

(SUMMARY)

SECTION	In this UNIT, you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
Introduction				<ul style="list-style-type: none"> Responding to personal inventory 	
(A) An Exemplary Leader	<ul style="list-style-type: none"> Listening to a speech 	<ul style="list-style-type: none"> Learning to present your views through group discussions Reaching a consensus Discussing solutions to problems 	<ul style="list-style-type: none"> Working out the meanings of new words Identifying the main points of a story Recognising how a story is organised Using a dictionary effectively 	<ul style="list-style-type: none"> Sequencing Writing an e-mail Completing a story Writing short responses Writing a speech 	<ul style="list-style-type: none"> Using and understanding words that describe personal qualities of a person.
(B) A Burglary Attempt	<ul style="list-style-type: none"> Listening to an interview 		<ul style="list-style-type: none"> Writing a newspaper report 	<ul style="list-style-type: none"> Taking notes Writing the description of a person in a paragraph form 	<ul style="list-style-type: none"> Learning words which describe the physical appearance of people
(C) Can you know people you haven't met?			<ul style="list-style-type: none"> Drawing conclusions from available facts Comparing different styles of writing 	<ul style="list-style-type: none"> Completing sentences Writing an informal letter Writing sentences using words of probability Report completion 	<ul style="list-style-type: none"> Using words which express different degrees of probability

PEOPLE



In this Unit...

Discover and share the 'Secret You' by answering a simple personal inventory.

- (A) An Exemplary Leader - A biography of an exceptional personality and a few excerpts from his famous book give an insight into the real person. You will enjoy the story, develop your vocabulary, and write an e-mail, a story and a speech.
- (B) A Burglary Attempt - Can you help the police solve the mystery of a daring neighbourhood burglary? Listen to an interview between the police inspector and some witnesses and write a description of the burglar.
- (C) An Abandoned Farmhouse, an empty room - What clues do they give you about their owners? You will use the language of probability to arrive at conclusions. Also, write a letter to a friend describing a room-mate you haven't met.

INTRODUCTION

Know and Share Yourself

Complete the personal inventory.

THIS IS ME!

