

Kerala Reader

ENGLISH

IX

PART-2



**Government of Kerala
Department of Education**

**State Council of Educational Research and Training (SCERT)
Kerala
2016**

The National Anthem

Jana-gana-mana adhinayaka jaya he
Bharatha-bhagya-vidhata,
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata,
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he!

Pledge

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

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Typesetting and Layout : SCERT

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FOREWORD

Dear learners,

The English Reader for Class IX has been designed and developed on the basis of Kerala School Curriculum 2013 and keeping abreast of the latest developments in language teaching. This textbook, prepared as a continuation of the class VIII English Reader (Part I and Part II), aims at improving your proficiency in the use of English language.

As far as possible we have tried to include meaningful, interesting, interactive and purposeful activities in this textbook. They will surely help you enjoy the learning of English. You are also given opportunities for the construction of various life-related language discourses, as well as the enrichment of your linguistic and literary skills. The overall aim of the textbook is to make you proficient users of English.

I hope you will enjoy reading the textbook.

Wish you all success.

Dr P. A. Fathima
Director
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Unit
4

Dawn of Hope



*"Keep your face always toward the sunshine-
and the shadows will fall behind you."*

Walt Whitman

- Have you ever been inspired or motivated by someone in your life?
- What/who has inspired you in your life?
- What is the role of inspiration in shaping your personality?

Identify the personality in the picture.



She is Ira Singhal, the topper in the Civil Services Examinations, 2015. She has fought bravely against her disabilities in order to reach this prestigious position.

Let's see what she has to tell us:

"There are no problems in life except those that we choose to consider as problems. Life gives us challenges; it is up to us to take them as opportunities or problems. Everyone has different issues to handle, but how we handle them will define what impact we leave on the world."

Our life is full of uncertainties and challenges which can take any shape. It may be in the form of disabilities, disasters/accidents, etc.

- If you were in such challenging situations, what would you do?

I. Read and reflect

Now, let's read the survival story of a sixteen-year-old girl called Juliane Koepcke. The way she handled a dangerous situation exemplifies the matchless power of the human mind, the willpower to withstand all odds and the determination to succeed.

The Jungle Air Crash

Juliane Koepcke

I have always enjoyed flying. My mother and I boarded Lansa Airlines flight 508 as I had just finished secondary school in Lima, and we wanted to spend Christmas with my father in our jungle hut. Daddy, an ecologist, and Mother, an ornithologist, held professorships at San Marcos University in Lima, and we spent a lot of time in the jungle where they carried out research.

I was sitting in the third row of seats from the rear, next to the window. Mother sat beside me, and a man we didn't know on the aisle. Everything seemed quite normal -- the take off, the climb over the snow-covered Andes, breakfast, the smiling stewardesses, then the green jungle stretching east to the horizon. People were reading or chatting; everyone was in a holiday mood.

In clear weather, the flight from Lima to Pucallpa is one of the most beautiful in the world. But 30 minutes after take-off, when we were over the jungle, visibility diminished. And then, all of a sudden we hit a storm front. And this time, it was completely different from anything I had experienced before. Broad daylight turned to night around us. Lightning was flashing incessantly from all directions. At the same time, an invisible power began to shake our airplane as if it were a plaything. People cried out as objects fell on their heads. Bags, flowers, packages, toys, jackets and clothing rained down hard on us; sandwich trays and bags soared through the air. People were frightened; they screamed and started to cry. Outside, I saw a sort of bright yellow flame shooting from the right wing. I was blinded by that blazing light; while at the same

Read and respond

1. Why did the narrator spend a lot of time in the jungle?

.....

2. Why was there a holiday mood on the plane?

.....

3. What happened after the flight took off? Describe it in your own words.

.....

time, I heard my mother saying quite calmly: "Now it's all over." An instant later, there was a violent shaking and I found myself outside the plane, flying apart from it, still strapped into my seat. But I was alone, alone and I was falling.

I can remember turning over and over in the air. I remember thinking that the jungle trees below looked like cauliflowers. Then I lost consciousness.

It was still light when the rain woke me up. I was lying under a section of three seats turned upside down. There was no sign of my mother, of any other passengers, or of the plane. All I could hear were frogs croaking -- and the rain. I had a bump on my head and a gash in my foot. I felt no pain, but I couldn't muster the energy to move and look round. Thus I spent the whole night lying under the seat half-asleep, in shock.

The next morning, I crawled out slowly because everything swam dizzily before me. I saw a small package and opened it. It contained some sweets and a Christmas cake. I tasted the cake and dropped it. It was soaking wet and revolting. Then I picked up a long stick with which to probe the ground to avoid snakes, poisonous spiders and ants. My parents had taught me about the perils of the jungle in the years we had lived in it -- that it is not the big animals that are the most dangerous, but the snakes and the insects.

Feeling ahead with the stick, I started looking for my mother. I was so dizzy that after each step I had to rest. After hours of poking around, I heard gentle splashing nearby, and discovered a tiny brook. My parents had impressed on me that when lost in the jungle one should always look for streams, and then follow them to larger streams. Rivers are what the roads are here, and the Indian tribes and the white plantation people live on their banks. Rivers in the tropical forest of Peru meander and circle. One can walk for kilometres along a bank and only advance a hundred metres toward one's destination.

4. Why did Juliane's mother say, "Now it's all over"?

.....

5. What did the jungle trees look like from above?

.....

6. What might have happened to Juliane?

.....

7. Why was Juliane forced to spend the whole night lying under the seat "half-asleep"?

.....

8. Why did she pick up a long stick?

.....

9. According to the narrator, big animals are less dangerous than small ones in the jungle. Do you agree? Give reasons.

.....



But I had to stay near or in the stream. Its banks were overgrown with tangled vines, making every step arduous; sometimes I had to wade through the water because huge, rotted tree trunks barred my way. It was slow going.

Nights in the jungle are attractive only in films. In real life they are frightening. There was always a rustling somewhere: snakes? Something was crawling over my legs: a tarantula. Even the air seemed poisoned by decaying trees. I slept fitfully.

On the third day, I heard vultures. Where there are vultures there are usually bodies. I came upon a piece of airplane fuselage and saw twisted cables. The place stank of burnt fuel. But I could find no survivors. During the afternoon, I heard the noise of aircraft engines. I knew it was senseless, but I yelled, "Hello! Help!" over and over again. They must have been quite near, though I never saw them and, of course, they didn't spot me. Then the noise of the planes faded and I was again alone. But I was not disheartened: I could walk. I wasn't hungry and I could drink from the clear stream.

On my fourth day, I finished the sweets, the only nourishment I had. I was swollen from the stings of mosquitoes and horseflies. Here and there, armies of

10. Why did she find every step in the jungle difficult?

.....

11. Identify the expression that suggests the narrator had a disturbed sleep at night.

.....

12. What did she find 'senseless' and why?

.....

ants on the march blocked my path and struggling through the tangled undergrowth to avoid them, I covered only a miserable few hundred metres an hour. However, my stream did run into a larger river. As I pressed on downstream along its bank, I saw parrots, monkeys and humming birds, and many varieties of tiny orchids growing on tree trunks.

Amazingly, I wasn't hungry. I resisted delicious looking fruit because here many things that look beautiful and tempting are poisonous. The jungle is full of traps. And it is a battle field on which rot and growth march hand-in-hand. All the plants compete, steal sunlight from each other, choke each other and then hungrily consume the cadavers of their victims in order to live.

The open wound on my foot was getting worse due to infection by insects. Every time the flies stung, they were laying eggs in my wounds, out of which were hatching maggots. Helplessly I watched them emerge. Each one was about a centimetre long; they were eating me alive. "God, help me," I thought. "They will amputate – if I ever survive."

The river that I painstakingly followed was widening. Whenever I could get a good view ahead, I risked swimming. It was faster because the current carried me

13. How does she describe the 'jungle' here?

.....

14. When did she risk swimming in the river?

.....



along. On land, I picked my way, careful to watch where I put my feet because the rotting foliage could conceal a snake or a poisonous thorn – back crab. "If you tread on a crab," I told myself, "you're done for."



Walking had become progressively harder. The lack of food and the humid 45 degrees heat had made me weaker. The river was now so swift that I could no longer swim in it. Late one afternoon, I was looking for a spot to lie down for the night. It was the tenth day, as I later reconstructed it. Suddenly, I saw a boat moored on the river bank. And there was a path leading to a small hut. I entered and saw on the floor a small outboard motor carefully wrapped in plastic, and a can of petrol. Clearly, someone would be coming back. But when?

I lay down on the floor and slept badly, because I kept listening for human voices. But I heard only the screaming of monkeys and the screeching of parakeets. At other times, something seemed to be moving outside dangerously near.

The next morning I wanted to push on. It might be days, even weeks, before the people came for their boat. But I didn't want to take a boat which belonged to someone else. However, the rain was pouring down again, so I stayed in the hut. Then I heard voices, and three men plunged in from the downpour. "Well!" one of them exclaimed in Spanish, "What have we here?"

15. When did she feel that she could escape from the jungle?

.....

16. 'The screaming of monkeys and the screeching of parakeets' disappointed her. Why?

.....

17. Comment on the attitude of the narrator when she says, "But I didn't want to take the boat which belonged to someone else."

.....

The men were mestizo -- half white, half-Indian hunters. They told me they kept several huts in the jungle for their expeditions. They knew about the crash and one of them had actually been in a search plane which flew over the jungle after the accident. "We could see nothing," he said, "no people, no wreckage." They washed me with salt water and put salve on my wounds. They made fruit mash for me, but I was unable to eat.

Early next morning, they got their boat ready and took me down river. My river, it was the Sheboya, became wider, swifter and more dangerous. I looked at the shore where I would have had to walk and saw that it became more and more impassable. It took us hours to get to the jungle settlement of Tournavista. People came running and shouting to stare at me. One of my rescuers explained why. My eyes were so bloodshot they looked entirely red and my face was disfigured and swollen out of shape from the insect bites. My arms and legs were pocked with worm lesions. I looked like a living nightmare.

Because Tournavista was an agricultural colony, it had a small dispensary where I was washed and my wounds treated. They used a special medicine to clean out all the worms, and gave me an injection to counteract inflammation.

Eleven and a half days after our crash, I again boarded a plane, a small twin-engined machine that took me to the U.S. mission base of the Summer Institute of Linguistics near Pucallpa, where an American doctor looked after me. With the help of my directions, search planes found the wreckage. Daddy arrived to stay by my side. He told me what I had suspected: my mother was dead.

(Searchers found the Electra scattered over 16 kilometres of jungle. The cause of the crash, and how Juliane got safely down, are unknown. One theory is that the plane exploded at 3,000 metres, that the fall of some pieces was cushioned by an enormous upward current of air in the storm.)

18. Why did the men let out an exclamation on seeing her?

.....

19. How did the men help her?

.....

20. What was the bad news that she heard after her escape?

.....

(Adapted)



About the author



Juliane Diller (born on 10 October, 1954), alias **Juliane Margaret Koepcke**, is a German biologist, born in Peru. She is best known as the sole survivor among 92 passengers and crew in the 24 December 1971 crash of Lansa Flight 508 in the Peruvian rainforest. Her memoir *When I Fell from the Sky* is an international best seller and is "a gripping account of a harrowing adventure and an inspiring life."

