



## UNIT-1

## PEOPLE

## (SUMMARY)

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

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## In this Unit....

**Introduction** - 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 Thyself

#### Complete the personal inventory.

##### THIS IS ME!

##### PERSONAL INVENTORY

My **name** is \_\_\_\_\_

Paste a photograph of yourself or make a sketch of yourself

People **also** call me \_\_\_\_\_

My **address** is \_\_\_\_\_

My residence **telephone number** is \_\_\_\_\_

My **birthday** is on \_\_\_\_\_



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My **family** consists of \_\_\_\_\_

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I am **interested** in \_\_\_\_\_

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I **do not like** \_\_\_\_\_

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

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---

I am very **good at** \_\_\_\_\_

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I am **not so good at** \_\_\_\_\_

---

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I **spend** a lot of time \_\_\_\_\_

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---

I would **like to learn** about \_\_\_\_\_

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I would be much **better off** if \_\_\_\_\_

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I get really **angry** when \_\_\_\_\_

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I have a few **good habits** which are \_\_\_\_\_

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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 \_\_\_\_\_

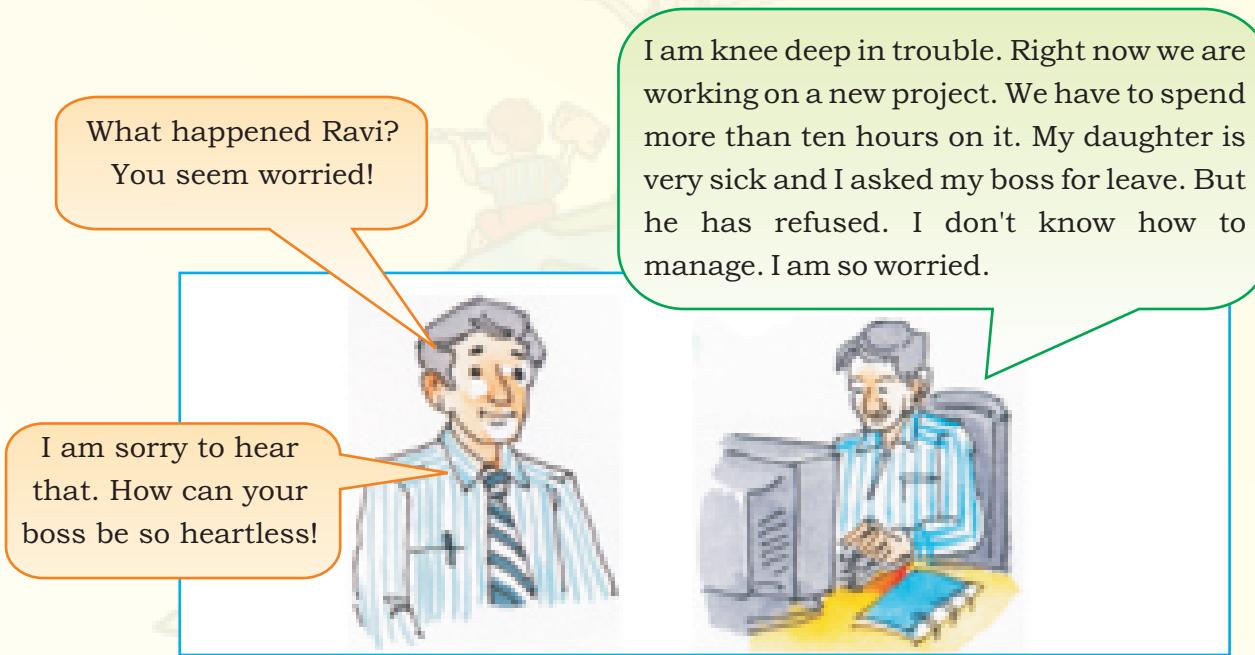
My **feelings about my school** are \_\_\_\_\_



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## 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 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, receiver, date and time.
2. **Body** which contains the message. It can be a formal / informal letter depending on the purpose.



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**Study the following tips on composing e-mails:**

### **Subject**

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

### **Salutation**

- Dear Sir / first name of the person

### **Opening statement**

- Begin with a pleasantry or greeting
- When replying to a message - Thank you for your message / I received your message

### **Clarity and tone**

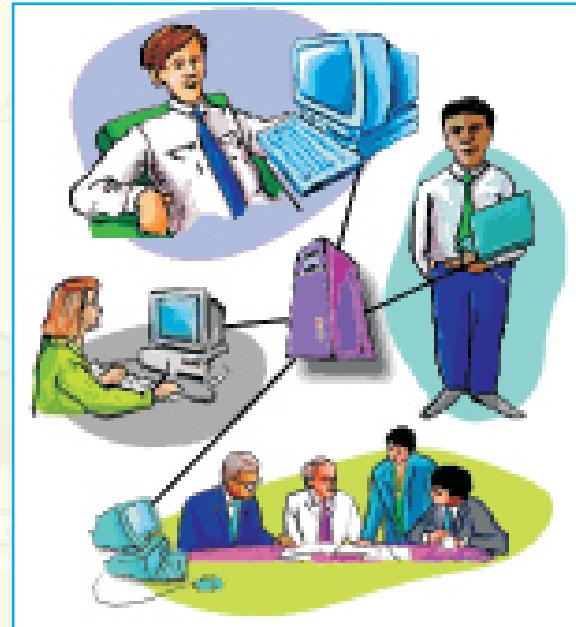
- When you expect a reply - 'Please let me know'
- When you want help - 'Please' or 'Kindly'