PERSONAL INVENTORY

My **name** is _____

People **also** call me _____

My **address** is _____

My residential **telephone number** is _____

My **birthday** is on _____

Paste a
photograph
of yourself
or make a sketch
of yourself

PEOPLE

UNIT-1

My **family** consists of _____

I am **interested** in _____

I **do not** like _____

I have a **special friend**, his / her name is _____

I am very **good at** _____

I am **not so good at** _____

I **spend** a lot of time _____

I would **like to learn** about _____

I would be much **better off** if _____

I get really **happy** when _____

I have a few **good habits** which are _____

PEOPLE

UNIT-1

If I could only **change** the way I _____

Things that I **dislike** in other people _____

If I was allowed to **help** in class, I would _____

The **proudest moment** of my life was _____

Some day I **will** _____

My **favourite television show** is _____

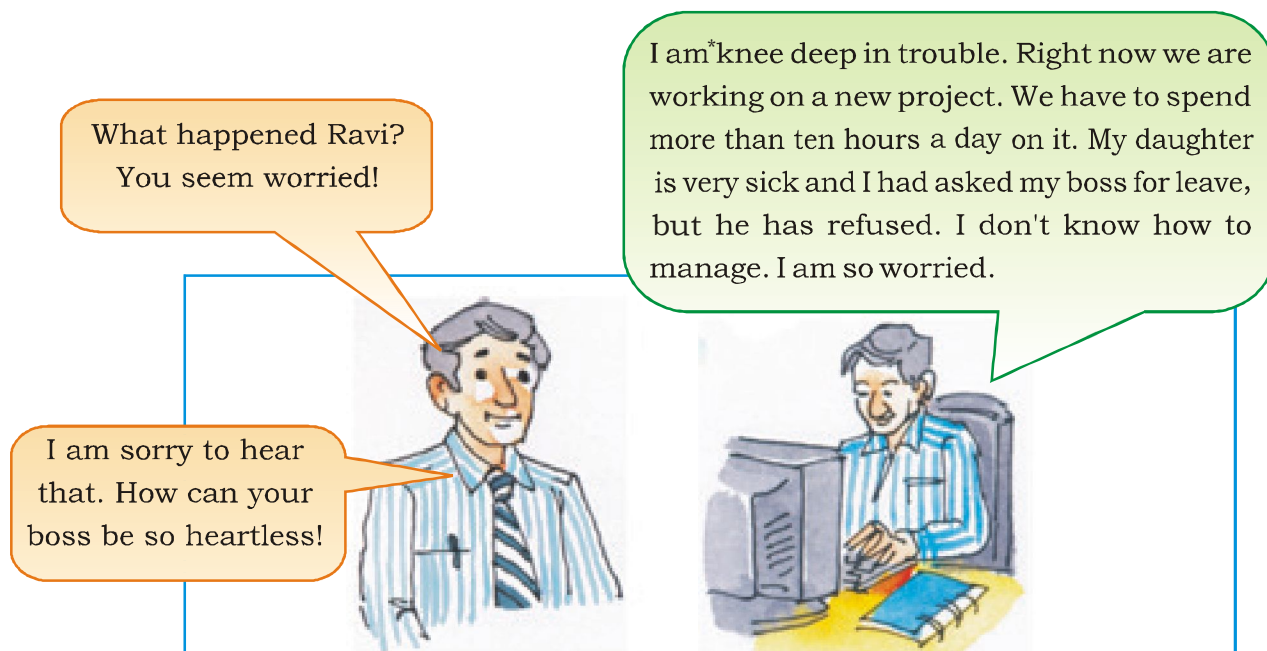
The **best movie** that I have ever seen is _____

If I could **change** anything, I would first _____

My **feelings about my school** are _____

A. AN EXEMPLARY LEADER

A.1. Read the following conversation between two friends.



A2. In pairs, discuss the problem Ravi is facing. Do you think Ravi's boss is right? Give reasons for your answer. Tick mark the qualities that you feel are desirable in a boss.

trustworthy	egoist	problem-solving	oratory skills
meticulous	garrulous	ability to take decisions	whimsical
calculating		willing to take risk	

A.3. An e-mail, short for electronic mail, is a 'store and forward' method of composing, sending, storing, and receiving messages over electronic communication systems. It is the quickest way to communicate in writing.

E-mail messages consist of two major sections:

1. **Header** consisting of - subject, sender's e-mail id, receiver's e-mail id and date.
2. **Body** which contains the message. It can be a formal / informal letter depending on the purpose.

*To be knee deep in something means– 1. to be overwhelmed by something very difficult or troublesome. 2. to have an excessive or plentiful amount of something.

UNIT-1

Study the following tips on composing e-mails:

Subject

- * It should be brief
- * It should give a clue about the content of the message
- * It need not be a complete sentence

Salutation

Formal-

- * Dear Madam/Sir
- * Sir/Madam
- * Dear Ms./Mr.

Informal-

- * Dear...
- * My dear...

Opening Statement

- * Begin with a pleasantry or a greeting
- * When replying to an e-mail: Thank you for your mail/response etc.

Clarity and tone

- * When you expect a reply - 'Please let me know'
- * When you want help - 'Please' or 'Kindly'

Paragraphs

- * A paragraph includes a topic sentence, 2-3 supporting sentences (minimum) and a concluding sentence.
 - Each main idea should ideally be in a separate paragraph.
 - Use complete words and sentences. (avoid colloquial terms)

Complementary Close

Formal

- * Dear Madam/Sir or Madam/Sir or Dear Ms. / Mr.
- * Regards / Warm regards/ Yours sincerely
- * Name

Informal

- * With love/affection
- * Name

Note: People often choose to just include 'Regards/Warm regards' and omit 'Yours sincerely'. A very formal e-mail usually requires 'Yours sincerely'. Both practices are accepted.

