

ENGLISH
STANDARD NINE
TERM II

NOTE TO THE TEACHER

The English textbook for Standard IX has been prepared following the guidelines given by National Curriculum Framework, 2005. The seven units of the book aim at acquainting the learners with different genres of literature such as story, autobiography, science fiction and humour. The different types of poems are selected to inspire the learners to explore the language and cherish the joy of learning.

The grammar and language activities are chosen to help the learners to communicate with confidence and accuracy. An attempt has been made to enrich vocabulary through a variety of activities on synonyms, antonyms, matching words to meanings, word building (prefixes, suffixes, phrasal verbs), British/American English, idioms, phrases and abbreviations. Attention has been drawn to grammar in context. A close reading of the prose texts will facilitate the understanding of prepositions of time and space, sentence patterns, the use of tenses, gerunds and infinitives, active and passive voice, modals, question tags, reported speech, conditional clauses, transformation of sentences and relative pronouns.

The learner friendly language study under the prose lesson of each unit focuses on the integration of four skills namely Listening, Speaking, Reading and Writing. Activity packed language tasks include role play, pair and group work, writing advertisements, making posters, preparing announcements and translating words used in everyday life.

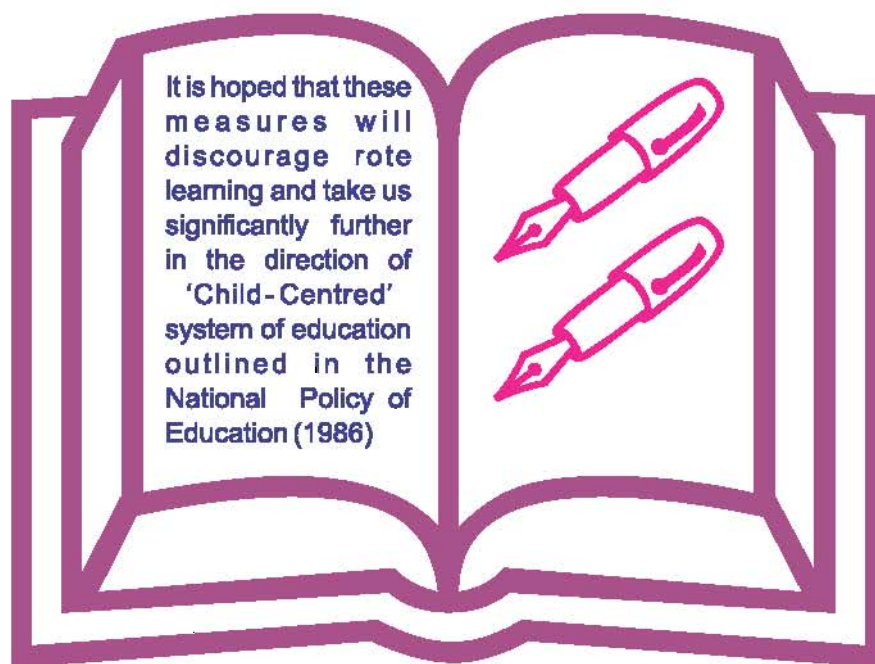
The task 'Warming-up' given at the beginning of each unit is designed to facilitate the learner to develop the skill of guessing and predicting what is coming next. The learner should be encouraged to actively participate in this task.

UNIT-I

This unit deals with human values and self-esteem. Here is an opportunity for the learners to understand and empathise with the feelings of fellow human beings. In the poem "The Apology" the poet seeks apology from the people working hard in the fields. The activity given under the supplementary lesson will sharpen the learners' skill of mind mapping and summarising the story. It will encourage them to read more stories.

UNIT - II

This unit deals with health and hygiene. An attempt has been made to unravel the mysteries of certain functions of our body. The unit also opens the learners' mind to some superstitious beliefs that have been there for ages. Linked closely to a person's features is his nose. A humorous poem written by Jack Prelutsky tells us about the position of the nose on the face. The supplementary lesson is a humorous narration of what happens in a dental clinic. Special effort has been made to bring awareness among learners on organ donation through one of the exercises.



Unit 1 Prose

The One Minute Apology

The legacy you leave is the one you live



Warming up:

Discuss these questions in the class:

- ✍ Have you ever ignored a friend in need?
- ✍ Have you rejected his genuine request for help?
- ✍ Have you felt sorry for what you have done?
- ✍ Have you ever expressed regret to a friend?
- ✍ Do you think an apology and an excuse are one and the same?