Let's revisit and reflect

1. "I have always enjoyed flying," says the narrator. Would you like to fly? Give reasons.

.....

2. One should always look for streams in the jungle. Why?

.....

3. What might have saved Juliane's life?

.....

Activity 1

a) Juliane followed certain steps to save her life in the face of the accident. List the steps and state the reasons for them.

Steps followed	Why?
Picked up a long stick	
	The rotting leaves could hide a snake or a poisonous thorn-back crab.

Activity 2

a) Juliane survived a plane crash by intelligently using her knowledge and skills. Like plane crashes, accidents also happen on roads and precious lives are lost every day. What steps should we take to prevent accidents on roads?

Steps we should take	Why?
Always keep a safe distance from the vehicles in front of you.	Enables easy braking, avoids collision.
Always keep left on the roads when you drive.	

b) The traffic department is conducting a 'webinar' on the topic "The need to make our roads safe zones." Based on the points listed, prepare a paper for the webinar.

**A webinar is a seminar conducted on the internet.
(An online seminar)**

Activity 3

One of the reasons that helped Juliane survive the crash was her ability to swim.

Look at the picture of a boat tragedy.



Water tragedies are quite common like road accidents nowadays. Imagine that you are one of the survivors of that ill-fated boat. Narrate how the boat sank and how your knowledge of swimming and basic safety measures helped you to survive the tragedy.

Activity 4

- a) Let's read the news report of Juliane's survival that appeared in one of the prominent newspapers.

Miracles Still Happen

Headline ←

Byline ← Staff reporter

Dateline ← January 4, 1971

Lead ← Tournavista: Juliane Koepcke, a 16-year-old girl, miraculously survived after her plane hit a storm, went into a nose dive and crashed in the Amazon forest on Christmas Eve, 1971. She is the sole survivor of the Lansa flight 508 crash that killed 92 passengers, including her mother, and all the crew members. Amazingly, she somehow managed to drop two miles through the air and survived the dangerous terrains of the Amazon forest, all alone. Though shaken, she could recollect falling with the seat belt digging into her stomach after a thunderstorm ripped apart the plane.

Body ←

Body ← Yesterday, three forestry workers discovered and rescued Koepcke after 11 days of her ordeal in the rain forest. One of the workers said, "We heard about the crash, but never expected to see a survivor. It was unbelievable." Necessary medication was given and then she was transported to the US mission base at Pucallpa for further treatment. The doctor who looks after her said, "The sheer grit and determination she showed reaffirms the invincibility of the human spirit."

Quote ←

b) Let's now analyse the news report and fill in all its elements.

Elements	Function/Feature		Example
Headline	Catchy		Miracles Still Happen
Byline			
Dateline			
Lead	Answers the 5 w's	What	
Body	human spirit.		She is ...
Quote	<ul style="list-style-type: none"> • • • Adds to the 'at-the-scene' feeling 		

c) Koepcke received 'The Corine-International Book Prize' instituted by the Bavarian Landesverband of Germany. You were one of the reporters present at the event. Prepare a news report.

.....

.....

.....

.....

.....

.....

Juliane Koepcke survived the jungle hazards only because of her sheer determination and amazing willpower. No impediment could deter her from hope. How many of us can brave challenges the way she did?

Read the picture below.



What do you infer from the picture?

Discuss your ideas with a friend.

What inspires us to strive forward even when we face difficulties in life?

How can we overcome despair and start afresh?

II. Read and enjoy

Another Chance

Helen Steiner Rice

How often we wish for another chance

To make a fresh beginning.

A chance to blot out our mistakes

And change failure into winning.

It does not take a new day

To make a brand new start,

It only takes a deep desire

To try with all our heart.

To live a little better

And to always be forgiving

And to add a little sunshine

To the world in which we're living.

So never give up in despair
 And think that you are through,
 For there's always a tomorrow
 And the hope of starting new.

About the author

Helen Steiner Rice (May 19, 1900 - April 23, 1981) born in Lorain, Ohio, was an American writer of inspirational poetry. She has been acclaimed as 'America's beloved inspirational poet laureate.' Her books of poetry are widely sold.

Let's revisit and enjoy the poem

1. Why do we wish for another chance in life?

.....

2. What is essential for a fresh start?

.....

3. How can we transform failure into success?

.....

4. What does the poet mean when she says "add a little sunshine?"

.....

5. Do you think forgiving will make our life better? Why?

.....

6. What is the tone of the poem?

.....

7. Pick out the words that rhyme in the poem.

.....

Activity 1

We should forget and forgive. Can you present an instance in your life when you apologized for something, or forgave somebody?

III. Read and reflect

"Every cloud has a silver lining," goes the proverb. Even in the most desperate moments of life, there will always be a ray of hope. It is the immense power of the mind that can work miracles in life. We can get over adverse circumstances by virtue of our mind-power.
Read on.

The Last Leaf

O. Henry

To Greenwich Village, many people came who were interested in art. They liked the Bohemian life of the village, and they enjoyed living among so many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

At the top of an old three-storey brick house, Sue and Joanna had their studio. "Johnsy" was the familiar name for Joanna. One of them was from the state of Maine, the other from California. They had met in the restaurant of an Eighth Street hotel. Both were artists who had recently come to New York to make their living.

That was in May. In November, a cold, unseen stranger, whom the doctors called pneumonia, stalked about the city, touching one here and one there with his icy finger. He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning, the busy doctor invited Sue into the hall. "She has one chance in -- let us say, ten," he said as he shook down the mercury in his clinical thermometer. "And that chance is for her to want to live. But your little lady has made up her mind that she's not going to get well. Has she anything on her mind?"

"She -- she wanted to paint the Bay of Naples some day," said Sue.

"No, something more important - a man for instance?"

"No."

"Well, it is the weakness, then," said the doctor. "But

Read and respond

1. What added to the interest of Greenwich village?

2. Identify an instance of personification in the story. What effect does this have?

3. Do you think the doctor's medication would really help Johnsy? Give reasons.

whenever my patients begin to count their last few moments, I subtract 50 per cent from the curative power of medicines. If you can succeed in making her interested in something, in asking, for instance, about the latest styles in women's clothes, then I will promise you a one-in-five chance for her, instead of one-in-ten."

After the doctor had gone, Sue went into her own room and cried. Later, trying not to show her sadness, she went into Johnsy's room, whistling.

Johnsy lay under the bedclothes, with her face toward the window. Sue stopped whistling, thinking Johnsy was asleep. But soon Sue heard a low sound, several times repeated. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out of the window, and counting – counting backwards. "Twelve," she said, and a little later, "eleven," and then, "ten" and "nine" and then, "eight" and "seven," almost together.

Sue looked out of the window. What was there to count? There was only a gray backyard and the blank wall of the opposite house. An old, old ivy vine, dead at the roots, climbed halfway up the wall. The cold breath of autumn had blown almost all the leaves from the vine until its branches were almost bare.

"What is it, dear?" asked Sue.

"Six," said Johnsy very quietly. "They are falling faster now. Three days ago there were almost a hundred. It makes my head ache to count them. But now it's easy. There goes another one. There are only five left now."

"Five what, dear? Tell me!" said Sue.

"Leaves. On the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?"

"The doctor didn't say any such thing. That is pure foolishness," said Sue. "What have old ivy leaves to do with your getting well? And you used to love that old

4. What aspects other than medicines can help a patient recover from a serious illness ?

.....

5. Why did Sue go to Johnsy's room whistling? What message does her action convey?

.....

6. What does the expression 'counting backwards' reveal about Johnsy's state of mind?

.....

vine so much. Please don't be silly! The doctor told me this morning that your chances of getting well soon were excellent. Now try to take some soup and let me get back to work so that I can make money to buy you some good port wine."

"You needn't get any more wine," said Johnsy, keeping her eyes fixed out of the window. "There goes another. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go too."

"Johnsy, dear," said Sue, bending over her. "Will you promise me to keep your eyes closed and not look out of the window until I have finished working? I must deliver these drawings tomorrow. I need the light; otherwise I would pull down the curtain."

"Couldn't you draw in the other room?" asked Johnsy, coldly.

"I'd rather stay here with you," said Sue. "Besides, I don't want you to keep looking at those silly ivy leaves."

"Tell me as soon as you have finished," said Johnsy, closing her eyes and lying white and still. "Because I want to see the last leaf fall. I'm tired of waiting. I'm tired of thinking."

"Try to sleep," said Sue a little later. "I must go downstairs for a minute to get Mr. Behrman who is going to sit as my model. But I will be right back. And don't move, and also please promise me not to look out of the window."



7. "There goes another." How did Johnsy correlate the leaves with her own life?

.....

8. "I'd rather stay here with you," says Sue to Johnsy. What does it tell us about their relationship?

.....

Old Mr. Behrman was a painter who lived on the first floor beneath them. He was past sixty. Behrman was a failure in art. He had always wanted to paint a masterpiece, but he had never yet begun to paint it. For many years he had painted nothing, except now and then something in the line of commercial or advertising work. He earned a little money by serving as a model for those young artists who could not pay the price for a regular model. But he always talked about the great masterpiece he was going to paint. For the rest, he was a fierce little old man who regarded himself as a watch-dog and protector for the two young artists living above him, of whom he was very fond.

Sue found Behrman in his poorly-lighted studio. In one corner of the room stood a blank canvas which had been waiting for twenty-five years to receive the first line of the promised masterpiece. She told him of Johnsy's fancy, and how she feared she would, indeed, light and fragile as a leaf herself, float away, when her slight hold upon the world grew weaker.

Old Behrman shouted, "Are there people in the world who are foolish enough to die simply because leaves fall from an old vine? I have never heard of such a thing. Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy."

"She is very ill and very weak," explained Sue, "and the fever has left her mind full of strange ideas."

Johnsy was sleeping when they both went upstairs. Sue pulled down the curtain and motioned Behrman into the other room. There they looked out of the window fearfully at the vine. Then they looked at each other for a moment without speaking. A cold rain was falling, mixed with snow. Behrman took a seat and prepared himself to pose for Sue as a model.

When Sue woke up the next morning, she found Johnsy with dull, wide open eyes looking at the window.

"Pull up the curtain. I want to see," Johnsy said quietly. Sue obeyed.

9. Why do you think O. Henry portrayed Behrman as a pathetic, old, unsuccessful artist?

.....

10. Identify the expression which suggests that Behrman loved Sue and Johnsy a lot.

.....

11. What was the blank canvas in Behrman's studio waiting for?

.....

