change direct speech into indirect speech.
- 2.16 conduct a talk show.
- 2.17 identify the different constituents of a sentence.

Text

Maternity

(Anecdote)

by Lilika Nakos

Song of a Dream

(Poem)

by Sarojini Naidu

Tolstoy Farm

(Autobiography)

by Mahatma Gandhi

Concepts

- *Diversity in culture and tradition*
- *Values like service, love, truth, unity, etc.*
 - *Affinity for literature*
 - *Dignity of Labour*

Unit Frame - Unit II

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none">• Maternity Universal motherhood, global fraternity, etc.	<ul style="list-style-type: none">• Using strategies of structured reading processes to interpret and evaluate the text.• Producing written discourses like paragraphs, posters, summary, etc.• Information transfer, vocabulary enrichment, conversation, etc.• Language elements like reported speech, syntactic analysis, imperative sentences, etc.	2.1, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15 & 2.17.

<ul style="list-style-type: none"> • Song of a Dream Patriotic spirit, value of truth, love, peace, etc. 	<ul style="list-style-type: none"> • Reading, comprehending and appreciating poems to familiarize the learners with various poetic devices; drawing and describing pictures, etc. • Performing a tableau • Writing a note of appreciation • Composing cinquains in order to help promote patriotic feelings, and a sense of unity 	2.2, 2.5
<ul style="list-style-type: none"> • Tolstoy Farm (auto-biography) Human values like dignity of labour, cooperation etc. 	<ul style="list-style-type: none"> • Reading, comprehending and analysing the text to produce discourses like script for talk show, conversation, etc. • Generating whole class discussion, enacting a scene, etc. with a view to inculcating values like love, truth, selfless service, dignity of labour etc. 	2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.12, 2.13 & 2.16

Unit overview

This unit is meant to promote personal integrity, cultural consciousness, human values like selfless service, universal love, truth, sacrifice, sense of duty, social ethics dignity of labour etc.

It highlights the message that it is only through the identity of souls that human beings can culminate themselves into the sublime and crowning creatures of nature. It emphasises that the purity of the means employed is essentially instrumental in the achievement of noble ends. Truth, peace and love are the binding forces that bring human beings into a single entity.

'Maternity' by Lilika Nakos is a story which glorifies maternal affection against the background of horrifying war and the harsh realities of a refugee camp.

The story illuminates the noble message of the need to possess humanitarian values.

Sarojini Naidu's poem 'Song of a Dream' gives us a very realistic picture of her vision about Mother India in terms of a dream in which she visualises Truth, Peace and Love as making her dream world a perfect land.

'Tolstoy Farm' is an extract from Gandhiji's autobiography translated into English by Mahadev Desai, his close disciple. Gandhiji spent much of his time at Tolstoy farm teaching the children and engaging them in other constructive activities. In Tolstoy farm, Gandhiji put his ideas on education into practice.

Language activities

Activity 4 (A)) is changed into Activity 1(A)

Activity 4 (B)) is changed into Activity 1(B)

Activity 1(C)

The learners may study the features of the posters provided in the text and list them out.

Features of posters

The main function of a poster is to capture a targeted group's attention with a message. When designing a poster, plan its layout carefully. You have only limited time to attract and hold your reader's attention. Think about one major aspect of the information that will best convey the message and plan your design around that.

A poster should have

- A simple and clear layout
- All important information such as date, time, location, contact name, and telephone number, if necessary.
- A striking element like a headline or an image to catch other peoples attention.
- The most important message is to be emphasized by size, colour or value.
- The wordings and imagery are to be logically and functionally sequenced.
- Use bold intense colours to enhance the message.
- Use present tense.

The teacher may ask the learners to come out with their own ideas. He/She can add if something is left out.

The teacher may guide them to prepare posters for preserving nature and protecting the environment.

Save water
Save nature
Save lives

Tolstoy farm

About the author

Mahatma Gandhi is now universally recognized as the glorious symbol of truth and non-violence. He was instrumental in liberating India from foreign domination through a peaceful and bloodless struggle. He was also a profound thinker.

About the text

In Tolstoy Farm there were Hindu, Musalman, Parsi and Christian boys and some Hindu girls. It was not possible to engage special teachers, owing to lack of money. As Gandhiji did not believe in the existing system of education, he thought of finding out the true system. He believed that true education could be imparted only by parents. So he occupied the place of the father and shouldered the responsibility for the training of the young. But there were practical difficulties, as the children belonged to different religions and had been brought up in different conditions and environments.

As Gandhiji gave the first place to the culture of the heart or the building of character, he decided to live with them, twenty four hours of the day as their father. He considered character building as the proper foundation for their education. With the help of Mr. Kallenbach and Sjt.Pragji Desai, Gandhiji started literary training to the students. They got building up of the body in the course of their daily routine. All the work, from cooking to scavenging, was done by the inmates. Those, who were not engaged in the kitchen had to do gardening. The children had the lion's share of this work, which included digging pits, felling timber and lifting loads. This gave them ample exercise. They took delight in the work, though some of them sometimes malingered and shirked. However, there was scarcely any illness in the farm. As part of vocational training, Gandhiji gave some useful manual vocation such as shoe-making and carpentry. Almost all the youngsters knew cooking. All this was new to them. The only training that they received in South Africa was in the three R's. A teacher was always there to co-operate with them and so they learnt cheerfully.

Let's begin

Lead-in

Generate a discussion on the quote

"Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit."