Colonel Scott was one of the commanders of the troops guarding the Capitol from attack by the Confederate forces in Northern Virginia. Scott's wife had drowned in a steamship collision while returning home after a journey to Washington to nurse her sick husband. Scott had appealed to regimental command for leave to attend her burial and comfort his children. His request had been **rejected** as a battle seemed **imminent** and every officer was **essential**. But Scott, as was his right, had pressed his request up the chain of command, until it reached the Secretary of War, Edwin Stanton. Since Stanton had also rejected the request, the Colonel had taken his appeal all the way to the highest authority.

Scott went to his Commander-in-Chief in the Presidential Office late on a Saturday night. He was allowed in as the last visitor. Lincoln listened to the story and



as Scott recalled, the President exploded, "Am I to have no rest? Is there no hour or spot, when or where I may escape these **constant** requests? Why do you follow me here with such business as this? Why do you not go to the War Office which is in charge of all matters of papers and transportation?"

rejected - not granted
imminent - nearing
essential - important
constant - repeated

Glossary

apology - an expression of regret

legacy - something handed down by people who lived before

Scott told Lincoln of Stanton's refusal, and the President replied, "Then you probably ought not to go down the river. Mr. Stanton knows all about the necessities of the hour. He knows the rules which are necessary, and the rules are made to be **enforced**. It would be wrong of me to **override** his rules and decisions of this kind: it might work disaster to important movements. And then, you ought to remember that I have other duties to attend to-heaven knows, enough for one man-and I can give no thought to questions of this kind. Why do you come here to appeal to my humanity? Don't you know that we are in the midst of a war? There is suffering and death pressing upon all of us. Works of humanity and affection, which we cheerfully perform in days of peace are all **trampled** upon and outlawed by war and that there is no room left for those endearing things. There is but one duty now - to fight!"

"Every family in the land is crushed with sorrow; but they must not each come to me for help. I have all the burdens I can carry. Go to the War Department. Your business belongs there. If they cannot help you, then bear your burden, as we all must, until this war is over. Everything must **yield** to the **paramount** duty of finishing this war."

Colonel Scott returned to his barrack, pondering over Lincoln's words: 'Am I to have no rest? Why do you follow me here with such business as this?.... You ought to remember that I have other duties to attend to - heaven knows, enough for one man... I have all the burden I can carry'.



Early the next morning, Colonel Scott heard a rap at the door. He opened it and there stood the President. He took Scott's hands, held them and **broke out**: "My dear Colonel, I was a brute last night. I have no excuse to offer. I was **weary** to the last extent, but I had no right to treat a man with rudeness who has offered his life to his country, much more a man in great **affliction**. I have had a **regretful** night and now come to beg your forgiveness."

He said he had arranged with Stanton for Scott to go to his wife's funeral. In his own carriage the Commander-in-Chief took the Colonel to the steamer **wharf** of the Potomac and wished him Godspeed.

Source: An extract from the book, "The War years Volume III", Sangamon Edition by Carl Sandburg, copyright 1939/ Harcourt Inc. This particular episode on Abraham Lincoln is titled - 'The Legacy you leave is the one you live.'

Glossary

enforced - applied
override - set aside
trampled - crushed
yield - give in
paramount - most important
broke out - start suddenly
weary - tired
affliction - sorrow
regretful - feeling sorry
wharf - a landing stage along the shore.

Read the lesson again and answer the following questions.

I Say True or False:

1. Lincoln was tensed about the war.
2. The Colonel wanted to break the rule.
3. Edwin Stanton recommended the Colonel's request to Lincoln.
4. Lincoln felt that saving the nation is more important than grieving over personal loss.
5. Nobody except the army was bothered about the battle.
6. Lincoln did not mean to hurt the Colonel.
7. The President and Commander-in-Chief is one and the same person.

II. Read the third paragraph of the lesson and explain.

a) **"It would be wrong of me to override his rules and decisions."**

Who does 'me' refer to?

Who made rules and decisions?

b) **"That there is no room left for them."**

What does the phrase 'endearing things' refer to?

What does 'room' mean here?

III. Answer the following questions.

1. What do you think is the purpose of apologizing?
2. Do you think that Lincoln was wrong in being rude to the Colonel?
3. If you were President Lincoln, would you beg for forgiveness?

Learn some more words.

You know **Homophones** are words that sound similar but have different spellings and meanings. Here are a few for your understanding.

know - no	died - dyed
hour - our	lone - loan
there - their	steel - steal
bear - bare	break - brake
pair - pear	role - roll

A. Pick out the pairs of homophones to complete each sentence.

1. The thief broke open the _____ almirah to _____ the jewels.
2. The old man couldn't _____ the pain walking _____ foot on the rugged road after the rains.
3. It's very hard to say _____ to a person whom you _____ very well.