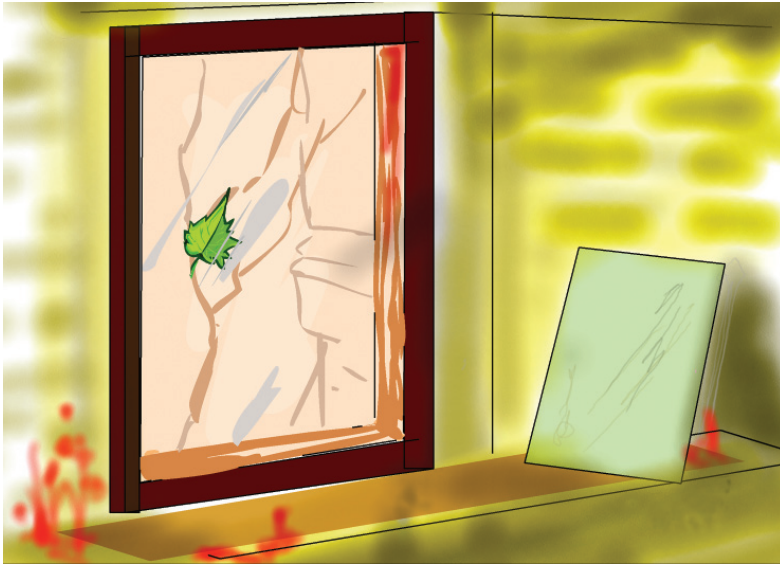
12. Why did Sue and Behrman look at the vine 'fearfully'?

.....

But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The last leaf. Still dark green, it hung bravely from a branch some twenty feet above the ground.

"It is the last one," said Johnsy, "I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time."

"Dear Johnsy," said Sue, placing her face close to Johnsy's on the pillow. "Think of me if you won't think of yourself. What shall I do?"



The day wore away, and even through the twilight they could see the lone ivy leaf clinging to its stem against the wall. And then, with the coming of the night the north wind was again loosed, and the rain began to fall heavily.

When it was light enough Johnsy, the merciless, commanded that the curtain be raised. The ivy leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue. "I've been a bad girl, Sue," said Johnsy. "Something has made the last leaf stay there just to show me how bad I was. It is a sin to want to die. You may bring me a little soup now - and then put some pillows behind me and I will sit up and watch you cook."

13. Why does the author call Johnsy 'merciless'?

.....

14. How did the last leaf on the vine affect Johnsy?

.....

An hour later she said, "Sue, some day I hope to paint the Bay of Naples."

The doctor came in the afternoon. "Even chances," said the doctor, taking Sue's thin, shaking hand in his. "With good nursing you'll win. And now I must see another case I have downstairs. Behrman, his name is – some kind of an artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is acute. There is no hope for him, but he goes to the hospital to-day to be made more comfortable."

The next day the doctor said to Sue: "She's out of danger. You won. Nutrition and care now - that's all."

And that afternoon Sue came to the bed where Johnsy lay, contentedly and put one arm around her, pillows and all.

"I have something to tell you," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only for two days. They found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colours mixed on it, and -- look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece -- he painted it there the night that the last leaf fell."

15. Soon after Johnsy started showing signs of recovery, she expressed her wish to paint the Bay of Naples. What does it tell us about her?

.....

16. Why didn't the last ivy leaf flutter or move?

.....

About the author



O. Henry, pseudonym of William Sydney Porter, (1862-1910) was an American short-story writer whose tales romanticized the life of ordinary people in New York City. His stories express the effect of coincidence on character through humour, grim or irony. They often have surprise endings, which become identified with his name as the O. Henry twist.

Let's revisit and reflect

1. What is the role of a patient's conviction/willpower in the process of getting cured of a disease? Do you think it has a positive role? Why?

2. Do you think Behrman drew the leaf knowing well that he was risking his own life? Give reasons.

3. Do you think the painting was Behrman's masterpiece? Substantiate. What message does it convey?

Activity 1

- 1) Now that you have read the story **'The Last Leaf'**, complete the story map given below.

Title :

Author:

Characters

Setting

Problem

Main events

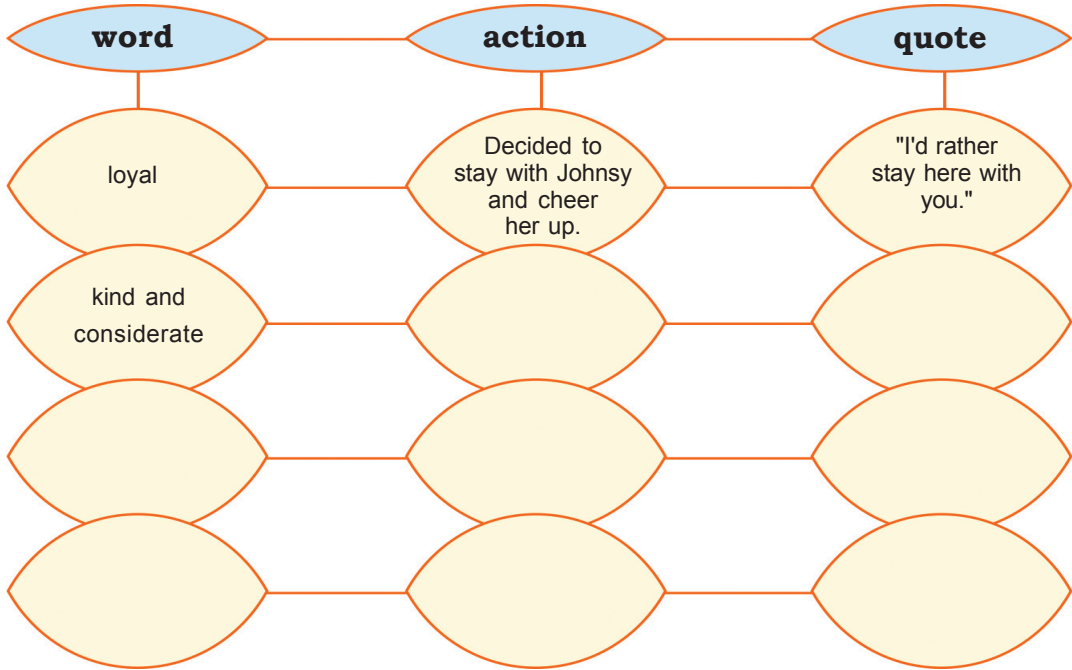
Solution

Themes

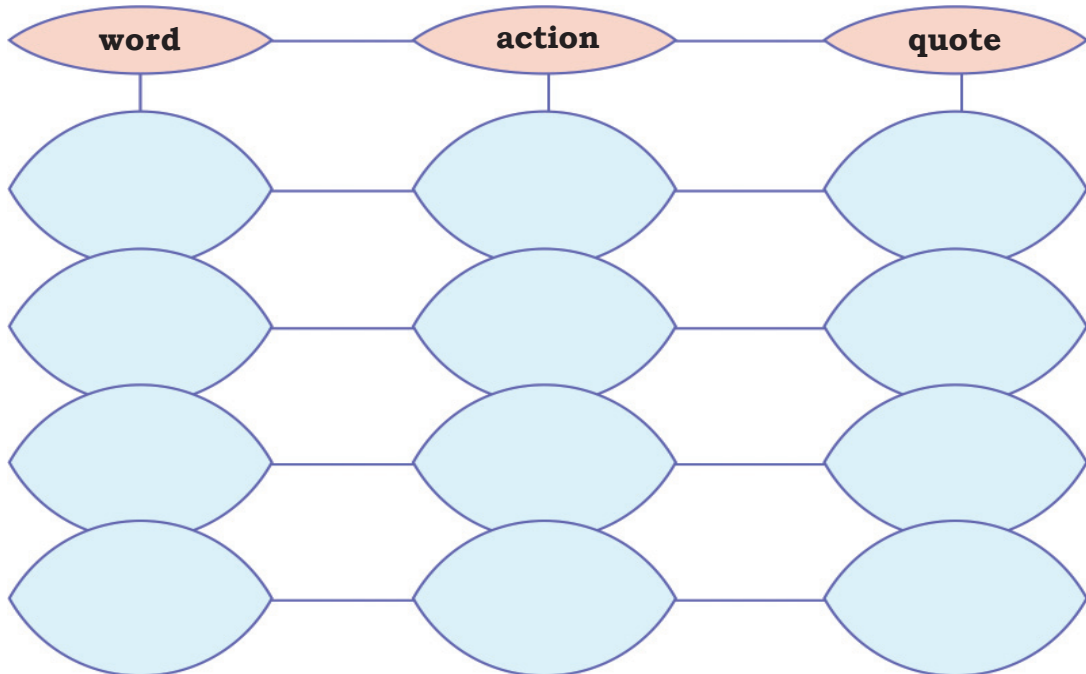
Activity 2

Sue and Behrman have different character traits, yet they have something in common. Fill in the character indication maps given below, using words that describe the characters and their actions and then quote sentences from the story to justify your words.

Sue



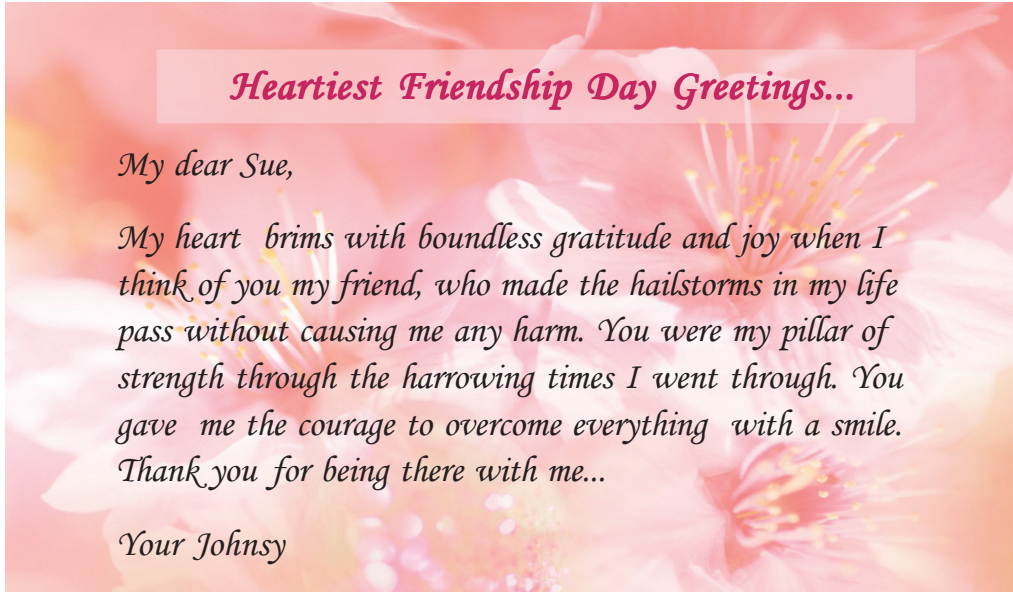
Behrman



Now, write a paragraph comparing and contrasting the characters.

Activity 3

Johnsy was quite grateful to Sue for having stood with her during her difficult times. Look at the greeting card Johnsy sent to Sue on Friendship Day.



Make greeting cards with messages/quotes to be sent to your friends on Friendship Day.

Activity 4

- a) Select one of the scenes from the story 'The Last Leaf,' preferably conversations, and convert it into a comic strip.

A comic strip is a sequence of drawings arranged in interrelated panels to display humour or form a narrative, often serialized, with the text in balloons and captions.

You may follow the steps given below.

Develop the conversation between Sue and Johnsy.

SUE : How are you? Have you been coughing a lot? Have you taken your medicine?

JOHNSY : Oh! I think it's of no use. My cough is killing me.

SUE : What are you looking at?

JOHNSY :

SUE :

JOHNSY :

SUE :

JOHNSY :

SUE : Stop having unnecessary thoughts. Sleep well.

Divide the conversation into panels, add necessary details to each panel and develop it into the script of a comic strip.