You may use a few questions to lead the learners to form the idea that selfless service, dedication, etc. make life noble and great.

e.g. What does the quote mean?

You may now encourage the learners to guess and predict the theme of the text from the discussion, reading of the title and the picture.

Teacher leads them to the lesson.

Read and Respond- sample answers

1. The inmates of the Tolstoy Farm were Indian children consisting Hindu, Musalman, Parsi and Christian boys and some Hindu girls.
2. Gandhiji could not appoint special teachers for Indian students because qualified Indian teachers were rare. Moreover, there was not enough money to meet the expenses.
3. Gandhiji regarded character building as the proper foundation for the education of the children.
4. Mr. Kallenbach and Sjt. Pragji Desai assisted Gandhiji in literary training.
5. Training in gardening was given to children of all ages in the farm.
6. Digging pits, felling timber and lifting loads were the different types of work in the Tolstoy farm.
7. The children of Tolstoy Farm had ample physical exercise which enabled them to build up fine physiques. So illness was scarce in the farm.
8. Gandhiji, along with Mr.Kallenbach, taught shoe making to the interested children. Another inmate gave training in carpentry. Almost all the youngsters knew cooking.
9. A teacher was always there to co-operate and work with the children. This made learning a cheerful experience for the children in the farm.

Let's revisit and reflect- possible answers

1. SKILLS

- Independent living
- Gardening
- Carpentry
- Cooking
- Shoe making

2.

- The teacher writes the quote on the blackboard and explains its meaning
- (Gandhiji's views on education aims at the all-round development of the child.)
- The teacher asks a few questions to initiate a discussion.

What are the real aims of education, according to Gandhiji?

What is the role of a teacher in imparting education?

What kind of training was given to children of all ages in the Tolstoy Farm?

What made learning a totally different experience for children in the farm?

- The learners may come up with varied responses. Guide them if the responses are irrelevant.
- Now, after the discussion, the learners write the answer in a short paragraph.

Activity 1

'.....there were no servants on the farm and all the work, from cooking down to scavenging, was done by the inmates,' says Gandhiji

- Generate a discussion on the above quote taken from the text.
- The teacher asks the questions in the activity to lead the discussion.

Value points for the write up:

* Education is the development of body, mind and soul.

* Willingness to do any work, however mean it is.

* Dignity of labour

* Mentality to help others

- Finally the pupils prepare a write up based on the above points.

Activity 2

Vocational skills acquired from Tolstoy farm	The jobs related to the vocational skills
Eg: Carpentry	Carpenter, Furniture Designer, Interior Decorator
Cooking	Chef, Cuisinier, Chief Cook
Gardening	Gardener, Horticulturist, Landscaper
Shoe-Making	Shoemaker, Cobbler

Talk show

A talk show equips the learners with pragmatic competence in addition to linguistic competence. The focus is on both the use and the usage of language, appropriateness and accuracy and also on context and text. All language skills are integrated naturally. It promotes the learners' communicative competence. There is a scope for meaningful and authentic interaction. The students are kept engaged all throughout, and learning takes place fluently and 'effortlessly'. The talk usually reflects and comments upon contemporary scenes. The plot is structured in advance. Talk show is primarily a 'host programme'. The host is the 'narrator' introducing the guests and the topic, and leads to the development of the show. The host functions as the intermediary between the programme and the viewers.

Steps for conducting a talk show:

- Greeting
- The host announces the topic.
- The host introduces the guests to the programme.
- Invites and welcomes them.
- The host explains the reasons for discussing the topic and its relevance.
- The guests express their points of view.
- Final comments

The script can be completed after generating a general discussion and any meaningful answers can be edited and refined.

Points to remember

- Speak clearly, expressing your ideas and asking appropriate questions.
- Show that you can listen to others and recall the main points of their talk.

Language Activity

Activity 1

1. The child	was condemned to die of hunger
2. The women	gave vent to various cries of horror
3. She	pressed the baby to her heart
4. Mikali's heart	trembled with joy

Activity b

Refer (page 99- 6(b) of existing teacher text.

Unit 3

Care for the Morrow

Theme : Preservation of nature

Sub themes : Environmental issues, Natural phenomena and Natural calamities

Learning Outcomes

The learners will be able to:

- 3.1 read and comprehend plays and speeches
- 3.2 enrich vocabulary by referring to a dictionary.
- 3.3 read and appreciate poems.
- 3.4 get familiar with poetic devices.
- 3.5 speak and read with proper stress, rhythm and intonation.
- 3.6 participate in a debate, panel discussion, preparation of class magazine, readers' theatre, etc.
- 3.7 prepare a write-up, an email, etc.
- 3.8 understand and apply language elements like adverb, and tense forms like present perfect and simple past.
- 3.9 develop awareness about nature and its necessity to preserve nature.
- 3.10 recognize the importance of natural phenomena.
- 3.11 identify the nature of developmental activities and their impact on the environment.
- 3.12 respond to issues related to the destruction of nature.
- 3.13 use phrasal verbs in appropriate context
- 3.14 use had better

Text

Song of the Rain (Poem) by Khalil Gibran

Listen to the Mountain (Drama) by Kavery Nambisan

Climate Change is Not Hysteria - It's a Fact (Speech) by Leonardo DiCaprio

Discourses

- *Panel discussion*
- *Debate*
- *Class magazine*
- *Write-up*
- *Reader's theatre*
- *Article*
- *Enactment of a play*
- *Speech*

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
3. Climate Change is not Hysteria - it's a fact <ul style="list-style-type: none"> • awareness of environmental issues • collective action to save the planet Earth • analysing and comprehending a speech • preparation of notice, posters, email. 	<ul style="list-style-type: none"> • reading and analysing a speech 	3.1, 3.2
<ul style="list-style-type: none"> • different aspects of a speech, especially welcome speech • preparation and delivery of a persuasive speech 	<ul style="list-style-type: none"> • identifying features of notice, posters, email • preparing and, presenting in group, modifying • scope for self assessment, peer assessment, group assessment, teacher assessment • collecting features of a welcome speech • preparing and presenting • evaluation of performance using check list provided reading, analysing and interpreting. 	3.7
Language activities Activity		3.2
<ul style="list-style-type: none"> • editing passages • word puzzle 	<ul style="list-style-type: none"> • identifying errors in the given text and correcting them. 	