From:	Sender's email
To:	Receiver's email (more than one can be added)
Date:	
Subject	

UNIT-1

- A.4.** Think of an occasion when you participated in a team competition. Think back on the leadership qualities displayed by your Team Leader/ Captain. Recollect the specific incidents when those were displayed and how they contributed to the success of the team.

Write an e-mail to your mentor-teacher sharing this experience.

A.5. AN EXEMPLARY LEADER

Let's read a short story about an exemplary boss.

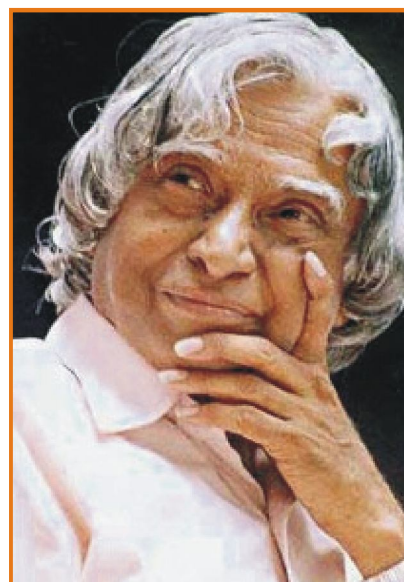
Working 12 to 18 hours a day was not uncommon for scientists at the rocket launching station, Thumba. A group of such scientists was frustrated due to the work pressure and meeting their boss's demands; however, they were loyal to him.

One day, a scientist gathered enough courage to go up to his boss and say, "Sir, I have promised my children that I will take them to the exhibition this evening. Therefore, I have to leave the office by 5.30 pm. Can I leave early today, Sir?" His boss replied, "Alright. You may leave early today." The scientist was happy for having received the permission and continued with his work. He stayed on to work after lunch, and, as always, got so engrossed in his work, that he peered at his watch only when he thought he was done. Unfortunately, it was past 08:15 pm.

With a jolt, he remembered his promise to his children. He looked for his boss who was not in his office. Having told him just that morning, he wrapped up his work and hurried home.

As he drove home, he felt very guilty for having let his children down. When he reached, the children were not at home. His wife was busy reading. He felt that initiating any conversation with her would only add fuel to the fire, so he stayed quiet.

Looking up at him, his wife asked, "Do you want something hot to drink or would you like to have dinner right away?"



The man could only ask, "Where are the children?"

His wife said, "Don't you know? Your boss came here around quarter past five and took the children to the exhibition you had promised to take them to."

He was surprised, but it did not take him very long to guess what had happened.

The boss who had granted him permission had observed him working very seriously well past 5.00 pm. He realized that the scientist would not leave the work half done, but if he had promised his children a visit to the exhibition, then they deserved it. So, he took the lead in taking them to the exhibition himself.

The boss did not have to do it every time. But once it was done, loyalty was established.

No wonder, all scientists at the Thumba continued to work under this boss, in spite of the great pressure.

This boss was none other than Dr APJ Abdul Kalam.

A.6. Following are the eight incidents from the story, but their order is mixed up. Put them in the right sequence.

- (a) The scientist rushed home anticipating the disappointment of his children.
- (b) Scientists were working for 12-18 hours a day at Thumba.
- (c) The boss consented.
- (d) Scientists were under immense work pressure but they were loyal.
- (e) A scientist approached the boss for permission to leave at 5.30 pm to take his children to the exhibition.
- (f) To his surprise, he learnt that his boss had kept his appointment for him.
- (g) Suddenly, he remembered his promise to his children.
- (h) The scientist became so engrossed in his work that he continued working till 8.15 pm.

PEOPLE

UNIT-1

A.7. When we talk about people, we discuss their qualities. The box below contains some words which can be used to describe people.

unassuming	authoritative	egoist	sympathetic
domineering	kind-hearted	thoughtful	tireless
laborious	diligent	careless	irresponsible
workaholic	sagacious	tiresome	

Work in pairs and select the appropriate words for the following characters.

The Scientist:

The Boss:

A.8. Based on your reading of the extract, answer the given questions by selecting the correct options.

As he drove home,... stayed quiet.