PANEL ONE

CAPTION : Returning home from work, Sue looks really tired.

PICTURE : Sue is looking very sad and tired. She is wearing a brown overcoat.



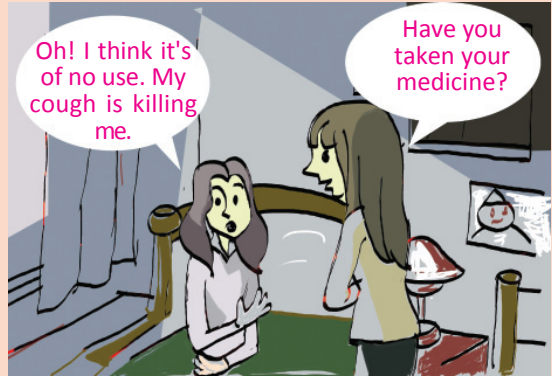
PANEL TWO

PICTURE :
.....
.....

DIALOGUE

SUE : Have you taken your medicine?

JOHNSY : Oh! I think it's of no use. My cough is killing me.



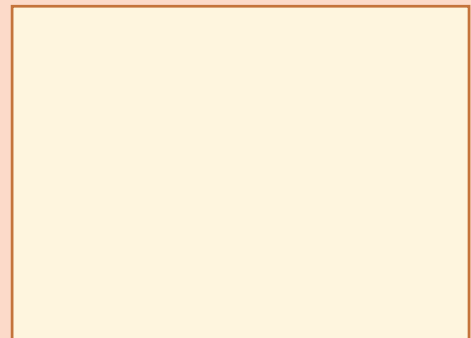
PANEL THREE

CAPTION :
.....

PICTURE :
.....

DIALOGUE:
.....

Comic strip



Activity 5

- a. We have now read the story 'The Last Leaf' by O. Henry, and become quite familiar with the characters and the plot. Now, let's see how an event from the story can be developed into a Radio Play.

"They (Sue and Johnsy) had met in the restaurant of an Eighth Street hotel."

Here is a sample script based on the meeting between Sue and Johnsy at a restaurant.

CAST OF THE RADIO PLAY

NARRATOR

JOHNSY

SUE

SCENE ONE

NARRATOR : (MUSIC)

Greenwich Village was a section of New York City. Many people who came to stay there were interested in art. They liked the Bohemian life of the village, and they enjoyed living among many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

[RESTAURANT SOUNDS]

It's an evening in late spring, and the dinner hour finds the little restaurant busy as usual. Most of the customers this evening are the village old-timers. Johnsy is one of these. Alone in the crowd, she looks totally out of place.

She pays for her food, then stands for a moment looking around. Finally, she crosses the room to a tiny table with two chairs and only one diner.

JOHNSY : Excuse me! All the other tables seem to be engaged. May I sit here?

SUE : Of course! I'd love your company. Please join me.

JOHNSY : Thank you! My name is Joanna.

SUE : Hello, Joanna, I'm Susan Cross. Friends call me Sue.

JOHNSY : Hi, Sue. My friends call me Johnsy.

SUE : Johnsy! I like it.

JOHNSY : It's really busy here at this time of the day, isn't it? Do you eat here often?

SUE : Almost every day. It's the cheapest and the best place

around. I haven't seen you here before, have I?

JOHNSY : No, this is the first time. I just got here three days ago. This place is quite different.

SUE : Why have you come here?

JOHNSY : To work and study. I'm an artist.

SUE : Oh! Wonderful! So am I.

JOHNSY : How long have you been in the village?

SUE : About four months.

NARRATOR : That's how Sue and Johnsy met. Soon they found that they had similar tastes in art and they could get along with each other really well. They decided to set up a studio together at the top of an old three-storey brick house. That was in May.

b. Based on the script, perform and record a radio play with appropriate sound effects using suitable software. Upload it on YouTube.

c. Now let's analyse a radio play.

1. What is a radio play?

Radio play (or audio drama, audio play, radio drama, radio theatre, or audio theatre) is a dramatized, purely acoustic performance, broadcast on radio or published on audio media, such as a tape or CD.

2. What are the features of a Radio Play? Discuss.

.....

.....

.....

.....

3. Which of the following elements are related to a radio play? Put a tick mark against the appropriate ones.

Visual appeal	<input type="checkbox"/>	Good facial expressions	<input type="checkbox"/>	Effective narration	<input type="checkbox"/>
Sound effects	<input type="checkbox"/>	Sound modulation	<input type="checkbox"/>	Good eye contact	<input type="checkbox"/>
Clear storyline	<input type="checkbox"/>	Background music	<input type="checkbox"/>	Catchy introduction	<input type="checkbox"/>
Crisp dialogues	<input type="checkbox"/>	Descriptive script	<input type="checkbox"/>	Impressive body language	<input type="checkbox"/>

- d. Prepare the script of a radio play for the following event and perform it.
- Imaginary conversation between Johnsy and Pneumonia.

Movie time

Watch the cartoon animation of the story 'The Last Leaf' on YouTube.

Language activities

Activity 1

- a. Read the following sentences from the narrative 'The Jungle Air Crash.'
- I can remember turning over and over again.
 - I remember thinking that the jungle trees below looked like cauliflowers.

What difference do you notice between these two sentences?

Write your ideas here:

.....

.....

.....

- In the first sentence, the narrator talks about his ability to remember.
- In the second sentence, the narrator clearly remembers the view of the jungle trees.

'Can' implies possibility or ability.

- b. Write a few things you can do.
- I can.....
 -
 -
 -
- c. Ravi says a few sentences about himself and his friends. Let's study them.
- I speak Spanish and German.
 - Ahmed writes stories.
 - Reshma can write stories in English.
 - John sings beautifully.
 - Mary can sing English songs.
 - Renu can speak Spanish and German.

Now, arrange the sentences under these headings.

<i>Sentence stating a fact</i>	<i>Sentence indicating ability</i>
<i>I speak Spanish and German.</i>	

Can here functions as a helping verb or modal auxiliary which usually comes before a main verb and indicates the ability to do something.

- d. Now, read the conversation between Ram and his teacher and find out the helping verbs.

Teacher : Ram, can you write these words on the board?

Ram : I can write, but my handwriting is not so good.

Teacher : No problem, Ram. You may read the words aloud to the class.

Ram : Sure, I will.

	Helping verb	Main verb
1	can	write
2		
3		

e. The pictures given below have two possible interpretations. Guess what the pictures are. Use **may, might, can, could**.



e.g. The first picture might be that of a duck, but it could also be a rabbit.

-
-
-
-
-

f. Study the conversation between Juliane and her mother carefully.

Juliane : Mother, shall we go now? It's already late. We may miss the flight.

Mother : The baggage is very heavy, Juliane. Could you help me?

Juliane : Don't worry, mom. I can carry the baggage.

Mother : It might rain today. You had better take two umbrellas.

Juliane : I'll do that. Anything else?

Mother : May I ask John also to join us at Pucallpa? He can cook quite well.

Juliane : We mustn't disturb John. I can manage that. We must report at the reception at 11 a.m. Please hurry up.

Mother : OK, let's leave.

Now, categorise the sentences according to the pattern given below. One is done for you.

Function	Sentence	Modal
Ability	I can carry the baggage.	Can
Skill		
Permission		
Request		
Offer		
Predicting		
Obligation/compulsion		

We use modal auxiliaries to express ability, certainty, probability or possibility (or not). Modals are also used for asking permission, making requests and offers, giving advice, and so on.

- g. Now, construct a conversation with your partner. Use as many modal verbs as possible.

Activity 2

- a. Look at the sentence from the story 'The Last Leaf.'

"I'd rather stay here with you," said Sue.

What does Sue mean by the statement?

- b. Now, read the conversation given below.

Mary : Hi, John! Welcome to my house. What would you like to have, tea or coffee?

John : I would rather have a cup of coffee.

- John prefers coffee to tea.

Would rather is used to convey that someone prefers one thing/situation to another.

c. Now, study the sentences given below and note the changes.

I would rather have apple juice.

I would prefer to have cold coffee.

- After **would rather**, 'to' is not used.
- **Would prefer** is followed by 'to'.

d. Some options are given in the box. Which of them would you prefer to do? Express your ideas using would rather... / would prefer...

(eat at home, hire a taxi, go alone, wait a few minutes, watch a film, go for a swim, stand, wait till later)

e.g. Do you want to eat now?

I would prefer to eat at home.

I would rather wait till later.

1. Would you like to watch TV?

.....
.....

2. Shall we play football?

.....
.....

3. Would you like to sit for a while?

.....
.....

4.? ?

.....
.....

e. Write a few things that you prefer to do during a weekend. Use 'would rather' / 'prefer.'

-
-
-
-
-

Activity 3

a. Read the sentence from the story 'The Last Leaf.'

"She was looking out of the window, and counting-counting backwards."

The sentence can be divided into two simple sentences as below.

She was looking out of the window.

She was counting backwards.

- Here **and** is used to connect two simple sentences.

b. Study the use of 'and', 'but', & 'or' in the sentences given below.

- 1) John and Mary are writing a book.
- 2) Your book is on the table or in the drawer.
- 3) Mohan is poor but honest.
- 4) She danced beautifully but not very energetically.
- 5) Roy went to the beach but Irfan stayed at home.

In the first sentence, two noun phrases are linked using **and**.

Two prepositional phrases are linked using **or** in the second sentence.

Examine the use of 'but' in the last three sentences. Discuss your findings.

c. Now, construct sentences using 'and', 'but' or 'or' using the pattern below.

1. Noun phrase + Noun phrase
2. Prepositional phrase + Prepositional phrase
3. Adjective + Adjective
4. Adverbial + Adverbial
5. Sentence + Sentence

d. Now, read the passage given below and study the use of 'and' 'but' & 'or.' Convert the compound sentence into simple sentences. One is done for you.

Granny could hear the distant roar of the river and smell the pine needles beneath her feet, and feel the presence of her grandson, Mani, but she couldn't see the river or the trees; and of her grandson she could only make out his fuzzy hair, and sometimes, when he was very close, his blackberry eyes and the gleam of his teeth when he smiled.

- Granny could hear the distant roar of the river.
-
-
-
-
-
-
-

e. Read the passage given below and study the phrases given in bold.

Both Mr and Mrs John watch television regularly. So do their two children. They enjoy cartoons and wild life programmes. But both parents think that the children watch too much TV. Both children watch television for over four hours a day. Neither child reads very much. If Mrs John asks **either of the children** to turn off the television, an argument will result. **Neither Mr John nor his wife** knows what to do about their behaviour. They can either ask the children to watch television less often or they can take away the television itself.

- **Both Mr and Mrs John** watch television regularly.
- They can **either** ask the children to watch television less often **or** they can take away the television itself.
- **Neither Mr John nor his wife** knows what to do.

1. Now split the sentences into two.

Mr John watches television regularly.	Mrs John watches television regularly.

Neither...nor, both and **either...or** are used to connect two persons or things.

2) Look at the table given below where the likes and dislikes of Ashok, Abraham and Ashraf are given. Connect and compare them using **and**, **but**, **neither...nor**, **either...or**, or **both**.