Unit over view

Nature faces a lot of threats and challenges nowadays. Man, whose very existence is based on nature, is solely responsible for the present plight of our green planet. The attitude of the younger generation is also a serious matter of concern in this regard. It is our duty to protect nature and make people aware of their responsibilities. The theme of the unit becomes all the more significant in a world stricken by occasional man-made hazards as well as natural calamities. The unit will help our learners to open their eyes towards some of the issues that pose a serious threat to life itself.

The unit 'Care for the Morrow' includes three literary pieces which deal with the theme of preserving nature; 'Song of the Rain', an beautiful poem by Khalil Gibran; 'Listen to the Mountain', a drama on ecological issues by Kavery Nambisan, and Climate Change is not Hysteria - it's a fact is a speech by by Leonardo DiCaprio asserting the importance of conserving nature.

Climate Change is Not Hysteria - it's a fact (Speech) by Leonardo DiCaprio

Refer page 194- 201 of the existing Teacher Text

Language Activity 1 to Language Activity 3

Refer page 131-132 of the existing Teacher Text.

Language Activity 4

Refer Language Activity 5 in the existing Teacher Text.

Language Activity 5

Refer Language Activity 6 in the existing Teacher Text.

a)

Word/Phrase	Meaning
Turned down	Rejected
Called on	Visited
Put up	Build
Put an end to	Stop
Put across	Communicate
Put up with	Tolerate

- b) Learners are to find out the examples for phrasal verbs and write their meanings by referring to a dictionary.
- c) passes away - dies, give up - stop , goes off - bursts, take on - undertake, call on - visit
- d) Let the learners attempt this question on their own.
- e) A few phrasal verbs related to family, everyday life, sports and study are given below. Learners may be asked to find out their meanings and make meaningful sentences using some of them. They can find out more phrasal verbs and add to the list.

Most of the phrasal verbs can be used in many catagories to suit the context.

Activity 6

Introduce Yugratna Srivastava and her speech.

Answers

- | | |
|-----------------|--------------------|
| a) don't have | b) is increasing |
| c) are losing | d) has risen |
| e) are going to | f) received |
| g) gifting | h) have to protect |

Unit 4

Dawn of Hope

Theme : Power of Hope

“Hope is the thing with feathers
That perches in the soul
And sings the tune without the words
And never stops at all”

-Emily Dickinson

Sub themes : Inspiration, optimism, compassion, friendship, trust, conviction, sacrifice, life skills, disaster management

Learning Outcomes

The learners will be able to:

- 4.1 face the challenges in life with confidence.
- 4.2 evolve strategies in order to come out of difficult situations.
- 4.3 manage disasters effectively.
- 4.4 read and analyse prose passages.
- 4.5 prepare papers for a webinar/seminar.
- 4.6 prepare news reports.
- 4.7 learn and appreciate poems.
- 4.8 analyse characters and compare them.
- 4.9 prepare comic strips.
- 4.10 prepare the script for a radio drama and perform it.
- 4.11 enjoy, appreciate and analyse cartoon films.
- 4.12 identify and use language elements like modal auxiliary verbs, prefixes, suffixes, word formation and words related to occupations.
- 4.13 use conjunctions in sentences.
- 4.14 use language structures like 'would rather', 'so... that', etc.
- 4.15 describe pictures using prepositions.

Text

The Jungle Air Crash (Memoir) by Juliane Koepcke

On Killing A Tree (Poem) by Gieve Patel

The Last Leaf (Story) by O. Henry

UNIT FRAME - UNIT IV

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
On Killing A Tree (Poem) by Gieve Patel <ul style="list-style-type: none">• Optimism and positive thinking• need of protecting nature	Reading and appreciating the poem 'On Killing A Tree (Poem) by Gieve Patel'	4.7

Unit overview

We, human beings, are born with a tremendous potential to survive in any situation in which we may find ourselves. But the lack of awareness about our own selves prompts us to live an uncertain life. The power of hope and inspiration can work miracles in our life. It can lift us up in desperate and distressed moments and enable us to live and move forward with confidence. When faced with grave difficulties and unbearable pain or suffering, hope seems to be the only antidote. This unit is intended to generate positive thoughts in the mind of the learners and inculcate in them the power of hope and inspiration. It opens with a titular picture of a beautiful dawn and a famous inspirational quote from Walt Whitman in which he exhorts us to face the sunshine so that the shadows will fall behind us. His words remind us of the importance of being positive rather than negative emotions. However hard times may test us, we have to be self assured that there is always a glimmer of hope somewhere. The entry activity introduces Ira Singhal who topped the Civil Services Examination of 2015 in spite of her physical disabilities. A short inspirational message from her is also given. The narrative 'The Jungle Air Crash' is a true account of the horrifying experience and miraculous escape of Juliane Koepcke from a jungle. The poem 'On Killing A Tree' by Gieve Patel equates a tree to a human being and conveys the fact that destroying a tree is just like destroying a human life. The short story 'The Last Leaf' by O. Henry narrates the power of hope, the spirit of friendship and sacrifice that help people to survive adverse circumstances in their life.

