

Unit-1: We All are Indians First

WE ALL ARE INDIANS FIRST

About the poet

-Dr. Prashant Bhatt

Dr. Prashant Bhatt, a poet, writer, and blogger, writes on themes such as patriotism and humanity. His poems 'India is My Pride', 'Winds of Change', and 'My Heart is Just Like You', etc., evoke an evident spirit of patriotism and love for the country. He uses simple language and a modern rhyme scheme to touch the heart of the reader.

Pre-reading: Pair-work

Pair Activity: Work in pairs and match the words or phrases from column 'A' with their possible meanings from column 'B'

Column 'A'	Answers	Column 'B'
1. Sovereignty		a. National governance by the people directly or by the elected representatives who would protect people's freedom and equality
2. Unity in diversity		b. The power of a country to control its own government
3. Secularism		c. The right to do, say, think, worship without being controlled limited by others
4. Democracy		d. The belief that religion should not be involved with the ordinary social and political activities of a country
5. Equality		e. The strong feeling of staying united despite the differences on the grounds of culture, religion, social status, demographic, and language
6. Freedom		f. The right of the people with diverse socio-economic status, religious and demographic identities to have a similar social position and receive the same treatment and opportunities

Discussion Prompt: The words and phrases given in this activity represent some of the values that we Indians cherish. What other values can be added to this list?

Discuss with your partner and make a list of at least 4-5 Indian values which are not mentioned in the table above. Share your answers with the class.

While-reading Task

Study the poem given below and from each stanza; make a list of the keywords/phrases that capture the essence of that stanza. The first stanza has been done for you.

Stanza	Key Words
Stanza-1	History Martyrs Gurus and Saints Compassion, Humanity Indians
Stanza-2	
Stanza-3	

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History is our witness,
and martyrs are the God,
We are disciples of Gurus,
this land is saints' abode.
Compassion is our heritage;
in humanity do we trust,
Neither Hindu nor Muslim,
we all are Indians first.

Diversity is our culture,
and unity is our strength,
We strive for Peace of world,
but are cautious of defence.
Challenger of our sovereignty,
for sure would bite the dust,
Neither Kannada nor Oriya,
we all are Indians first.

Perseverance is our Ethos,
and diligence is our means,
We pledge to usher-in dawn,
our ancestors saw in dreams.
We ain't shy of hard-work,
for us Rest-is-Rust,
Neither Tamil nor Sindhi,
we all are Indians first...



Glossary

Abode	A place of residence; a house or home.
Compassion	A strong feeling of sympathy and sadness for the suffering or bad luck of others and a wish to help them.
Heritage	Something that is handed down from the past, as a tradition: a national heritage of honor, pride, and courage. Something that comes or belongs to one by reason of birth; an inherited lot or portion: a heritage of poverty and suffering.
Strive	Make great efforts to achieve or obtain something.
Sovereignty	Having supreme and independent power or authority.
Bite the dust	To die, fall, suffer a defeat: "Once again, the champion wins and another contender bites the dust."
Perseverance	Continue to do or try to achieve something especially in spite of difficulties, obstacles, or discouragement. The job requires perseverance.
Ethos	The set of ideas and moral attitudes that are typical of a particular group. Western art reflected the ethos of its society.
Diligence	Careful and persistent work or effort.
Usher-in	To be at the start of something new or to cause something new to start,
Dawn	The time at the beginning of the day when light first appears
ain't (Old English)	The word ain't is a contraction for "am + not", "is not", "are not", "has not", and "have not".

Post-reading Tasks

Exercise 1A: Answer the following questions.

1. What message do you think the poet is trying to give through the poem? Give reasons for your answer with examples from the poem in not more than 50-60 words.

2. Why does the poet say, “Diversity is our culture?” Justify your answer with reasons in not more than 50-70 words.

3. What does the poet mean by ‘Perseverance is our Ethos’?

4. What does ‘Rest is Rust’ mean?

5. Why does the poet say “we all are Indians first” at the end of each stanza? Give reasons for your answer from the poem in not more than 50-70 words.

Exercise 1B: Choose the appropriate answers from the given options.

1. Why does the poet say that we Indians are cautious of defense?
 - a. **Because India strives for world peace but has a strong army only for defense.**
 - b. Because unity is our strength and diversity is our culture.
 - c. Because we are neither Hindu nor Muslim, but we are Indians first.
 - d. Because India wants to become a superpower by having strong defense forces.