Ashok		Abraham		Ashraf	
likes	dislikes	likes	dislikes	likes	dislikes
swimming	cycling	football	cycling	swimming	fried rice
fried chicken	gobi manchurian	boxing	fried rice	fried chicken	volleyball
football	tennis	fried fish	volleyball	tennis	ice cream
ice cream	fish curry	ice cream	football	fish curry	gobi manchurian
boxing	volleyball	swimming	vegetable soup	wrestling	vegetable soup

- Both Ashok and Abraham like swimming.
- Neither Ashok nor Abraham likes cycling.
-
-
-
-

Activity 4

Read the sentence from the narrative 'The Jungle Air Crash.'

"I was so dizzy that after each step I had to rest."

a. Can you guess the meaning of the sentence? Write your ideas below.

.....

.....

The narrator was dizzy. What happens as a result of that?

.....

If we split the sentence, we get:

- I was very dizzy.
- After each step I had to rest.

The narrator felt very dizzy and as a result, she had to rest after each step.

So... that is used here to combine the two sentences. It brings out the meaning that one is the result of the other.

Cause/reason	Result
• I was very dizzy.	• After each step I had to rest.

b. Now, read the following sentences.

The exam was so difficult that most of the students failed.

He was so weak that he had to be rushed to a hospital.

The tea is so hot that we cannot drink it.

He drove so fast that no one could overtake him.

Write them in the table as shown below.

Cause/reason	Result
• The exam was difficult.	• Most of the students failed.

c. Now, combine the following sentences using 'so... that.'

- The air was very turbulent. The plane started to move up and down.
- Jungles are quite attractive. You forget the dangers lurking in them.
- The men were extremely helpful. Juliane's life was saved.
- Behrman's painting was absolutely realistic. It saved Johnsy's life.

Activity 5

a. Read the sentence from the narrative 'The Jungle Air Crash.'

"I was sitting **in** the third row of seats **from** the rear, **next to** the window. Mother sat **beside** me, and a man we didn't know **on** the aisle."

What is the function of the words given in bold?

.....

.....

.....

The words **in**, **from**, **next to**, **beside** and **on** are prepositions. They are usually placed before (pre) a noun or noun phrase.

b. Read the following passage:

I was travelling by train. As the weather was too hot, I was dressed in white. The person who sat next to me was reading a book. I asked him where he lived. He replied that he was an actor and returning after a stage performance.

Now, let's analyse the first sentence "I was travelling by train."

The preposition 'by' in the sentence comes before the noun 'train.'

List the prepositions and write down the word classes that follow them.

Prepositions	Followed by	Word Class
by	train	Noun

Let's sum up.

A preposition can come before a noun (train), a pronoun (me), an adjective used as a noun (white), or a noun phrase (a stage performance).

c. Shanker is from Kannur. Last week, he went to Thiruvananthapuram. It was his first visit. Fill in the blanks with suitable words given in brackets.

(along, across, from, onto, to, round, on)

Shanker travelled ___ Kannur to Thiruvananthapuram ___ Janshatabhdi train. On the first day, he travelled ___ Thiruvananthapuram ___ a double decker bus. Then he went ___ the Puthen Street looking at the shops. After that, he walked ___ the bridge to see the Padmanabha Swamy Temple. In the evening, he got ___ a speed boat at Veli. He returned ___ Kannur the next day.

d. Read the description given below and draw a picture.

Reema's family consists of her father, mother, two sisters and a brother. Today is Reema's birthday. The members of the family are sitting at the dining table. There are a variety of dishes on the table and the room is decorated with balloons and festoons. Reema's mother is sitting next

to her husband. Reema is sitting opposite her mother. Her brother Arun is standing behind his mother with a cake in his hand. It has a big candle on it. There are a few presents beside the table. Radhika, Reema's sister is standing near the door to switch off the lights.

- e. Write a description of the room in the picture using suitable prepositions.



- f. Listen to the song by 'Scorpions' and fill in the blanks.

'Send Me An Angel'

The wise man said just walk this way
 the dawn of the light
 The wind will blow your face
 As the years pass you by

Hear this voice deep inside
 It's the call your heart
 Close your eyes and you will find
 The passage out of the dark

Here I am
 Will you send me an angel?
 Here I am
 the land of the morning star

The wise man said just find your place
 In the eye the storm
 Seek the roses the way
 Just beware the thorns

Here I am
 Will you send me an angel?
 Here I am
 In the land of the morning star

The wise man said just raise your hand
 And reach out the spell
 Find the door the promised land
 Just believe yourself

Hear this voice from deep inside
 It's the call of your heart
 Close your eyes and you will find
 The way out of the dark

Here I am
 Will you send me an angel?
 Here I am
 In the land of the morning star

Activity 6

Let's edit

Read and edit the passage given below. The errors are underlined.

Juliane, along with friends, board Lansa Flight 508 again to visit the crash site. In the plane, she sees two young men talking quite loudly. They talk very loudly that they disturb the other passengers. Neither the passengers nor the airhostess like their behaviour. The air hostess politely said, "You would rather kept quiet and fasten your seat belts so that the plane can take off."

Activity 7

- a. Read the sentences from the narrative 'The Jungle Air Crash' and look at the words given in bold.

"It was the tenth day, as I later **reconstructed** it."

"I knew it was **senseless**, but I yelled, "Hello! Help!" over and over again."

Let's examine the words given in bold.

- The word 'reconstruct' can be split into 're-' and 'construct'.

Can you guess the meaning of 're-'?

'Re-' means 'again'.

'Re-' is added at the beginning of the word 'construct' to form a new word. Such additions to the beginning of words are called prefixes.

- b. Can we add any other prefix to the word 'construct'?

- deconstruct

- c. Find other words beginning with 're-' and split them into two.

rebuild re + build

- d. Here is a list of prefixes. Refer to a dictionary to find the meaning of each and write at least two words with each prefix.

im-	un-	intro-	extro-	ambi-	
mono-	bi-	de -	in-	equi-	over-

- e. Read the following sentences.

- Ravi has a keen **sense** of taste.
- John and Mary had a **senseless** argument.

In the first sentence, 'sense' is used to name one of Ravi's abilities to react to something.

- **Senseless** which means 'without sense' or 'not having sense' describes 'argument' in the second sentence.
- **Sense** is a noun and **senseless** is a describing word or an adjective.
- Some nouns can be changed into adjectives by adding **-less**.

Here, '-less' is added at the end of the root word 'sense'. It is known as a **suffix**.

Here, a root word 'sense' is changed into a different word class by adding the suffix '-less'. Now, analyse the table below and examine how one word form can be changed into another by using a suffix.

Root word	Suffix	New Word	Word class
work	-er	worker	
sense	-less	senseless	adjective
like	-able	likeable	
child	-ish	childish	
idol	-ize	idolize	

NOTE:

The addition of a suffix often changes a word from one word class to another. In the table above, the verb *work* becomes a noun by adding *-er*, the verb *like* becomes the adjective *likeable*, the noun *idol* becomes the verb *idolize*, and the noun *child* becomes the adjective *childish*.

- f. Complete the table by adding suitable prefixes and suffixes to the root word. Examine the changes in word class by referring to a good dictionary.

Prefix	Root word	Suffix
	happy	
	work	
	grace	
	earth	
	advantage	
	agree	

Activity 8

- a. Read the sentence given below from the narrative 'The Jungle Air Crash' and look at the words underlined.

"Daddy, an ecologist, and Mother, an ornithologist, held professorships at San Marcos University in Lima, and we spent a lot of time in the jungle where they carried out research."

Let's analyse the words.

- ornith/ornitho means bird.
- -ology means a subject of study
- -ist denotes a person who believes or practises something.

So an ornithologist is a person who studies about birds.

The word 'eco' means 'connected' with the environment.

You may guess the meaning of the word **ecologist**.

- b. Now, read the following words and try to find their meanings, from a good dictionary.

anthropologist

dermatologist

cardiologist

entomologist

neurologist

ophthalmologist

psychologist

graphologist

biologist

- c. Fill in the blanks, using the hints given.

1. Ravi has a special interest in insects and he is engaged in an in-depth study of the different varieties of insects. He is an _____.
2. John treats heart disorders. He is a _____.
3. Shruti is engaged in research with respect to the development of the human race. She is an _____.
4. Mary takes care of diseases of the eye. She sometimes performs surgeries. Mary is an _____.
5. People with skin diseases flock to Dr Varun's clinic. He is a _____.
6. Rohan is an expert in the mysteries of the human mind. He is a _____.
7. Rahul specialises in diseases related to the nervous system and the brain. He is a _____.

8. Anil analyses the handwriting of people to determine their character or aptitudes. He is often consulted to verify the authenticity of signatures. He is a _____.
9. From a one-celled amoeba to the highly complex human being, Dilip always wants to know more about them. So he became a _____.

Activity 9

- a. Read the following sentence from 'The Jungle Air Crash.'

"I had to **wade** through the water because huge, rotted tree trunks barred my way."

'Wade' here means to walk through water with difficulty because of the pressure of the water against your legs.

- b. There are different ways of walking. Some people walk very quickly but some others walk in a relaxed manner. Different words related to walking are given below. Match them.

Stroll	to walk slowly because you are tired
Saunter	to walk slowly with heavy steps
Plod	to walk in a slow and lazy manner
Hobble	to walk unsteadily with your body moving from side to side
Stagger	to walk on your toes because you don't want to make any noise
Tiptoe	to walk in a relaxed way

Activity 10

- a) Read the following sentence from 'The Jungle Air Crash' and look at the word given in bold.

"Everything seemed quite normal — the take off, the climb over the snow-covered Andes, breakfast, the smiling **stewardesses**...."

A stewardess is a person who serves passengers on a ship or an aircraft.

Who am I?



I work in a museum.



My job is to write dictionaries.



I earn a living by mending shoes.



I work with maps.



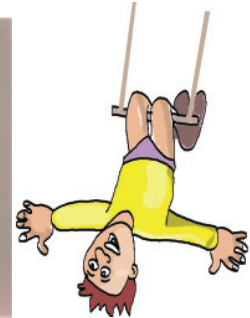
I examine and cut precious stones.



I deal with flowers.



I spend my time with books.



I work for a circus.

b) Unscramble the words to identify the names of the profession.