The Jungle Air Crash (Memoir) by Juliane Koepcke

Activity -3

- a) The teacher shows the picture shown in the text book. (Page 124) and elicits various factors that helped the fishermen to become the saviours of flood victims.
- b) The teacher makes the students recollect memories of the flood time experience if any

1. Who helped the victims the most during flood?
2. What was the role of the fishermen?
3. What urged them to act during such a situation?

After posing questions the teacher may divide them into groups, have a discussion based on the questions and ask them to prepare a write up. Ask one of the learners to make a presentation.

- c) The teacher initiates a discussion on the dos and don'ts we need to follow and asks the students to complete the Activities 3c and 3d.
- d) They are asked to add to the do's and don'ts if any based on their experience.
- e) Refer page number 149-150 activity2(b)

On Killing A Tree (Poem) by Gieve Patel

About the Poet

Gieve Patel, born on 18th August 1940 is a dominant figure in the history of modern English Poetry. He is a poet, playwright, painter as well as a practising doctor based in Mumbai. Patel was a part of the Green Movement which was involved in an effort to protect the environment. He tried to expose man's cruelty to nature through his poems. He has written three books on poetry (Poems, How do you Withstand, Body and Mirrored Mirroring) and plays (Princess, Savaksa and Mr Behram). Through his poems, he tried to reveal the vulgar social inequalities of caste and class that continue to assail Post Independence India.

About the Poem

The poem 'On Killing a Tree' by Gieve Patel presents the survival of a fully grown tree, strengthened by nourishment from the earth, sun and air. The poem depicts the survival of a strong tree which refuses to die even when its trunk and branches have been chopped off. The real strength and vitality of a tree lie in its deep roots. The poem conveys the message that trees are just like living beings. They can withstand any kind of assault, trauma or crisis. Every time they are attacked, injured or scrapped they heal themselves and regain their glory. The poet says that if we wish to kill a tree it takes a lot of time. A simple jab of knife can't kill a tree. The poet says that the real strength of the tree lies in its roots. If we want to kill a tree for ever, its roots should be pulled out completely.

The poem 'On Killing a Tree' compares the process of cutting down trees to commit an act of murder. The poet presents this view in an ironic and sarcastic tone. The pain experienced by trees while being killed dominates the mood of the poem. The poem

opens with the statement that killing a tree takes a lot of time. It cannot be done merely by a stab of the knife because the tree grows up to be very strong over a period of time, gradually drawing nourishment from the earth. A tree cannot be destroyed with a few cuts and blows. The pain caused by hacking and chopping is not enough to kill it. Its injured bark would repair after some time and tender green twigs will rise from its hacked base. Root is the real strength of a tree. According to the poet, the actual process that kill a tree involves cruelty and ruthlessness. Forcefully pulling out this root and exposing under the sun till it dries up and stops drawing nutrients from the soil alone will kill the tree permanently. When left exposed to sun and air, the root gradually dries, wither and hardens. Life drains out of it and the tree is finally killed.

While reading questions/possible responses

- 1) Bleeding bark stands for the sap oozing out of the tree trunk when it is jabbed with a knife or an axe. It expresses the pain of the tree.
- 2) If the boughs are unchecked, they will grow and expand to a full grown tree.
- 3) The roots were pulled out of the anchoring earth and exposed to the sun and air.
- 4) The poet describes the life source of the tree, the roots, as white and wet and the most sensitive part of it.

Activity 1

- a. Let the learners attempt this question on their own.
- b. The bleeding bark will heal./ any apt response
- c. The source white and wet.
- d. Sprouting leaves, hack and chop./ any other apt response
- e. No. The expression 'bleeding bark' represents the act of attacking the tree with a knife or an axe and 'rise curled green twigs' represents the survival of the tree.

Activity 2

Words/actions which are associated with the growth and survival of the tree.	Words/actions which are associated with the killing of a tree.
Consume, rise, sprouting, boughs, heal, absorbing, feeding, expand	Kill, jab, bleeding bark, twisting, withering, pulled out, hack, chop, snapped out

The Last Leaf

Language activities

Activity 1

The teacher may follow the process given in the course book.

- a) Let the learners come up with their ideas.

b)

Function	Sentence	Modal
Ability	I can carry the baggage.	can
Permission	May I ask John also to join us at Pucallpa?	may
Request	Could you help me?	could
Offer	I'll do that.	will
Prediction	It might rain today.	might
Obligation/compulsion	We must report at the reception at 11 a.m.	must

c)

Sentences stating a fact	Sentences indicating ability	Sentences indicating possibility	Sentences indicating permission
She needs rest	I can give her medicines at the right time.	She thinks that she is not going to get well	Shall I meet Johnsy, doctor?
She likes to draw pictures		Johnsy can recover soon	Can I give her some milk?
		She may like your company	May I take her for a walk?
		She might be ready now.	

d) Let the learners do the activity individually.