2. Which of the following Indian values does the poet mention in the poem?
 1. World peace
 2. Unity in diversity
 3. Perseverance and diligence
 4. Secularism
 - a. Only 1 and 2
 - b. 2 only
 - c. 2 and 3
 - d. All the above

3. What is our culture according to the poem?
 - a. Social inequality among people
 - b. Defense and expand boundaries
 - c. Unity, diversity and sovereignty
 - d. Dependence on other nations

2. Who are our Gods according to the poet?
 - a. Soldiers
 - b. Leaders
 - c. Martyrs
 - d. Saints

3. The synonym of the word 'disciple' is _____.
 - a. Gurus
 - b. Martyrs
 - c. Students
 - d. Children

Techniques of Effective

Reading and its Importance

Reading is a complex mental process which involves the ability to be able to decipher/recognize the individual letters of the target language into meaningful words and the words into sentences and sentences into larger discourse levels.

Reading is a mental process. There are many definitions of reading. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. In Longman Dictionary of Applied Linguistic, reading is said as:

1. "Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension.
2. Saying a written text aloud (oral reading). This can be done with or without understanding of the content."

The purpose of reading could be 'general' or 'specific'.

Benefits of Reading	Objectives of Reading
Seeking information Enhancing concentration Gaining knowledge Improving the memory power Reducing stress Entertainment Enhancing analytical thinking Enhancing creative thinking Improving vocabulary Improving writing skills Learning a new subject	Identifying the gist of the reading text Looking for specific piece of information in the text Noting down the important points from the text Understanding the writer's point of view Understanding the intended meaning of the text Understanding the text structure Studying the writing style of the author Enhancing various comprehension skills Generating/gathering ideas for writing Scrutinizing and evaluating the information from the text Improving vocabulary knowledge

Techniques of Effective Reading	
Scanning	It is used for getting some specific points by looking at the whole text. Example: Looking up a name from telephone directory.
Skimming	It is reading a text quickly to get a general idea of meaning or the main/essential part of a matter: 'gist'. Example: The Newspaper – to quickly get the general news of the day. Magazines – to quickly discover which articles you would like to read in more detail.

	Business and Travel Brochures – to quickly get informed.
Active Reading	It aims to get an in-depth understanding of the text. Under this technique, the reader actively interacts with the text while reading it. Skimming and scanning are done superficially unlike this technique?
Detailed Reading	It is used for extracting information accurately from the whole text. Under this technique, a reader reads every word for understanding the meaning of the text. In this careful reading, he can skim the text for getting a general idea and then go back to read in detail. A dictionary is used to find the meaning of every unfamiliar word.
Speed - Reading	The aim is to increase the reading speed without compromising the understanding of the text. Some of the strategies used in speed reading are: <ul style="list-style-type: none"> a. Identifying words without focusing on each letter. b. Not to sound-out all words. c. Not sub-vocalizing some phrases. d. Spending less time on some phrase than others. e. Skimming small sections.
Structure-Proposition-Evaluation	This technique is mainly applicable to non-fiction writing. It suggests reading as per the following three patterns: <ul style="list-style-type: none"> a. Studying the structure of the work. b. Reviewing the logical propositions made and organized into chains of inference. c. Examining of the merits of the arguments and conclusions
SQR3 Process of Reading: Survey- Question- Read- Recite- Review	This process involves the following five steps to comprehend clearly a given reading text: <ul style="list-style-type: none"> a. Survey- It involves getting a quick idea of the whole writing content. For example, reading the introduction or summary of a book to get an idea of the book. b. Question- The reader just reads the words, but actually tries to make out the underlying meaning of the text. So, one must prepare questions in mind and look for the answers, while reading the text. c. Read- Readers must read selectively if they are reading any specific text. <ul style="list-style-type: none"> a) Recite- Readers must answer the questions in their own words using only the keywords that are required to sum up the whole idea of the text. b) Review- Readers must review the entire process in their mind.

Reading Comprehension 1

First, attempt the pre-task. Then read the text and do the exercise.

Pre Task

Match the definitions (a–h) with the corresponding vocabulary (1–8).

Vocabulary	Definitions
1.ruddy	a. To almost close your eyes, often because of a bright light
2.an atlas	b. To move something suddenly
3.to squint	c. a small area
4.to flick	d. a book of maps
5.a patch	e. a reddish color
6.rebellious	f. to move to a position
7.a hoof	g. fighting against authority
8.to shift	h. the hard part of a horse's foot

Reading text: A short story extract

Sam squinted against the sun at the distant dust trail raked up by the car on its way up to the Big House. The horses kicked and flicked their tails at flies, not caring about their owner's first visit in ten months. Sam waited. Mr. Carter didn't come out here unless he had to, which was just fine by Sam. The more he kept out of his boss's way the longer he'd have a job.