1. Ravi is in charge of a museum. He is a c _ _ a _ _ r (**ratorcu**).
2. Mohan is interested in words and their meanings. He is now employed as a l _ _ _ _ _ g _ _ _ _ _ r (**xicograpleher**).
3. Map-making is Ramu's Job. He is a c _ _ _ _ _ g _ _ _ _ _ r (**togracarpher**).
4. Srinath makes a living by making and repairing shoes. He is a c _ _ _ _ _ r (**blercob**).
5. Radhika likes to spend time with books. She got a job as a l _ _ _ _ _ n (**riabnarli**).
6. John captures the audience's attention by doing difficult and skillful things. He is an a _ _ o _ _ t (**batacro**).
7. Cutting precious stones is Thomas' profession. He is a l _ p _ d _ _ y (**apliryda**).
8. Rohan sells flowers. He is a f _ _ _ _ _ t (**istrolf**).



aisle (n)	: a long narrow space between rows of seats
amputate (v)	: to cut off a part of the body
arduous (adj.)	: difficult, needing a lot of effort and energy
bare (adj.)	: not covered by anything
bar (v)	: to prevent someone from doing something
bloodshot (adj.)	: eyes which are red on the part which is usually white
Bohemian (n)	: a person who is interested in art, music and/or literature and lives in a very informal way, ignoring the usually accepted ways of behaviour
brook (n)	: a small stream
cadaver (n)	: a dead body
diminish (v)	: to reduce
dizzy (adj.)	: unable to balance and about to fall down
downstream (adv.)	: in the direction of a flowing river or stream
ecologist (n)	: a person who studies the natural relationship between the air, land, water and animals
fierce (adj.)	: angry and aggressive
fitfully (adv.)	: often stopping and starting, not happening in a regular or continuous way
foliage (n)	: the leaves of a plant or tree
fuselage (n)	: the main body of an aircraft
gash (n)	: a long deep cut, especially on the skin
horizon (n)	: the line where the sky seems to touch the land or sea
horsefly (n)	: any of various large flying insects that bite horses, cattle and sometimes people
humid (adj.)	: containing extremely small drops of water in the air
impassable (adj.)	: that cannot be travelled on
ivy vine(n)	: a parasitic plant
lantern(n)	: light inside a container
lesion (n)	: an injury
Lima (n)	: the capital of Peru
maggot (n)	: a very small worm
masterpiece (n)	: greatest work
meander (v)	: follow a route which is not straight or direct
moor (v)	: to tie a boat
nightmare (n)	: an extremely unpleasant event or experience
ornithologist (n)	: a person who studies ornithology - the branch of science devoted to birds
outboard (motor) (n)	: a motor with a propeller, affixed to the outside of a boat
palette (n)	: a thin board with curved edges and a hole for your thumb, used by artists to mix their paints while they are painting
peril (n)	: great danger
pocked (adj.)	: having holes or hollow marks on the surface
probe (v)	: to examine something with a tool
Pucallpa (n)	: a city in Peru

revolting (adj.)	: extremely unpleasant
rustling (n)	: the sound that paper or leaves make when they move
stalk (v)	: to follow an animal or person as closely as possible without being seen or heard, usually in order to catch or kill them
stink (v)	: to smell very unpleasant
strap (v)	: to fasten something in position
tangle (v)	: to make something into an untidy disorganized mass
tarantula (n)	: a large hairy spider which is poisonous
Tournavista (n)	: one of five districts of the province Puerto Inca in Peru
tread (v)	: to put your foot on something and walk on
turbulent (adj.)	: air or water which moves very strongly and suddenly
wreckage (n)	: a badly damaged object

Learning outcomes

The learners will be able to:

- face the challenges in life with confidence.
- evolve strategies in order to come out of a difficult situation.
- prepare news reports.
- prepare a paper for a webinar/seminar.
- prepare a comic strip.
- use conjunctions in sentences.
- prepare the script for a radio drama and perform it.
- enjoy, appreciate and analyse cartoon films.
- analyse characters and describe them.
- manage disasters effectively.
- identify and use language elements like modal auxiliaries, prefixes and suffixes.
- use language structures like 'would rather', 'so... that', etc.
- describe a picture using prepositions.
- learn and appreciate poems.
- read and analyse prose passages.



Let's check

The Learning Outcomes		
I could achieve by myself	I could achieve with the help of my friends/teacher	I need more support
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Unit
5

Enlightening Minds



The future belongs to science and those who make friends with science.

- Jawaharlal Nehru

- What are the children in the picture doing?
- How can you connect the quote with the picture?

I. Read and enjoy

Newton's Law

Nandita Das

I was inattentive in Science class one day
 When the teacher at random looked my way
 I didn't look up, I wouldn't dare
 There's no escaping that intense glare.

Asked me to explain to the class
 Newton's Law of Gravity and mass
 My mind was a blank, heartbeats louder
 For an answer I started to flounder.

I stood before the class trembling with fear
 "Gravity", I said...and then oh dear!!!
 I fell off the stage on to the floor
 How the class with laughter did roar.

The children tittered in great amusement
 They didn't know my sad predicament
 The teacher said, "You've demonstrated gravity"
 "Although you did it with much levity".

At length I returned to my seat
 With much applause did they greet
 Now I look back upon this and ponder
 I decide to listen and not let my mind wander.



About the author



Nandita Das was born in Calcutta. Her poetry is filled with rich humour, great imagery, and philosophical thoughts. While at college, her poem 'Stalemate' was published in an anthology by the Poet's International Organization, in 1991. The poem 'Newton's Law' is taken from her collection of poems *Colours of Delight*. She now lives in Bangalore.

Let's revisit and enjoy the poem

1. Why didn't the poet look up at the teacher?

.....

2. Why couldn't she answer the question?

.....

3. Why did the class roar with laughter?

.....

4. How did the poet demonstrate Newton's law?

.....

5. What is the rhyme scheme of the poem?

.....

6. "I look back upon this and ponder". Explain.

.....

Activity 1

Have you enjoyed the poem? Similar incidents might have taken place in your life. Narrate one of them in a few sentences.

.....

.....

.....

.....

.....

.....

II. Read and reflect

Human beings are by nature inquisitive. They often come up with questions about things they see, feel, hear or experience. Let's read a memoir about how a scientist is born.

The Making of a Scientist

Richard Feynman

When I was just a little kid, very small in a highchair, my father brought home a lot of little bathroom tiles of different colours. We played with them, my father setting them up vertically on my highchair like dominoes, and I would push one end so they would all go down.

Then after a while, I'd help set them up. Pretty soon, we're setting them up in a more complicated way: two white tiles and a blue tile, two white tiles and a blue tile, and so on. When my mother saw that, she said, "Leave the poor child alone. If he wants to put a blue tile, let him put a blue tile."

But my father said, "No, I want to show him what patterns are like and how interesting they are. It's a kind of elementary mathematics." So he started very early to tell me about the world and how interesting it is.

We had the Encyclopaedia Britannica at home. When I was a small boy, he used to sit me on his lap and read to me from the Britannica. We would be reading, say, about dinosaurs.

It would be talking about the Tyrannosaurus rex, and it would say something like, "This dinosaur is twenty-five feet high and its head is six feet across."

My father would stop reading and say, "Now, let's see what that means. That would mean that if he stood in our front yard, he would be tall enough to put his head through our window up here." (We were on the second floor.) "But his head would be too wide to fit in the window." Everything he read to me he would translate as best as he could into some reality.

Read and respond

1. Why did Feynman's father insist that the tiles should be set up in a particular pattern?

.....

2. How did the boy get an idea about the size of the dinosaur?

.....

It was very exciting and very, very interesting to think there were animals of such magnitude—and that they all died out, and that nobody knew why. I wasn't frightened that there would be one coming in my window as a consequence of this. But I learned from my father to translate everything I read. I try to figure out what it really means, what it's really saying.

We used to go to the Catskill Mountains, a place where people from New York City would go in the summer. The fathers would all return to New York to work during the week and come back only for the weekend. On weekends, my father would take me for walks in the woods and he'd tell me about interesting things that were going on in the woods. We shared a special relationship.



The next Monday, when the fathers were all back at work, we kids were playing in a field. One kid says to me, "See that bird? What kind of bird is that?"

I said, "I haven't the slightest idea what kind of a bird it is."

He says, "It's a brown throated thrush. Your father doesn't teach you anything!"

But it was the opposite. He had already taught me: "See that bird?" father says. "It's a Spencer's warbler." (I knew he didn't know the real name.) "You

3. How did his father's habit of translating things into real life experiences help Feynman in his later life?

.....

4. What did Feynman's father do on weekends? What effect did it have on both of them?

.....

can know the name of the bird in all the languages of the world, but when you're finished, you'll know absolutely nothing whatever about the bird. So let's look at the bird and see what it's doing—that's what counts." (I learned very early the difference between 'knowing the name of something' and 'knowing something'.)

He said, "For example, look, the bird pecks at its feathers all the time. See it walking around, pecking at its feathers."

"Yeah."

He says, "Why do you think birds peck at their feathers?"

I said, "Well, maybe they mess up their feathers when they fly, so they're pecking them in order to straighten them out."

"All right," he says. "If that were the case, then they would peck a lot just after they've been flying. Then, after they've been on the ground a while, they wouldn't peck so much any more—you know what I mean?"

"Yeah."

I said, "I give up. Why does a bird peck at its feathers?"

"Because there are lice bothering it," he says. "The lice eat flakes of protein that come off its feathers."

He continued, "Each louse has some waxy stuff on its legs, and little mites eat that. The mites don't digest it perfectly, so they emit from their rear ends a sugar-like material, in which bacteria grow."

Finally he says, "So you see, if there's a source of food, there's some form of life that finds it."

Now, I knew that it may not have been exactly a louse, that it might not be exactly true that the louse's legs have mites. That story was probably incorrect in detail, but what he was telling me was right in principle.

Not having experience with many fathers, I didn't

5. What, do you think, is the difference between, 'knowing the name of something' and 'knowing something'?

.....

6. How does the father try to convince Feynman that his guess might be wrong?

.....

7. "If there's a source of food, there's some form of life that finds it." Justify this statement.

.....

8. What aspect of the father's story impressed Feynman? Why?

.....

realize how remarkable he was. How did he learn the deep principles of science and the love of it? What's behind it? Why is it worth doing? I never really asked him, because I just assumed that those were things that all fathers knew.

My father taught me to notice things. One day, I was playing with an "express wagon," a little wagon with a railing around it. It had a ball in it, and when I pulled the wagon, I noticed something about the way the ball moved. I went to my father and said, "Say, Pop, I noticed something. When I pull the wagon, the ball rolls to the back of the wagon. And when I'm pulling it along and I suddenly stop, the ball rolls to the front of the wagon. Why is that?"

"That, nobody knows," he said. "The general principle is that things which are moving tend to keep on moving, and things which are standing still tend to stand still, unless you push them hard. This tendency is called 'inertia,' but nobody knows why it's true." Now, that's deep understanding. He didn't just give me the name.

That's the way I was educated by my father, with those kinds of examples and discussions – no pressure – just lovely, interesting discussions. It has motivated me for the rest of my life, and makes me interested in all the sciences. (It just happens I do physics better.)

I've been taught, so to speak—like someone who was given something wonderful when he was a child, and he's always looking for it again. I'm always looking, like a child, for the wonders I know I'm going to find, maybe not every time, but every once in a while.

9. Why didn't Feynman ever ask his father about his knowledge of science?

.....
.....

10. How did Feynman's father teach him the principle behind inertia?

.....
.....

11. What attitude of Feynman is revealed in the concluding part of the memoir?

.....
.....

About the author



Richard Phillips Feynman (1918-1988) was a famous American theoretical physicist. He was ranked one of the ten greatest scientists of the world. Feynman also became known through his semi-autobiographical books *Surely You're Joking, Mr. Feynman!* and *What Do You Care What Other People Think?* He received the Nobel Prize for Physics in 1965.

Let's revisit and reflect

1. Feynman's father told him about the lice and the mites on the birds. What was he really trying to do?

.....
.....

2. How did his father's motivation help Feynman to select his future career?

.....
.....

Activity 1

□ Feynman says, "It has motivated me for the rest of my life, and makes me interested in all the sciences." In your life also, there might have been someone who motivated you to have an ambition. Write about your ambition and the person who has motivated you.