Activity 9

- a) 1. curator
2. lexicographer
3. cobbler
4. cartographer
5. lapidary
6. florist
7. librarian
8. acrobat

- b)**
1. curator
 2. lexicographer
 3. cartographer
 4. cobbler
 5. librarian
 6. acrobat
 7. lapidary
 8. florist

UNIT 5 ENLIGHTENING SOULS

Theme : Happiness
Sub themes : True happiness lies within us
Need for open conversation
Friendship
Live in the present

Learning Outcomes:-

The learners will be able to:-

- 5.1 read, comprehend and analyse short stories.
- 5.2 prepare a script.
- 5.3 enjoy, appreciate and analyse films.
- 5.4 prepare subtitles.
- 5.5 engage in a debate.
- 5.6 understand the usage of active and passive voice.
- 5.7 understand relative pronouns and use them in relevant contexts.
- 5.8 write captions.
- 5.9 read and appreciate poems.
- 5.10 attempt discourses like character sketch, formal letter, conversation, write up
- 5.11 express thought .
- 5.12 familiarise new words

Unit at a Glance

Text

The Happiness Machine(short story) by Ray Douglas Bradbury
A Prayer in Spring(Poem) by Robert Frost
The Trio (Short Story) by R K Narayan

Vocabulary

Word game

Language elements

Relative pronoun
Voice(Active-Passive)

Concepts

- Importance of finding the happiness within us.
- Need for living in the present.
- Role of open conversation in friendship.

Discourses

- Script
- Conversation
- Captions
- Subtitle
- Letter
- Character sketch
- Write up

UNIT FRAME-- UNIT 5

Concepts/ Skills	Process/Activities with Assessment	Learning Outcomes
The Happiness Machine		
True happiness lies within us	Make the students realize that real happiness lies within us.	5.1 & 5.3
Script	Describe pictures.	5.2
Sub title	Construct conversations to prepare a script.	5.3 & 5.4
Caption	Write subtitles for the film after listening to the audio.	5.8
Debate	Make the students read a picture and provide suitable captions.	5.5
Active and passive voice	Identify the use of expressions to agree/disagree.	5.6
	Identify the usage of active and passive voice.	
A Prayer in Spring		5.9
Live in the present.	Make the students realize the beauty of the present moment.	
Appreciation of poems	Read , comprehend and appreciate poems.	5.9
Use of poetic devices	Comprehend a poem by answering questions.	5.9
	Identify poetic craft Rhyme scheme Rhyming words Personification	5.9

	Simile Metaphor	
The Friends		
Role for open conversation in friendship	Make the students realize the importance of open conversation in friendship.	5.1
Dialogue completion	Read the dialogues given, identification of words, phrases and clauses to complete the task.	5.10
Character Sketch	Identify the traits of a character, describe the traits and complete the task.	5.10
Letter	Understand the subject of the letter, identify the format and complete the task.	5.10
Write up	Go through the hints, imbibe the emotion and express it in the form of a write up.	5.11
Relative pronoun	Understand the usage of relative pronouns.	5.7
Vocabulary activity:- Find the word	Identify the word from the letters given jumbled, understand the meaning and use it in appropriate situations.	5.12

Unit Overview

Happiness is not something you postpone for the future; it is something you design for the present. The entire unit 'Enlightening Souls' revolves around this theme. In today's world of hectic schedules, man craves for peace and happiness and strives hard to achieve the same by any means without giving value to what the present holds for them. We believe that happiness is a hidden treasure which has to be hunted and held at the cost of a simple contented life. In a scenario where man goes behind material pleasures, keeps grudges at heart, and bottles up his emotions without open conversations, this unit serves as a beacon of hope.

The unit 'Enlightening Souls' includes three pieces which deals with the theme of happiness; 'The Happiness Machine' a short story by Ray Douglas Bradbury; 'A Prayer in Spring' a poem by Robert Frost; 'The Trio' a short story taken from 'Swami and Friends' by R K Narayan.

Titular Picture (Discussion on theme) Are you Happy? (Entry Activity)

Teacher asks the learners to observe the picture.

What do you see in the picture?

Teacher initiates a discussion and leads the learners on to the mood of the children shown in the picture.

The learners imbibe the mood of the picture and moves on to a game 'Are you happy?' and consolidates the result on their own.

'Are you Happy' is an entry activity which is aimed at leading the students to the short story 'The Happiness Machine'.

The Happiness Machine

About the author

Ray Douglas Bradbury was an American author and screenwriter. His literary genres included fantasy, science fiction, horror and mystery fiction. Bradbury was one of the most celebrated 20th- and 21st-century American writers. Most of his best known works are in speculative fiction although he also wrote in other genres, such as the coming-of-age novel *Dandelion Wine* (1957) and the fictionalized memoir *Green Shadows, White Whale* (1992). Recipient of numerous awards, including a 2007 Pulitzer Citation, Bradbury also wrote and consulted on screenplays and television scripts, including *Moby Dick* and *It Came from Outer Space*. Many of his works were adapted to comic book, television, and film formats. Upon his death in 2012, *The New York Times* called Bradbury "the writer most responsible for bringing modern science fiction into the literary mainstream".

About the Text

"The Happiness Machine," is a story that was printed in Ray Douglas Bradbury's 1957 novel *Dandelion Wine*. This tale of discovery follows a determined mind's quest to 'produce' happiness. He ends up finding sorrow until he realizes what real happiness is. Leo Auffmann, the protagonist has set his mind to construct a "happiness machine". After having tirelessly worked on it for some months or so, all the while completely neglecting his wife and children and his own health, he finished the happiness machine which in turn became the saddest machine. While Leo was busy with the happiness machine, his wife Lena continuously poses a number of questions to him which portrays her character as a family woman who finds happiness in her simple home. The impossibility of attaining happiness artificially is a fact proven beyond doubt in this story. The plot has a social relevance in the present scenario where modern gadgets chain up the thoughts of the new generation keeping him aloof from the reality around them.