B. Write the homophone pair that matches each meaning:

- ✎ To indicate possession of third persons _____.
- ✎ To colour the hair or cloth _____.
- ✎ A tasty fruit grown in cold places _____.

C. Read the lesson and complete the exercise on the words you've learnt.

Circle the correct answer for the underlined words.

1. A battle seemed imminent.
(a) important (b) immediate (c) imaginary
2. and the rules are made to be enforced.
(a) compelled (b) made to follow (c) for the enemy
3. He took Scott's hands, held them and broke out.
(a) broke his hands (b) went out of the room (c) began to speak suddenly
4. I have had a regretful night.
(a) Lincoln had full rest that night.
(b) Lincoln was feeling guilty that night.
(c) Lincoln wanted to forget that night.

Reading Skill:

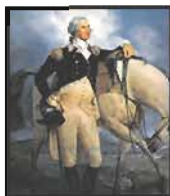


Call Your President

Read the following passage and do the task given at the end:



It was a hot summer day. Some soldiers were hard at work mending a collapsed bridge. The wooden bridge was very old but it was very essential. It connected the cantonment - the place where the soldiers camped - and the main town. All the supply to the army came only through this bridge. The captain was shouting at the top of his voice to quicken the pace of work. The worn-out soldiers were still working. They cut heavy branches and carried heavier dried logs. They were perspiring. It was noon. The captain stood on one of the logs and watched the soldiers doing their work. His only work was to watch over them and shout out orders.



A man on a horse happened to pass by. He saw the poor soldiers struggling and the captain frowning at them. He got off his horse, went near the soldiers and gave them a helping hand. The soldiers felt very happy that they had a little support. That was enough to bring a smile on their faces. The logs were in place. The work was over. The captain came down and thanked the man. He asked him, "Where can I meet you again?" The man turned to the soldiers, smiled and said, "Whenever you need help, call your President."

That was George Washington, the first President of America.

1. Pick out the words from the passage that express
 - a) the soldiers' difficulty
 - b) the captain's indifference
2. Say True or False:
 - a) The soldiers were putting up tents.
 - b) The captain was of least help to them.
 - c) The captain did not show his authority.
 - d) The soldiers knew the man before.
 - e) George Washington scolded the captain.
 - f) The President can be called for any help.

Grammar



Active voice – Passive voice:

Read the following phrases from 'The One Minute Apology. Identify the voice and write the sentence in the space provided.

1. had been rejected- _____
2. are made- _____
3. are all trampled upon and outlawed by- _____
4. is crushed- _____

 You know that Active Voice can be used both with transitive and intransitive verbs, but passive can be used only with **transitive verbs**.

I. Underline the verbs in the following sentences. In the blank on the right, write whether the verb is in the active or passive voice. The first one is done for you.

1. Lots of things can be done on the internet. Passive:
2. Some people send more e-mail than paper mail. _____
3. Free online editions have been offered by many newspapers. _____
4. Chess and Card games are played across the net by people who live in all corners of the world. _____
5. Radio Stations and Recording Clubs are playing music on the internet. _____
6. The website is used for official government postings, information and forms. _____
7. Manufacturers offer their products to their customers through the net. _____

II. My First Fishing Expedition

Pick out the verbs given in bold letters and put them in the appropriate boxes as shown below the passage:

The fishermen in our country **catch** fish in nets, which **are made** of string. The nets **are carried** in boats. The fishermen take them out to sea and then drop them in.

The nets **do not sink** to the bottom of the sea because they **are held up** by pieces of cork. They **have** pieces of metal at the bottom, so that they **hang down** straight. Such nets **have been used** for hundreds of years and they **will probably be used** for hundreds of years to come.

Last night, I **was taken** out to the sea by some fishermen. The long net **lay** in the bottom of the boat. It **had been folded** carefully before the boat **left** the shore, so that it **could be thrown** out into the sea slowly as the boat **went forward**. Two men **were rowing** and two **were standing** at the back **dropping** the net into the sea. A big lamp **was fixed** to the back of the boat. The fish **were attracted** by the bright light and **swam** towards it. Some **were caught** in the net and when it **was pulled up**, there were lots of fish in it. As the net **was pulled** into the boat, the fish **were shaken** out of it. They **fell** into the bottom of the boat and **were left** there until the boat **returned** to the shore. Then the fish **were put** in baskets and **were taken** to the village. The fishermen's wives **cleaned** them. While the fish **were being cleaned**, the fishermen **washed** their net.