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

Activity 2

□ An excerpt from an interview with Richard Feynman is given below. But some parts are missing in it. Complete it suitably.

Reporter : Mr. Feynman, could you tell us?

Mr Feynman : My father. From my childhood he taught me to notice things. He was the inspiration behind my success in life.

Reporter : Can you remember the ways your father followed to make you a scientist?

Mr Feynman :

Reporter : In your opinion,?

Mr Feynman : I feel a scientist should always be looking around to find something wonderful. He should be inquisitive. He should ask questions and keenly observe everything around him.

Reporter : As a world famous physicist, what is your message to the student community?

Mr Feynman :

Reporter : Thank you, Sir, for spending your precious time with us.

Activity 3

□ Your school decides to invite Mr Ronald, a scientist, for a function in connection with the celebration of Galileo Day, on Feb 15. As the school leader, you are asked to ring him up and seek his consent. Construct a telephonic conversation between the scientist and you.

You may begin like this:

You :

Mr Ronald : Hello, who's speaking?

You : This is..... Can I.....?

Mr Ronald : Yes, speaking.

You : Good morning sir.

Hints

- Introduce yourself clearly.
- Be polite and formal.
- Make your identity clear.
- Be brief and to the point.
- Thank him before ending the call.

.....

.....

.....

.....

Activity 4

After reading the memoir, 'The Making of a Scientist' you understand how scientific spirit can be fostered in a child through constant support. A few sentences in the memoir might have influenced you immensely. Here is a couple of them. Find some more.

- I learned very early the difference between 'knowing the name of something' and 'knowing something.'
- It has motivated me for the rest of my life, and makes me interested in all the sciences.
-
-

Now, as the convenor of the Science Club, prepare a PowerPoint Presentation on 'Fostering a scientific outlook in life.' Prepare slides and make a presentation.

III. Read and reflect

You have understood the importance of fostering scientific spirit in life. But the progress of science sometimes affects our environment adversely. Here is a speech delivered at the UN Climate Summit. Read on.

"Climate change is not hysteria - it's a fact"

Leonardo DiCaprio



Thank you, Mr Secretary General, your Excellencies, ladies and gentlemen, and distinguished guests. I'm honoured to be here today. I stand before you not as an expert but as a

concerned citizen, one of the 400,000 people who marched in the streets of New York on Sunday, and the billions of others around the world who want to solve our climate crisis.

As an actor, I pretend for a living. I play fictitious characters, often solving fictitious problems. I believe mankind has looked at climate change in that same way as if it were a fiction, happening to someone else's planet, as if pretending that climate change wasn't real, would somehow make it go away.

But I think we know better than that. Every week, we're seeing new and undeniable climate events. Evidence that accelerated climate change is here now. We know that droughts are intensifying; our oceans are warming and acidifying, with methane plumes rising up from beneath the ocean floor. We are seeing extreme weather events, increased temperatures, and the West Antarctic and Greenland ice-sheets melting at

Read and respond

1. Why did the people march in the streets of New York?

.....

2. What is the attitude of human beings towards climate change?

.....

3. What are the 'undeniable climate events' that are happening now?

.....

unprecedented rates, decades ahead of scientific projections.

None of this is rhetoric, and none of it is hysteria. It is a fact. The scientific community knows it. The industry knows it. And governments know it. Climate change is our single greatest security threat.

My friends, this body, perhaps more than any other gathering in human history, now faces this difficult but achievable task. You can make history or you will be vilified by it. To be clear, this is not about just telling people to change their light bulbs or to buy a hybrid car. This disaster has grown beyond the choices that individuals make. This is now about our industries, and our governments around the world taking decisive, large-scale action.

I am not a scientist, but I don't need to be. Because the world's scientific community has spoken, and they have given us our prognosis; if we do not act together, we will surely perish.

Now is our moment for action.



We need to put a price tag on carbon emissions, and eliminate government subsidies for coal, gas, and oil companies. We need to end the free ride that industrial polluters have been given in the name of a free-market economy; they don't deserve our tax dollars, they deserve our scrutiny. For the economy itself will die if our ecosystems collapse.

4. What is the difficult task that we face?

.....
.....

5. What happens when an ecosystem collapses?

.....
.....

The good news is that renewable energy is not only achievable but good economic policy.

This is not a partisan debate; it is a human one. Clean air and water, and a livable climate are inalienable human rights. And solving this crisis is not a question of politics. It is a question of our survival.

We only get one planet. Humankind must become accountable on a massive scale for the wanton destruction of our collective home. Protecting our future on this planet depends on the conscious evolution of our species.

This is the most urgent of times, and the most urgent of messages.

Honoured delegates, leaders of the world, I pretend for a living. But you do not. The people made their voices heard on Sunday around the world, and the momentum will not stop. And now it's YOUR turn, the time to answer the greatest challenge of our existence on this planet ... is now.

We beg of you to face it with courage and honesty. Thank you. (Adapted)

6. What is the scope of renewable energy in future?
.....
.....

7. Solving the crisis is a question of our survival. Explain.
.....
.....

8. Why is the present the 'most urgent of times'?
.....
.....

About the author



Leonardo Wilhelm DiCaprio, born on November 11, 1974 is an American actor, producer, the founder of Leonardo DiCaprio Foundation and a UN Messenger of Peace with a special focus on climate change. He gained public recognition with leading roles in drama and films before achieving international fame with James Cameron's epic romance *Titanic* (1997). He is also a committed environmentalist.

Let's revisit and reflect

1. 'As an actor I pretend for a living.' What does the speaker mean?
.....
.....

2. What is the message of the speech?
.....
.....

Activity 1

- Your school is celebrating National Science Day on February 28th. You are the convener of the Science Club. Prepare a notice.

Activity 2

Look at the posters given below and study their features.



Features of posters

- Catchy captions
-
-
-

Prepare a few posters to make people aware of the necessity for preserving nature and protecting the environment.

Activity 3

It has been decided to invite a famous ecologist to inaugurate the Science Exhibition in your school. As the school leader, you are asked to invite him. Prepare an e-mail to invite the scientist.

Hints

- Use an e-mail address.
- Use short and accurate subject header.
- Use proper salutation.
- Introduce yourself in the first paragraph.
- Write the actual message.
- Use the correct form of leave taking.

Activity 4

- The scientist has accepted your invitation. At the inaugural function of the science exhibition, you have to make the welcome speech. Prepare the script of your speech. You may begin like this:

Distinguished chair and eminent guests,

.....

Check list

After delivering your speech, evaluate your performance on the basis of the check list provided.

I have

- | | |
|-----------------------------------------------------------------------|--------------------------|
| • addressed the guests on and off the dais. | <input type="checkbox"/> |
| • briefly mentioned the importance of the day. | <input type="checkbox"/> |
| • welcomed the guests on the dais according to the priority/protocol. | <input type="checkbox"/> |
| • highlighted the importance of the chief guest. | <input type="checkbox"/> |
| • made positive statements about all the dignitaries present. | <input type="checkbox"/> |
| • concluded appropriately. | <input type="checkbox"/> |

Activity 5

Read the following letter.

Sender's address	From Amal X. Aaramam, MG Lane Thiruvananthapuram.	Date:.....
Receiver's address	To The Editor The Hindu Thiruvananthapuram.	
Salutation	Sir,	
Subject	<i>Sub: Dumping of garbage</i>	
Body	I am writing this letter to express my concern about the dumping of garbage on road sides. I wonder how people can be so senseless. This garbage gives out foul smell and becomes the breeding ground of flies and germs. Stray dogs and cattle that hang around them are also a frequent threat to the people. All these make life very difficult for pedestrians as well as for those who live close by. It is a very sorry state of affairs that the literate people of Kerala can behave like this. I hope the government will take steps for the proper disposal of garbage as well as to create awareness among the public regarding the harmful effects of such careless dumping of garbage.	
Conclusion	I hope the authorities will take this serious issue into consideration and take necessary measures to prevent the careless dumping of garbage in future.	
Closing	Yours truly, Sd/- Name	

Now, write a **Letter to the Editor** of a leading newspaper, expressing your views on the climate crisis.

.....

.....

.....

Language activities

Activity 1

- Read the following sentence from the memoir, 'The Making of a Scientist'.

"The lice eat flakes of protein that come off its feathers."

Here the word 'lice' is the plural form of 'louse'. Most plurals can be made by adding 's' or 'es' to a noun. However, there are certain other nouns that cannot be categorized like this. Go through the table given below and complete it suitably.

IRREGULAR PLURALS	
Singular	Plural
cactus	cacti
mouse
.....	geese
ellipsis
.....	teeth
sheep
•	•
•	•
•	•

Activity 2

Look at this sentence.

"My father would tell me about interesting things that were going on in the woods."

Split the sentence into two.

1. My father would tell me about interesting things.

2.

Which word is used to connect the sentences?

You can see that the clause introduced by 'that' says something more about 'interesting things.' Such clauses are called **relative clauses**.

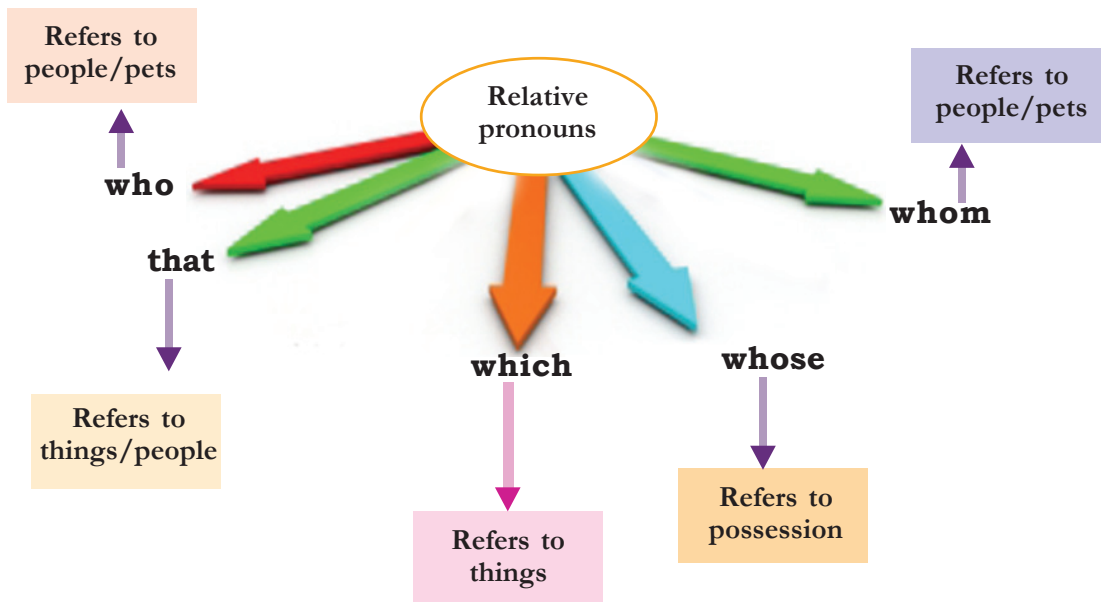
- a. Identify the relative clauses in the following sentences. Underline the word used to introduce the relative clause.