- Choose the option which best reflects the scientist's thoughts as he drove home.
 - This should never happen again. I should not work late hours.
 - Oh! My boss... does he ever let me go in time?
 - This should never happen again. I should never break my promise.
 - Surely my boss must have taken my children out. I have always been loyal to him.

2. Choose the option that DOES NOT evoke the same feeling as when the scientist 'let his children down'.
- A) Sarabjeet gave up trying in spite of promising his father to work hard.
 - B) Iqbal managed to reach the Railway station just in time to bid his friends goodbye.
 - C) As it rained heavily, the football match got cancelled.
 - D) Mother Nature did not bless the farmer with good rain this year.
3. Select the option that appropriately fills the blank.
- initiate : conclude :: _____ : _____:
- A) evaluate : assess
 - B) consider : think
 - C) admire : detest
 - D) admit : confess
4. Choose the option that lists the correct meanings of 'adding fuel to the fire'.
1. worsen 2. pacify 3. provoke 4. aggravate 5. conciliate
- A. 1, 3, 5
 - B. 3, 5
 - C. 2, 5
 - D. 1, 3, 4

A.9. Answer the questions by selecting the correct options.

- 1) When the scientist 'gathered enough courage' to go up to his boss, he was
- A) courageous
 - B) hesitant
 - C) confident
 - D) expectant

PEOPLE

UNIT-1

2. Choose the quote that is the most suitable for the text.

A. A good leader leads the people from above them. A great leader leads the people from within them. – N D Arnold

B. If your actions inspire others to dream more, learn more, do more and become more, you are a leader.—John Quincy Adams

C. Great leaders don't tell you what to do. They show how it's done.

D. A leader is one who knows the way, goes the way, and shows the way. – John Maxwell

3. Pick out the option that is ODD with reference to what the scientists felt at Thumba.
- A) Pressurized
 - B) Frustrated
 - C) Loyal
 - D) Guilty

A.10 Answer briefly

1. "Eustress" or positive stress is defined as stress which enables employees to perform better and increase their job satisfaction. Relate the above information to the scientists at Thumba.
2. Validate the scientist's choice of staying quiet after reaching home.
3. Explain how Dr Kalam was an 'exemplary leader'.

A.11 Imagine that the incident ended in a different way. Predict the outcome based on the following lines and complete the given cue.

"As he drove home, he felt guilty for having let his children down. He reached home, entered the house and saw his wife and children watching the television..."

A.12 From Page 159, your teacher or a student will read out a speech by the honourable former President of India, Dr APJ Abdul Kalam, on his 'Vision for India'. While listening, fill up the following.

- a. Select the option that Dr. Kalam HAS NOT mentioned as capturing our country or mind.
(A) The Portuguese (B) The Spaniards (C) The Turks
- b. State the reason why 'Freedom' is Dr Kalam's first vision.
- c. _____ was the speaker's second bliss.
- d. Select the scientist who was succeeded by Professor Satish Dhawan.
(A) Dr. Kalam (B) Dr. Brahm Prakash (C) Dr. Vikram Sarabhai

A.13. The Process of Writing: CODER

In your written work, it is advisable to follow the process outlined below. (We call it 'CODER' - Collect your ideas; Organise your ideas; make your first Draft; Edit your work; Revise your work.)

1. C-Collect your ideas

Working in groups, recall and jot down the opinion that the 'scientist' formed of his boss in A.5.

2. O-Organise your ideas

- (a) Now work in pairs. Choose one or two opinions about the boss that you feel quite strongly about, or agree with.
- (b) Also, note down the opinions that you prefer about the scientist.

3. D- make your first Draft

Write the description individually. You may refer to some of the words in the boxes in A.2. and A.7.

Note: At this stage of your course, you should not worry about the language and tone of a formal description.

4. E - Edit your work

Now exchange your description with your partner, and suggest improvements in grammar, spelling, punctuation etc.

PEOPLE

UNIT-1

5. R- Revise your work

Rewrite your speech and check it carefully, before handing it to your teacher.