Carter came by later while Sam was chopping wood. Carter lifted his hat as if he were waiting for an appointment with the town priest, and then removed it completely as if he were talking to his mother. He pulled out a pile of paper from his back pocket and held it out.

'Don't pick up your mail often, do you?'

Sam took it without a glance and dropped the envelopes onto the bench.

'Never,' he replied and waited for Carter to say why he was here. The fact it was Carter's house was no explanation and they both knew it. Carter twisted his hat round and round, licking his lips and clearing his throat.

'Nice work fixing those fences,' he said finally.

'I'll be back to the beginning soon,' Sam said. It wasn't a complaint. A fence that took a year to repair meant another year's work to the man who did it well.

'Don't you ever want to take a holiday?'

'And go where?' A holiday meant being back out in the real world, a place even people like Carter travelled to escape from. Sam's escape was his reality and he wasn't going back.

Mr. Carter wiped the sweat from the back of his neck. The damp patches on his shirt drew together like shapes in an atlas. His skin was already turning ruddy in the June sun. Otherwise, he had the indoor tan of a man that made money while other people did the work.

'I've brought my son with me on this trip. He's had some trouble at school.' Mr. Carter's eyes flicked up, blinked rapidly and then shifted back to the hat occupying his hands. 'Not much trouble out here for a young boy.' He attempted a laugh but it came out like a dog's bark.

The two men looked towards the northern end of the property. It stretched as far as the eye could see. Even the fences were barely visible from where they stood. However bored and rebellious a teenage boy might get, it wasn't possible to escape on foot. Sam looked at the

biggest of the horses, kicking at the ground with its heavy hooves. Could the boy ride? He wondered. There was a whole load of trouble a good rider could get into out here, miles away from anyone. But may be there was even more trouble for someone who knew nothing about horses and wanted to get away from his father.

Exercise 1C

Put the descriptions in the correct group.

Lives on the farm	Works with his hands	Has done something wrong
Owens the farm	Doesn't often come to the farm	Comes to the farm less often than the others

Sam	Mr. Carter	Mr. Carter's son

Exercise 1D

Choose the best answer.

- What is Sam's reaction to his letters?
 - Uninterested
 - Surprised
 - Afraid
 - Curious
- Why does Sam not take holidays from work?
 - He feels safer on the farm.
 - He can't afford it.
 - He hasn't finished repairing the fences.
 - He doesn't know where to choose.
- What can we guess about Mr. Carter?
 - He works hard.
 - He's rich.
 - He has tanned skin.
 - He loves horses.
- What does Sam think Carter's son might do during his stay at the farm?
 - He might leave on foot.
 - He might do something dangerous while riding.
 - He might break the fences.
 - He might get into trouble with the neighbors.
- How does Mr. Carter feel while he's talking to Sam in this scene?
 - Angry
 - Impatient
 - Nervous
 - Excited
- Why has Mr. Carter come to his house?

- a. Because he wants to give Sam his mail.
- b. Because he needs to check on the work on the fences.
- c. Because his son has had problems at school.
- d. Because his son needs a holiday.

Discussion

Why do you think Mr. Carter has brought his son to the farm?

Writing

Paragraph

Paragraph is a self-contained unit of writing dealing with a particular point or idea or topic. A paragraph composed of one or more sentences. Though not required by the syntax of any language, paragraphs are normally an anticipated part of formal writing, used to form longer prose. It has a topic sentence, supporting sentences and concluding sentence.

Prior knowledge on how to write a paragraph helps students to put their thoughts collectively in a better way and attract readers' attention towards the topic. Hence, improve your skills in paragraph writing by practicing various topics using the important elements of a paragraph.

1. Topic Sentence

A topic sentence is a sentence that indicates the main idea or thesis of a paragraph. Not all paragraphs have clear-cut topic sentences, and topic sentences can actually occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle); however, an easy way to make sure your reader understands the point of each paragraph is to write the topic sentence near the beginning. Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

The Purposes of a Topic Sentence:

- 1.) Alert the reader to the topic or 'main point' of the paragraph.
- 2.) Signify how the writer will approach the topic or main point of the paragraph.
- 3.) Support the author's thesis statement.

2. Supporting Sentences

Supporting sentences come after the topic sentence to form the body of the paragraph. Next, they provide details to develop and support the main idea/topic sentence of the paragraph. Finally, they give supporting facts, details and examples.