1. It was Feynman's father who motivated him to develop a scientific spirit.

2. He is always looking for wonders which he hopes he will find.
3. This is the book shop where I found an old edition of the Encyclopaedia Britannica.

The word which is used to introduce a relative clause is called a **relative pronoun**.

The most common relative pronouns are



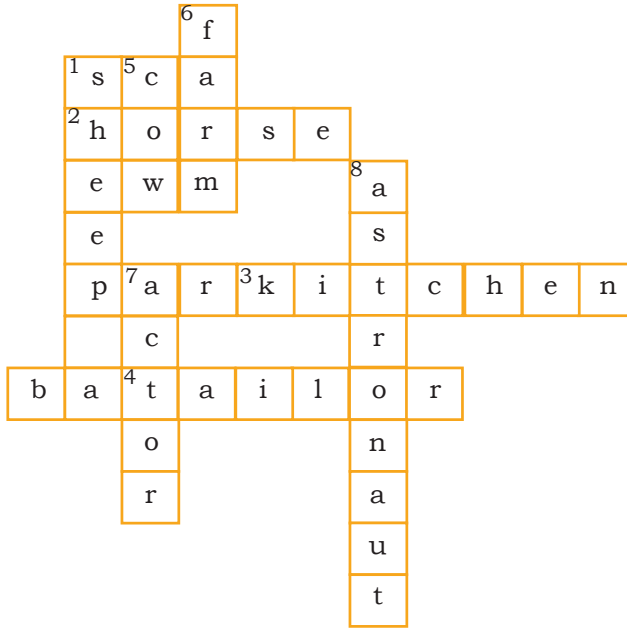
b. Fill in the blanks with appropriate relative pronouns.

During the last summer vacation, was two months ago, John and Rashid were best friends, decided to go to Singapore. They got the tickets to Singapore from a travel agent looked suspicious and strange. On the day of their journey, both of them reached the place the car driver would wait for them. The driver came late and the car took them to the airport broke down on the way. They felt that they might miss the flight. While the driver was trying to repair the car, they heard the sound of the Singapore flight flew high up into the sky.

Activity 3

Look at the filled-in word puzzle.

Prepare the clues to be used to solve this word puzzle. (Use relative pronouns in your clues.)



Clues:

Down:

1. An animal that gives us wool.
5.
6.
7.
8.

Across

2.
3.
4.

Activity 4

Read the sentences given below.

"I was educated by my father." ('The Making of a Scientist')

Who is the doer of the action? Tick the correct option.

'I'

'My father'

Read the following sentences and identify the doer of the action in each sentence.

Sentences	Doer of the action
1. My father taught me to notice things.
2. My father would stop reading.
3. The lice eat flakes of protein.
4. I was motivated by my father.

When do we begin a sentence with the doer of the action? Tick the correct option.

(a) When the doer of the action is emphasised

(b) When the receiver of the action is emphasised

When the doer of the action is the subject, we say that the sentence is in the active form. When the doer of the action is not known, not important or too obvious, we use passive sentences (emphasizing the receiver/object).

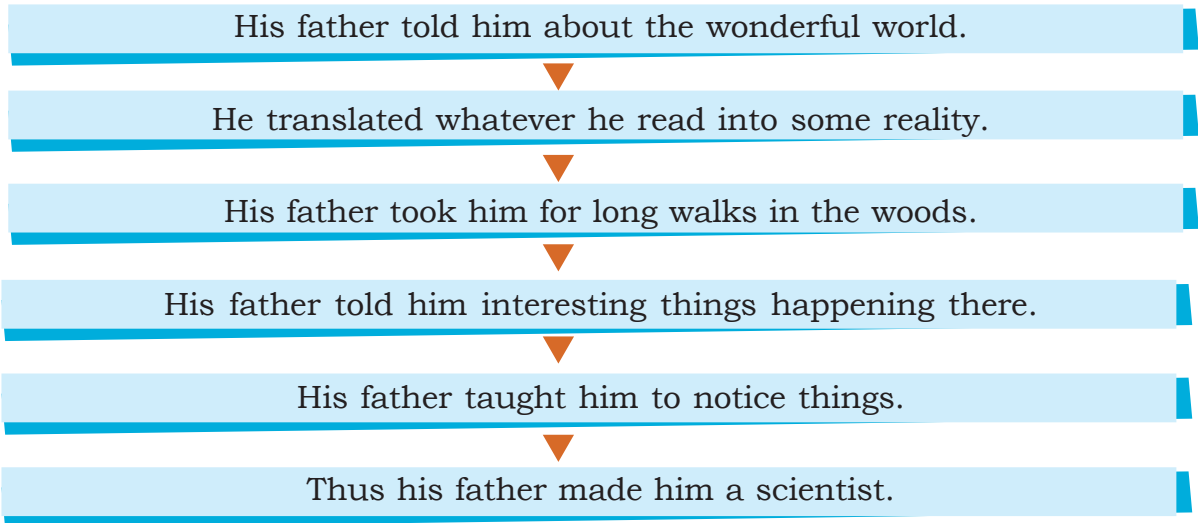
Add more sentences to the boxes given below.

Active	Passive
Raju plays cricket.	Cricket is played by Raju.
Sheela is making a toy.	A toy is being made by Sheela.
Arun wrote a poem.	A poem was written by Arun.
I am cooking lunch.
.....
.....

Activity 5

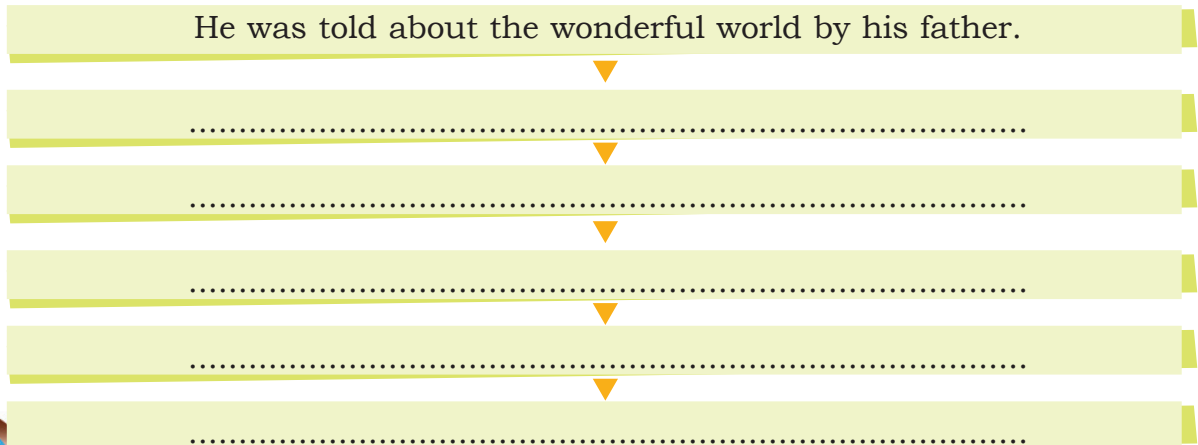
How did Feynman’s father make him a scientist?

Look at the flow chart given below.



Now, rewrite the sentences in the flow chart shifting the emphasis from the doer to the receiver.

One is done for you.



Activity 6

Rewrite the following news report using the passive forms of the verbs used.

DARING RAID AT CITY HOTEL

Thieves held the manager of the Ridgeway Hotel at gunpoint last night during a daring raid in which they took nearly Rs. 1,00,000 from the hotel safe. They also broke into several of the bedrooms and removed articles of value. The thieves made their escape through the kitchen, where they damaged several pieces of equipment. They injured the chef when he tried to stop them and left him lying unconscious on the floor. Police arrested the thieves early this morning.

You may begin like this: The manager of the Ridgeway Hotel was held at gun point last night....

.....

.....

.....

.....

Activity 7**Let's edit**

The underlined parts in the following passage contain errors. Write the corrections in the space provided.

Wangari Maathai was a Kenyan politician and environmental activist (1) which was awarded the 2004 Nobel Prize for Peace. She became the (2) first woman African to win a Nobel Prize. Maathai was educated in the United States, at Mount St. Scholastica College and (3) on the University of Pittsburgh. While (4) work with the National Council of Women of Kenya, Maathai developed the idea that village women (5) can improve the environment by planting trees to provide a fuel source and (6) to slowed the processes of deforestation and desertification. The Green Belt Movement, an organization (7) she found in 1977, had by the early 21st century planted some 30 million trees. (8) In addition to her conserve work, Maathai was also an advocate for human rights, AIDS prevention, and women's issues. When she (9) win the Nobel Prize in 2004, the committee commended her "holistic approach to

sustainable development that embraces democracy, human rights, and women's rights in particular." (10) She died in September 25 in 2011.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Activity 8

Some words related to inventions are hidden in the word puzzle. Find them out.

	m			b		f	c	a	m	e	r	a	d
c	a	l	c	u	l	a	t	o	r				r
p	t		o	l		n	p	a	p	e	r	l	u
e	c	m	o	b	i	l	e	p	h	o	n	e	g
n	h		k	c	o	m	p	u	t	e	r	n	u
t	e	l	e	v	i	s	i	o	n			s	n
	s		r	a	e	r	o	p	l	a	n	e	
e	l	e	c	t	r	i	c	i	t	y			

1. camera
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.

Presentation

Which of the above, according to you, is the most important invention? Collect details about the invention from books or the internet and make a presentation before the class. You may use slides for your presentation.



Glossary

accelerate (v)	: to speed up
domino (n)	: one of a set of small flat pieces of tile with varying number of spots, used for playing a board game
fictitious (adj)	: untrue
flake (n)	: a thin chip like layer of something
hybrid (n)	: fusion
hysteria (n)	: uncontrolled excitement, anger or panic
inalienable (adj)	: unchallengeable
inertia (n)	: the property of a body that resists any change to its uniform motion
intensify (v)	: to make stronger
magnitude (n)	: the absolute or relative size, extent or importance of something
mess up (v)	: to make untidy
momentum (n)	: force
obligation (n)	: responsibility
partisan (n)	: supporter
plume (n)	: something resembling a feather in shape/appearance
precedent (n)	: something which has happened before
prognosis (n)	: prediction
projection (n)	: bulge
rhetoric (adj)	: something which is intended to convince and impress people but may not be sincere or honest
scrutiny (n)	: inspection
thrush (n)	: small or medium sized bird, mostly of a plain colour and many of which are excellent singers
undeniable (adj)	: unquestionable
vilify (v)	: to belittle
wanton (adj)	: unruly, meaningless

Learning outcomes

The learners will be able to:

- read and analyse a memoir, a speech or a poem.
- write the script for a speech.
- note down responses to questions related to theme, message, etc. of a poem.
- prepare for and conduct interviews.
- realize the importance of scientific awareness.
- prepare notices and posters.
- engage in telephonic conversations.
- write letters to the editor.
- draft e-mail.
- identify the style and format of a Power Point Presentation and prepare slides.
- understand the use of passive constructions and use them in appropriate contexts.
- understand relative pronouns and use them in relevant contexts.
- realize the importance of science and technology in our life.
- respond to environmental issues positively.



Let's check

The Learning Outcomes		
I could achieve by myself	I could achieve with the help of my friends/teacher	I need more support
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Notes