A.14. Now, using the ideas given below, write a speech on 'The Role of Youth in Realising the Dreams of Dr. Kalam'. (Refer to CODER)

- a) fighting for equal rights
- b) fighting corruption
- c) empowering the masses
- d) looking for jobs within the country
- e) active involvement in social issues
- f) promoting national integration
- g) equal participation of women in all fields

B. A BURGLARY ATTEMPT

B.1. We notice lots of details about people and their appearance, but in order to vividly describe them, we need to be specific. Working in pairs, look carefully at the people around you and complete the table with appropriate words from the box given on the next page. You may add words of your own to describe people.



PEOPLE

UNIT-1

angular	close-cropped	well-tailored	casual	stocky
elegant	unshaven	ill-fitting	formal	lanky
bearded	sloppy	medium	petite	hefty
balding	slim	plaited	thick	round
open	friendly	wavy	long	receding
over weight	sharp-featured			

	A	B	C	D
Face				
Hair				
Dress				
Build				

B.2. When we meet people, we notice their faces more than anything else. The box below contains words which describe the features of a face. Work in pairs and list them under the appropriate headings. Then add more words of your own.

twinkling	shifty	discoloured	short	oval
pear-shaped	large	close-cropped	broken	long
protruding	gapped	thick	pointed	wide
fair	thin	pale	swarthy	staring
square	round	untidy	close-set	neat
wavy	upturned			

Shape of face	Complexion	Eyes	Hair	Nose	Lips	Teeth

PEOPLE

UNIT-1

B.3 Read the newspaper clipping.

BURGLAR ESCAPES WITH JEWELLERY

A daring burglary took place yesterday at 36, Chowringhee Lane. The burglar got away with cash and valuables worth lakhs.



Teacher/Student to read out an interview between the Police Inspector, in-charge of the case, the house-keeper, Ms. Lakshmi, and the watchman, Ram Singh given at page no 161. As you listen, note down the details of the burglar.

DESCRIPTION

Built	
Height	
Clothes	
Shape of the face	
Complexion	
Eyes	
Hair	
Nose	

Lips	
Teeth	
Special features	

B.4. Taking hints from B.3, write a paragraph describing the burglar.

C. CAN YOU KNOW PEOPLE YOU HAVEN'T MET?

C.1 Is it possible to make accurate guesses about people you have never met? Read the poem, to see how conclusions can be drawn about people.

Abandoned Farmhouse

He was a big man, says the size of his shoes
 On a pile of broken dishes by the house;
 A tall man too, says the length of the bed
 In an upstairs room, and a good, God-fearing man,
 Says the Bible with a broken back
 On the floor below a window, bright with sun;
 But not a man for farming, say the fields
 Cluttered with boulders and a leaky barn.

A woman lived with him, says the bedroom wall
 Papered with lilacs and the kitchen shelves
 Covered with oilcloth, and they had a child
 Says the sandbox made from a tractor tyre.
 Money was scarce, say the jars of plum preserves
 And canned tomatoes sealed in the cellar-hole,
 And the winters cold, say the rags in the window frames.
 It was lonely here, says the narrow country road.

Something went wrong, says the empty house
 In the weed-choked yard. Stones in the fields
 Say he was not a farmer; the still-sealed jars



UNIT-1

In the cellar say she left in a nervous haste.
And the child? Its toys are strewn in the yard
Like branches after a storm - a rubber cow,
a rusty tractor and a broken plow,
a doll in overalls. Something went wrong, they say.

Ted Kooser

C.2 Based on your reading of the given extract, answer the questions that follow by selecting the correct option.

*A tall man too, says the length of the bed
In an upstairs room, and a good, God-fearing man,
Says the Bible with a broken back
On the floor below a window, bright with sun;
But not a man for farming, say the fields
Cluttered with boulders and a leaky barn.*

1. Select the most suitable option that fills the blank.
The lines of the extract _____.
A) introduce us to the farm family.
B) introduce us to the farmer.
C) explain what happened to the family.
D) explain the reality of failure.
2. The expression “the Bible with a broken back” implies that the man _____.
A) was careless with his possessions.
B) looked for comfort and answers to his troubles in the Bible.
C) enjoyed reading articles.
D) disliked his Bible and thereby, his faith.
3. Choose the option in which the blank CANNOT include the word ‘cluttered’.
A) The house where Dolly lives is _____ with years of accumulated junk.
B) Inspection sites are dirty and _____ with tools, materials, or debris.