### **Paragraphs**

- Each main idea should be in a separate paragraph, making it easy for the reader to understand the message.
- Use complete sentences (no SMS language)

### **Complementary close**

- Regards / love
- Name





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Date: \_\_\_\_\_

From: \_\_\_\_\_

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Dear Sir/xyz

Regards/Love

Name

**A.4. Think of an occasion when you led a team for a competition. Were you successful? Did you exhibit any of the qualities given in A.2.? If so, to what extent were these qualities exhibited and how did it lead to your success? Through an e-mail, share your experience with a friend.**

**A.5. AN EXEMPLARY LEADER**

**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' 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 at 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 went on to continue 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 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 fire, so he stayed quiet.

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

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

His wife said, "Don't you know? Your boss came here at 5.15 pm and took the children to the exhibition you had promised to take them to."

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

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

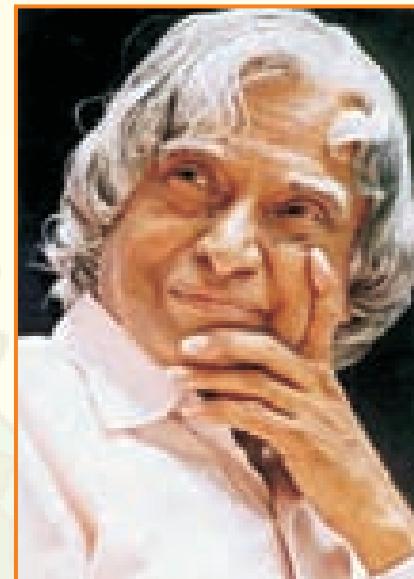
The boss does not have to do it every time. But once it is done, loyalty is established.

No wonder, all scientists at Thumba continue 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 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 at Thumba.





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- (c) The boss consented.
- (d) Scientists had heavy 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.

**A.7. When we talk about people, we discuss their qualities. The box below contains some words which best 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. A story can have more than one ending. Rewrite the end of the story you have just read. You can begin like this ..... "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.9. Listen to a speech by the honourable former President of India, Dr APJ Abdul Kalam, on his 'Vision for India'. While listening, fill up the following details.**

- a. The following countries captured our lands and conquered our minds.

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- b. His first vision is that of \_\_\_\_\_
- c. His second vision is \_\_\_\_\_
- d. The three scientists who worked with him at ISRO are \_\_\_\_\_

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- e. India leads in \_\_\_\_\_ and is the second largest producer of \_\_\_\_\_.

**A.10. The Process of Writing: CODER**

In your written work, it is advisable to follow the process outlined below. (We call it 'CODER' - **C**ollect your ideas; **O**rganise your ideas; make your first **D**raft; **E**dit your work; **R**evise 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.



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(b) Also, note down the opinion 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.

### 5. R - Revise your work

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

### A.11. 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 to describe them accurately and vividly, we need to be specific.

**Working in pairs, look carefully at the pictures given 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.**



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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				



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**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

**B.3** Read the newspaper clipping.

### BURGLAR ESCAPES WITH JEWELLERY

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





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Listen to an interview between the police inspector incharge of the case, the house-keeper, Ms. Lakshmi and the watchman, Ram Singh. As you listen, note down the details of the burglar.

	DESCRIPTION
Build	
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.



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

C.1 Is it possible to make accurate guesses about the people you have not 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 tire.  
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  
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 Complete the following sentences about the poem.**

1. In the first stanza, the poet refers to four pieces of evidence: large shoes, a long bed, the Bible, fields cluttered with boulders and a leaky barn. This leads the poet to conclude that 'the man of the house' was \_\_\_\_\_
2. I think that the child was probably about six years old because \_\_\_\_\_
3. The poet suggests that a woman lived in the farmhouse because \_\_\_\_\_
4. The family probably left the farmhouse because \_\_\_\_\_

**C.3 The poet draws conclusions about the family without having met them. He does this by lines such as:**

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

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	probable	
Therefore it is	likely	that
	possible	

It	seems	that.....	because.....
	appears		

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 tire.
- 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.**



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**C.4. 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	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 presents the facts as she sees them to her Head of Department. Unfortunately she spills ink on her report. Complete her report.**

When I reached the farmhouse, I saw that the house was empty, which \_\_\_\_\_ . I wondered where they might have gone. \_\_\_\_\_ the owner was not a farmer, because of the boulders in the field and the leaky barn. \_\_\_\_\_ the family was poor, because I saw several sealed jars in the cellar. Also \_\_\_\_\_ a woman lived there. It was obvious she had left in a hurry. What was most touching was that the toys were scattered in the yard.

**C.5. When we write informal letters (to a friend, or to a member of our family) we use this layout.**

33 Bhagat Singh Road  
New Delhi

22 February 20---

Dear Dad

(body of the letter - in paragraphs)

Yours affectionately  
Nandini



C.6. Amit from Hyderabad has got admission to a college in 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 room mate. (You may use some of the expressions suggested in C.3.) As Amit, write the letter.

In your writing, remember to follow CODER