Introducing the texts

Pre reading Questions

Teacher asks the learners “Are you Happy?” on the basis of the game they played.

Teacher asks the learners “What makes you happy?”

Asks the learners to examine the title 'The Happiness Machine'.

Teacher asks the learners “What idea do you infer from this title?”

Teacher initiates a discussion and elicits free responses.

Teacher asks “Can a machine make you happy?”

“Suppose you are going to invent a machine to get happiness, what kind of happiness will you expect from it?”

Through proper consolidation teacher leads them to the story.

Lesson Transaction

Teacher asks the learners to read the story and intervenes judiciously. Learners are directed to activity number 1 in the textbook and they are asked to describe the pictures. Teacher divides the class into four groups and the story into four meaningful sections. A section is assigned to each group to dramatize the scenes after writing the script.

After each presentation interactive questions can be asked by the audience (Teacher can initiate the students to make use of while reading questions). Teacher consolidates after each presentation. Teacher shows the movie 'The Happiness Machine' and asks the students to evaluate the scripts prepared by them by making use of the check list provided. The evaluation should be to find out how much their script is in tune with the film.

Read and respond – Possible Answers

1. The Happiness Machine.
2. The perplexing question forming in his mind was whether the machine should be something he carries in his pocket or something that carries him in its pocket.
3. To pick out the synonyms of the word 'happiness'.
4. Lena meant that she is not happy doing the household chores.
5. Lena froze because the supper bread got burned in the oven while she was talking to Leo.
6. 'Sounds of toil echoed rhythmically from the garage.'
'Those days were without food, rest and sleep.'
7. Lena could not believe that the happiness machine was ready and she said that man cannot make such changes.
8. They were attracted by the different kinds of hummings in varied frequencies from the happiness machine.
9. According to Lena the happiness machine should be able to help her in the household chores or else it is worthless.

10. Saul. Saul started weeping after testing the happiness machine.
11. Lena was ready to try the happiness machine because she wanted to spare the children from nightmares.
12. There was a click and the machine shivered and growled like a wild dog.
13. 'Blue Danube' is a song.
14. Leo meant that actually Lena is not dancing but she has a feeling that she is dancing.
15. Paris made her sad because in reality she knew that she could never be in Paris.
16. The machine made the sunset lasts forever, the air fragrant and the temperature fine.
17. Lena could not enjoy the sunset for long because thoughts about children waiting for lunch, dishes to be washed and beds to be made distracted her.
18. Leo Auffman made the quick things go slow and brought far away things come close.
19. The boys dragged him out when someone broke the door open.
20. Leo Auffman's work on the happiness machine and its explosion changed the house into a total disarray.
21. Yes. He realised that real happiness does not come from a machine but from the simple things that make up a home.
22. The sight of his children playing, the voice of someone singing and the aroma of the baking bread at home made him realize that the real happiness machine is his own home.

Let's revisit and reflect

Teacher asks the students to pick out the comments of Lena about the happiness machine. For e.g. "Can the machine get all things done for the house, the kitchen and the children?"
 "Which button do I need to press to make myself overjoyed, contented and delighted?"

Teacher leads the learners to the quotes:-

- * Machines and devices make our life happy and easy.
- * Real happiness comes from our relationships rather than from material things.

Teacher triggers thoughts in the minds of the learners and makes them express their views on whether they support or refute the above quotes.

Activity 1d

Teacher scans the QR code and shows them a scene from the film 'The Happiness Machine'. Teacher asks the learners to recall the dialogues in the scene.

Teacher once again screens the scene asking them to listen the dialogues attentively in the scene.

The learners are asked to complete the dialogue given in Activity 1d.

Activity 1e

Teacher introduces 'subtitles' to the learners.

'Subtitles are captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative.'

Learners can make use of softwares like Openshot video editor, Gnome subtitles etc to draft subtitles for the video. Teacher should initiate presentation of these scenes in any activities like film fest.

Activity 2

Answers should be elicited from the learners.

Activity 3

Teacher asks the learners to read the picture and say what it conveys. Teacher asks them whether they support or refute the idea that the picture conveys and leads them to a debate on the topic:-

' Mobile phones- Boon or Bane.'

Language Activity

Activity 1

- 1 Lena
- 2 Leo
- 3 Vague sounds
- 4 Leo
- 5 Lena
- 6 Naomi

Activity 1a

Column A	Column B
3 Lena pulled open the oven. 4 Lena has ironed the clothes.	2 Paper doll dress was being cut by Naomi. 5 Joseph's electric train is being run by himself. 6 The button had been pressed by Lena.

Activity 1b

- The function of the happiness machine was checked.
- Their children had not been cared by Leo.
- Their children were looked after by Lena.

- A muffled expression could be heard by them.
- He was dragged out by the boys.
- The fire force was called by them.
- The firemen were being watched by the children.

A Prayer in Spring

About the poet

Robert Lee Frost is among the most prolific American writers when it comes to poetry and playwriting. He was highly appreciated and admired for his realistic portrayal of rural life of New England. He made judicious use of American colloquial speech in his works. Most of his astonishing works circle around the rural life settings in New England during early 20th century. He analyzed complicated social and philosophical themes through his works. Robert Frost is an oft-quoted poet. About Frost, President John F. Kennedy, said, 'He has bequeathed his nation a body of imperishable verse from which Americans will forever gain joy and understanding. During his lifetime, he was honored with several prizes which include four Pulitzer Prizes for Poetry.