- C) My desk gets very _____ if I don't clear it at the end of each day.
- D) Local residents have _____ up protest against the planned dumpsite.
4. Choose the option that correctly completes the given literary devices.
- Bible with a broken back: _____ :: _____ : personification
- A) Alliteration; says the length of the bed
- B) Alliteration; good, God-fearing man
- C) Personification; God-fearing man
- D) Personification; bright with sun

C3. Answer by selecting the correct option.

- 1) The poet has chosen specific details such as 'still-sealed jars', 'left in a nervous haste', 'toys strewn' in the last stanza. The impact of these words is that they _____.
- A) describe the family's condition vividly
- B) suggest a tragic outcome of the farm family
- C) explain the family's common condition
- D) mourn the loss of the family
- 2) The first two stanzas have a certain similarity because both focus on the _____.
- A) events of what happened to the family
- B) reason the farmhouse is abandoned
- C) characters and the image of the farm family.
- D) conflict between the characters
- 3) The usage of the words "weed-choked farm" suggest that
- A) the house has been abandoned for some time.
- B) the man has been too busy to de-weed.
- C) there is a drought in the area.
- D) weeds grow well on farms where there are boulders.

PEOPLE

UNIT-1

C.4. Answer briefly.

- 1) How does the poet's use of personification of objects bring the people of the house to life?
- 2) Comment on the overall tone of the poem.
- 3) With proper reference, speculate the problems the woman must have faced in the house.
- 4) Why do you think the farmer left the Bible behind if he was a God-fearing man?

C.5. Imagine that a Social Worker comes to the abandoned farmhouse to find out what may have happened to the family. She makes the following observations in her note-pad :

Clues	Conclusions
* empty house	Have they left? Where could they have gone to?
* boulders in the field, leaky barn	The owner might not have been a farmer.
* sealed jars in the cellar	A woman lived there - family short of money - left in a hurry
* toys scattered in the yard	Something went wrong ?????

On the basis of these notes, the Social Worker wants to present the facts to her Head of Department. Write the report in 120-150 words.

You may begin like this:

When I reached the farmhouse, I saw that the house was empty. I.....

C.6. The poet draws conclusions about the family without having met them. He does this in lines such as:

*Something went wrong, says the empty house
in the weed-choked yard...*

PEOPLE

UNIT-1

This is a style of English that is very suitable for a poem. But in ordinary speech or writing we use expressions such as:

So it is Therefore it is	probable likely possible	that
It	seems appears	that..... because.....
This suggests that...		

For example, we could say:

- * There are large shoes in the farmhouse, so it is likely that the farmer was a big man.
- * *It seems that* they had a child, because there is a sandbox made from a tractor tyre.
- * The kitchen shelves were covered with oil cloth. This suggests that a woman lived in the farmhouse.

Make other sentences like this, using ideas from the poem.

C.7. When we write informal letters (to a friend, or to a member of our family), we use this layout.

<i>33 Bhagat Singh Road</i> <i>New Delhi</i>	}	_____ Address
<i>22 February 20---</i>	}	_____ Date
<i>Dear Dad</i>	}	_____ Salutation
(body of the letter - in paragraphs)		
<i>Yours affectionately</i> <i>Nandini</i>	}	_____ Complimentary Close

PEOPLE

UNIT-1

C.8. Amit from Hyderabad has got admission in a college at Bengaluru. He has to share his room with another boy. When he arrives at the hostel he learns that his room mate has gone home for a few days. Based on his observations of the room, Amit writes a letter to his friend, Sumit, about his new roommate. As Amit, write the letter.

In your writing, remember to follow CODER