3. Concluding/closing Sentence

The closing sentence is the last sentence of paragraph. Mainly; it reiterates the main idea and summary of the paragraph using different words.

Sample of a paragraph

All students should be required to learn how to use the internet. First, because the web gives students access to a tremendous amount of research from the comfort of school or home, they can save time doing research if they learn to use this resource. For example, if students want to write about poodles, they can easily go to a search engine and find all of the resources they could possibly want or need on the topic. Next, the internet allows instant communication with access to everything from email to Skype. Students who have access to the web can communicate with parents and friends during breaks, resolving issues or letting parents know about a schedule change. Finally, learning to use the internet will help students compete in the highly-competitive and technologically-savvy world. Many jobs today require employees to use the internet, and if students don't know how to do this, they will be stuck in lower-paying jobs. Clearly, the internet is a necessity in today's world, so all students should learn how to use it.

Exercise

Write a paragraph on the following topics:

- a. Engineering is the right platform to take- off for a bright career
- b. Climate change is a global threat.
- c. Sports promotes team spirit and skills

Grammar

Cohesion and Coherence

Cohesion and coherence are key elements in any good piece of writing. Coherence literally means 'sticking together'. A basic principle of writing is that sentences should be related to one another so that readers can follow the flow of thought easily. To make a text coherent, every word, sentence, paragraph should contribute to the meaning of the written text. A text is said to be coherent when there is unity in paragraphs and sentence cohesion. When a paragraph is logically and systematically organized, we call it coherent.

In any genre of writing such as letter writing, report, memo, paragraph or essay, words or sentences ideas are linked together by certain words, which help us to form a paragraph. These are called linking words or cohesive devices. These words bind the sentences together. There are

three types of cohesive devices. They are logical devices, grammatical devices and lexical devices.

Logical Devices

Logical devices which help us to understand whether the sentence is telling us of addition, comparison, contrast, conclusion or providing examples, etc. within a paragraph, are called logical devices.

Grammatical Devices

Certain grammatical items such as pronouns help us to understand the relationship between sentences. They are called grammatical devices and they are used of cohesion.

Lexical Devices

Some words which help us to understand the connection between sentences are called lexical devices used for cohesion.

Linkers/Transitional Words

Linkers are words that combine sentences and show the relationship between ideas. In addition to the categories of vocabulary, there are other lexical (vocabulary) forms that support our expressions in composing a good paragraph. One such classification of lexis is linkers. Linkers are also called transitions or discourse markers. They help us establish our ideas explicitly. Linkers make it easy for us to compare, contrast, illustrate, define, and summarize our thoughts and develop coherent paragraphs. The unit introduces some linkers that help you to write a paragraph.

Importance of linkers

- They connect the ideas logically.
- They give direction to the writer. They are also used to guide the reader through his thoughts. They make the meaning specific.
- Meaning is the first and the most important criterion in choosing a linker. The second is the logical relation that needs to be made distinctly clear. For example, linkers like **because**, **so** and **therefore** express logical relations which are different from those expressed by **although**, **but** and **nevertheless**.

Type of linker	Examples	Broad meaning	Example
Cause and effect	because, so, accordingly, thus, consequently, hence, therefore, as	introduces a reason and shows result	We had to wait because , it was raining.
Comparison	similarly, likewise, whereas, but, on the other hand, except,	identifies similarities between two ideas	Life is difficult in extreme polls; similarly , it is

	by comparison, when compared to, equally, in the same way		horrible near the Equatorial regions
Contrast	but, however, yet, still, even though nevertheless, on the other hand, otherwise, after all, for all of that, on the contrary, notwithstanding, in contrast, unlike, whereas, instead of, alternatively, although	Identifies differences between the two ideas	Raj did not perform well in exam; nevertheless , he got a distinction in English.
Time	at once, immediately, meanwhile, in the meantime, at the same, length, in the meantime, at the same time, , in the end, when, then, as, before that, after that,	Indicates time and frequency of events	The bell rang and the students left immediately.
Addition	and, also, even, again, further, furthermore, similarly, in addition, as well as, moreover	adds ideas in support of the main idea	It is very hot today; moreover , there is a power outage.
Example	for example, such as, for instance, this case, in another case, on this occasion, in this situation, in this manner, to illustrate	Introduces illustrations in support of the main idea	I think he is very rich for example he donates money for good cause.
Sequence	first, second, third, next, then, following, now, at this point, after, after this, subsequently, eventually, finally, previously	shows the importance of the ideas by listing according to the priority	There is a students' procession today; therefore , they diverted the traffic.