About the poem

In the poem, "A Prayer in Spring," the speaker pleads to the Divine Beloved to help him to live and enjoy the present. He also invites the readers to find delight in "the springing of the year" as they do in the later harvest which happens in autumn which is two seasons away from spring. The poem is spoken in four stanzas and each stanza is composed of two rhymed couplets.

Gist of the poem

The speaker in Frost's "A Prayer in Spring" is making an uncomplicated invocation focusing on love and gratitude.

First Stanza: Addressing the Supreme Power

The speaker is addressing the supreme power and requesting that he and his fellow beings be afforded the foresight and the ability to appreciate the current season's qualities. The speaker requests that they all might be able to take "pleasure in the flowers to-day." He suggests that they refrain from putting their thoughts only on the coming "uncertain harvest." By calling the harvest "uncertain," the speaker lays his emphasis on the very much needed ability to live in the moment, instead of constantly looking to the future for enjoyment.

Second Stanza: Search for Happiness

The speaker then unveils the qualities of spring that usually give enjoyment. "The orchard white" refers to the budding flowers that will later provide the ripe fruit. However, the

speaker wishes that his fellow beings will appreciate the beauty of those blooms in the present, taking pleasure in them even during the night time when they appear like "ghosts."

The speaker also requests his fellow beings to experience happiness with "the happy bees" that perform the important task of kissing the blooms of the orchards, spreading the pollen that fosters the continued growth of fruit. The speaker wants his fellow beings to be endowed with these appreciative attitudes, with powers of observation, which he seldom sees in them.

Third Stanza: Observing and Appreciating Delight

The speaker wants everyone to see happiness in the darting bird which is a humming bird that seems to move like a "meteor". It "thrusts in with needle bill"(slender beak) in the flower standing in mid air to drink nectar. The poet unveils a perfect mental picture through the proper blending of words.

Fourth Stanza: The Love of Nature

Towards the end of the poem, the poet affirms what 'love' is and what is not. The speaker feels strongly that there are many aspects of life that are not understood well by the human heart and mind and man simply passes the responsibility of his unanswered queries to God. However, the simple pleasures of spring are completely understandable and free for everyone to experience.

Let's revisit and enjoy the poem

Possible answers

- 1 The supreme power.
- 2 The human race/ Fellow farmers.
- 3 To give emphasis to the present moment.
- 4 The poet is in a field and his fellow farmers are around him.
- 5 The first pleasurable sight is that of flowers.
- 6 Man is always anxious about future.
"And give us not to think so far away"
- 7 The white orchard is the enjoyable sight. It is compared to ghosts by night.
- 8 The swarm of bees dilate because of the nectar available and they in turn make the trees perfect and fruitful.
- 9 The darting bird thrusts its needle bill(slender beak) in the flower standing in mid air to drink nectar.
10. It is divine love. Man seeks the help of the supreme power for his unanswered queries.
11. Man should live in the present and enjoy the present.

Activity 1

- White orchards
- Happy bees
- Darting birds

Through discussion on the poet's treatment of nature, teacher leads them to write a paragraph.

Activity 2

a Teacher initiates a discussion and triggers the learners to express their views

b The bees play an inevitable role in nature as an agent of pollination.

Activity 3

Teacher reinforces the idea conveyed in the first and last stanza and elicits free responses on the same.

Activity 4

- 1 Alliteration
stands still
- 2 Simile.
The white orchards are compared to ghosts by night.
- 3 Metaphor.
The darting bird is a metaphor.

Activity 5

Teacher initiates a discussion on the sources of happiness in the present world and triggers them to express their views.

The Trio

About the author

Rasipuram Krishnaswami Iyer Narayanaswami (10 October 1906 – 13 May 2001) was an Indian writer known for his works set in the fictional South Indian town of Malgudi. He was a leading author of early Indian literature in English along with Mulk Raj Anand and Raja Rao. Narayan wrote his first novel, *Swami and Friends*, in 1935, after short, uninspiring stints as a teacher, an editorial assistant, and a newspaperman. In it, he invented the small south Indian city of Malgudi. The fictional town gave him the freedom to pen down the settings and characters of his imagination without any geographical ties.

About the text

'The Trio' is a slightly adapted version of the second chapter of R. K. Narayan's 'Swami and Friends'. Swami and Friends was written between the first and second World Wars. The notable creative literary experiments of the period encouraged Narayan in his mission to create a uniquely personal depiction of his memorable childhood. The historical context of British colonial rule over India and the striking episodes in the freedom struggle are beautifully woven into the fabric of the story through incidents.

Gist of the story

Swami and Mani sat on the banks of the Sarayu river, discussing a classmate named Rajam who Mani wishes to throw into the river. It becomes clear that Rajam is known in school as a kind of rival to Mani, due to his fearlessness, intelligence, and wealth. Rajam's father is also the Police Superintendent. Swami insists that he supports Mani more than anyone else, and when they return to school Swami begins acting as a go-between for the two rivals. Eventually, they decide to meet for a fight on the banks of the river to see who is more powerful. But when the time for the fight comes, Rajam suggests that they put aside their differences and become friends, to which Mani happily agrees. Having always admired Rajam, Swami is also delighted at this turn of events and glad to be the friend of both powerful boys.

Let's begin

The story 'Happiness Machine' conveys that it is futile to search for happiness elsewhere and that it should come from within, irrespective of the external stimulus. We keep on searching for happiness without knowing the fact that it is our perception that decides whether we shall be happy or not.

The teacher leads the learners to the story, 'The Trio', with the following questions:

- Do you remember your very first friend?
- What do you remember about him?
- What quality in him attracted you the most?
- What are the things that you share with your friends?
- Do you have petty fights with your friends?

She elicits answers and gives further examples of true friendships.

The teacher can ask the pupils to talk about their friends and how they chill out in the evenings with their friends. She can even bring in the movie 'Friends' for a discussion.

Teacher asks the learners to read the first two paragraphs of the story

Teacher can support the comprehension through scaffolding questions like:-

- Do you have rivers, ponds or streams in your locality?
- Do you go with your friends over there?
- What are your common topics of discussion there?

Teacher can transact the entire text following similar pattern where the learners get ample chances to correlate the incidents in the story with their own experiences.

Read and respond

Possible answers

1. Most of the people in Ellaman street were oil mongers.
2. The river Sarayu glistened like a silver belt across the North, in the moonlight.
3. The river's sandbanks are described as an evening resort for all the people in the town. The branches of peepal trees on the river bank rustled in the breeze. The cries of the birds filled the air. The sky on the west was soft red in colour.
4. Rajam made a grand entry into the class as a new comer. He had impressed the whole class with his unique dressing and style. He looked very confident and was bold enough to return a jab in his ribs on the first day itself.
5. Rajam was the only boy in the class who wore socks and shoes, fur cap and tie, and a wonderful coat and knickers.
6. The boys heard rumours that he previously studied at some English Medium Boy's school in Madras. They felt that he spoke like a European and only a few in the class could make out what he said.
7. Rajam proved to be a very good student. He spoke English like a European and was a regular seventy percenter. As a result he was always in the limelight and Mani was relegated to the background. Moreover he assumed a nonchalance attitude towards Mani, which he was not accustomed to.
8. Swaminathan expressed a slight fear that Rajam's father was the police superintendent.
9. Mani called Swaminathan a milk-toothed coward.
10. The evening would have been splendid if he had taken the lime pickle.
11. Swaminathan sat between Rajam and Mani. So he was to act as a cord of communication between them.
12. The teacher understood that Swaminathan was not attentive in the class.
13. The teacher made him stand up on the bench.
14. Standing on the bench Swaminathan could get a view of the whole class. He could see so many heads and he classified them according to their caps; four red caps, twenty five Gandhi caps, ten fur caps and so on.

15. Rajam and Mani later on could not wait for Swaminathan to repeat their words. They shouted to each other.
16. They decided to meet at the river the next day.
17. Mani doubted whether Rajam's spirit would disturb him and pull his hair at night if he had killed him.
18. Rajam was dressed in khaki, and carried an air gun under his arm, that was gifted to him on his birthday.
19. Rajam shouldered his gun and fired a shot in the air to frighten Mani.
20. Mani told Rajam that it was unfair that he brought his gun with him. At this Rajam retorted by asking Mani his explanation for carrying the club. Mani had no answer for that. So he hung his head down.
21. Rajam called Mani 'a sneak' before someone. That was the reason for his hatred towards Rajam.
22. At last they settled the issues by clearing the misunderstandings and became friends.
23. Rajam showed his good will by pulling out half a dozen of biscuits from his pocket.

Let's revisit and reflect

1. The banks of the River Sarayu was an evening resort for the villagers and the distinguished guests alike. The River Sarayu in the moonlight glistened like a silver belt which was a charming sight for all the visitors to the village.
2. The teacher punished him for being inattentive in the class. He was **asked** to stand up on the bench and he was glad to accept the punishment because he was relieved of the cane.
3. Rajam was the new comer and became the new power of the class as he excelled all others in every aspect.
4. The thought of Rajam's ghost coming and troubling him at night changed his plan.
5. Swami was relieved that all the issues among the boys were resolved and patched up and so he felt at perfect peace.

Activity 1

Teacher draws the students to the situation stated. The learners are asked to imagine a scene in the kitchen where Swami pleads with his mother for the lime pickle. Teacher asks the learners to guess the likely conversation.

Activity 2

- a) Teacher initiates a discussion that helps the learners to list the features of Rajam.
Let the learners complete the box.
- b) Consolidating the character traits elicited, the teacher asks the students to attempt a character sketch.

Activity 3

Teacher asks the students to imagine that a complaint letter is written by the teacher about Swami for being inattentive in the class. Teacher initiates a discussion on the content of the letter and leads them to draft such a letter.

Activity 4

Any possible answer.

Language Activity

Activity 1

- 1 which
- 2 who
- 3 whom
- 4 whose
- 5 where

Defining relative clause	Non defining relative clause
Children who loves pickels are common. Students who pay attention in the class score good marks.	Rajam, who was a newcomer in class 1A, was admired by his classmates. The teacher, who was teaching History, punished Swami for being inattentive in the class. The friends met near Nallappa's grove, which was deserted in the evening, as promised.

Vocabulary Activity

Activity 1

- A) 1 Perplexing
2 Sneak
3 Quiver

- 4 Soar
- 5 Novel

- B)
- a. Novel
 - b. Perplexing
 - c. Sneak
 - d. Soar
 - e. Quiver

Let's Edit

- a. who was
- b. an
- c. but he also has
- d. well-dressed
- e. was impressed
- f. whom