Summary	in brief, on the whole, in sum, to sum up, thus	draws conclusion while summarizing the ideas	In brief, I would state that you have done really well in your academics.
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Transitional Words

This structured list of commonly used English **transition words** — approximately 200, can be considered as quasi complete. It can be used (by students and teachers alike) to find the right expression. English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

The transition words and phrases have been assigned only once to somewhat artificial categories, although some words belong to more than one category.

Agreement/Addition/Similarity

in the first place, not only ... but also, as a matter of fact, in like manner in addition, coupled with, in the same fashion / way, first, second, third

in the light of, not to mention, to say nothing of, equally important, by the same token

Opposition/Limitation/Contradiction

Although, this may be true, in contrast, different from, of course ..., but

on the other hand, on the contrary, at the same time, in spite of

even so / though, be that as it may, then again, above all

Cause/Condition/Purpose

in the event that, granted (that), as / so long as

on (the) condition (that), for the purpose of,

with this intention, with this in mind, in the hope that, to the end that, for fear that, in order to,

seeing / being that, in view of

Examples/Support/Emphasis

in other words,
to put it differently,
for one thing,
as an illustration, in this case,
for this reason,
to put it another way, that is to say,
with attention to, by all means,
important to realize, another key point,
first thing to remember, most compelling evidence, must be remembered
point often overlooked, to point out,
on the positive side, on the negative side, with this in mind

Effect/Consequence/Result

as a result,
under those circumstances,
in that case
for this reason,
in effect

Conclusion/Summary/Restatement

as can be seen
generally speaking
in the final analysis
all things considered
as shown above

in the long run

given these points

as has been noted

in a word

for the most part

Time/Chronology/Sequence

from time to time, sooner or later

at the same time

up to the present ,time to begin with

in due time, as soon as, as long as

in the meantime, in a moment, without delay,

in the first place, all of a sudden, at this instant first, second,

immediately, quickly, finally

Space/Location/Place

in the middle to the left/right in front of

on this side

in the distance,

here and there

in the foreground

in the background

in the center of

adjacent to

opposite to

For additional linkers/transition words visit the link: <https://www.smart-words.org/linking-words/transition-words.html>

Exercise:1

Read the sentence carefully and select the correct linkers or transition words.

1. We have a mouse in the house. **Unfortunately/Therefore**, we should get a cat.
2. Getting a college degree is important. **In conclusion/More importantly**, building a good network of friends is crucial to future success.

3. Eating well will help you live a healthier life. **Moreover/As a result**, exercising every day is highly recommended.
4. Moving from one country to another can result in culture shock. **However/In addition**, the language barrier that many immigrants face can lead to a long life of hardship.
5. Do you enjoy completing these grammar exercises? **Then/Yet**, you should be able to improve your writing skills in no time.

Vocabulary

Homonyms, Homophones and Homographs

Homonyms

The word “homonym” comes from the prefix “homo”, meaning “the same”, and the suffix “-nym,” means “the name”. Hence, Homonyms are words that sound alike and have different meanings. In other words, the words which have similar pronunciation and spellings but differ in meaning from each other are called homonyms. They either sound the same or spelt the same, but their meanings are different.

Examples:

Address – location/ to speak to

Bark – the sound of dogs/ tree’s outer layer

Band – a ring/ a musical group

Fair- just, impartial or objective/ fair in colour

Homophones

The words with the same pronunciation but different spellings and meanings are known as homophones.

Examples:

Altar/ Alter

Berth/ Birth

Cast/ Caste

Days/ Daze

Earn/ Urn

Homographs

Homographs are words that have the same spelling, but different pronunciations and meanings.

Entrance – the way in/ to delight

Bow – to incline/ type of knot

Bat – animal/sports equipment

Exercise: 1

Provide the meaning of the given words and write a sentence for each of the two words.

1. Bow:

Bow:

2. Present

Present

3. Close

Close

4. Wound

Wound

5. Live

5. Live

Exercise: 2

Use the following pair in sentences.

1. Right/wright

2. Sea/see

3. Adopt/adapt

4. Advice/advise

5. Quiet/quite

Exercise: 3

Fill in the blanks with appropriate words.

- 1..... (there/their) is a beautiful house.

2. The sun is not..... (stationery/stationary).

3. The would will..... (heal/heel) shortly.

4. The last..... (rites/rights) of the departed soul were performed by his/her relatives.

5. You are..... (quiet/quite) good.