Now the net **is being folded** again. In a few minutes, it **will have been got** ready for the next day's fishing. And so it **will continue** hour after hour and night after night as long as there **are** varieties of fishes.

Active	Passive
catch	are made

Group Activities

(1) Passive voice used in newspaper headlines

Working in smaller groups makes your learning, active and permanent. Each of you in your group can bring newspapers in English and circle the headlines and news reports, highlighting the passive sentences. Use dictionaries wherever necessary to understand the meaning of new words. Passives mostly occur in crisp form in the headlines - not in long, full sentences. You should expand them into proper sentences in your notebook.

For example:

- a) Man struck by lightning in forest becomes
A man was struck by lightning in a forest.

- b) "Demo banned" (= Demonstration is banned.)

You can read the entire report under such headlines and easily identify the passive sentences.

(2) **Describing Changes**

You can discuss and write sentences in passive voice about the changes that you see in your school, your village/city or with a pair of pictures portraying before and after the change.

e.g. Our classroom has been painted. New trees have been planted.

(Village) - The marshy land has been converted into a paddy field. The lakes have been desilted.

(3) **Promises**

Pick out the promises made during the election campaign from newspaper.

Write them in your notebook.

They are invariably in the passive - *in future tense*.

e.g. More jobs will be provided for young graduates.

A new industry will be set up.

The main road in this town will be widened.

Overbridges will be constructed to ease traffic congestion.

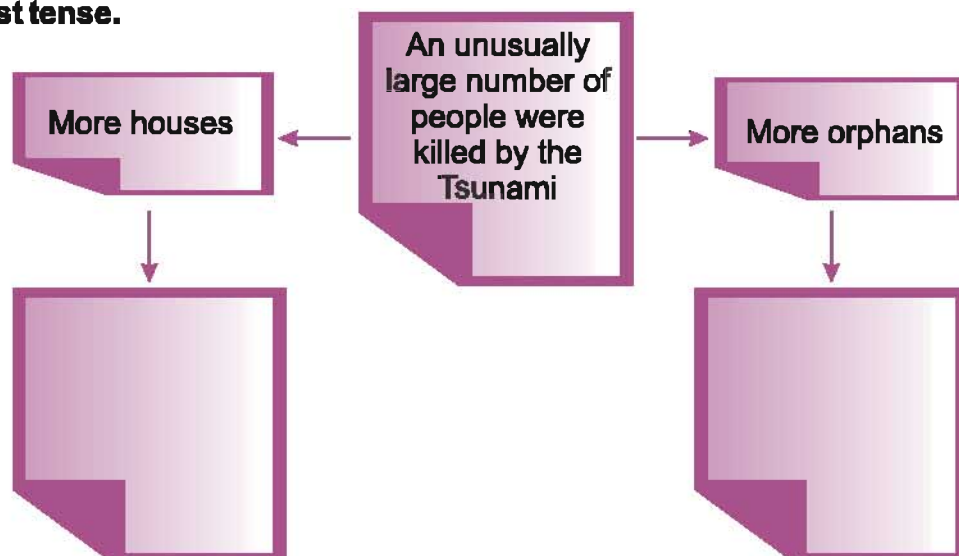
(4) **What is being done?** - *passive in the present continuous*. On your way to school, you can notice a few things that are being done. Write a few sentences in passive form.

e.g. The road is being repaired.

The telephone line is being laid.

(5) **Results of events** *Passive in the past tense*

Fill in the empty boxes in the following chart using passive forms of the verb in the past tense.



We are going to discuss the **imperative and interrogative** sentences in this part.
Read the second paragraph of the story, 'The One Minute Apology'.

Locate these:

"Am I to have no rest?"

"Is there no hour or spot, when or where I may escape these constant requests?"

These are questions or interrogative sentences.

Read para 4

Locate this : "Go to the War Department." This is an **imperative sentence**.

The Imperatives:

Choose a verb from the verb box to complete each command.

Eg: _____ a phone.

1. Find a phone.
2. _____ 108.
3. _____ clearly.
4. _____ your name.
5. _____ the address.
6. _____ the problem.
7. _____ any question.
8. _____ carefully.
9. _____ any instruction.
10. _____ for help.

Verb box

Explain	Give
Dial	Listen
Answer	Speak
Find	State
Follow	Wait

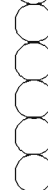
Activity

Directions for making a bookmark.

Materials: Pencil, markers, crayons, paper, scissors and some paste.

One of you can **give these directions** in your group:

1. Draw a circle and cut it out to form the head of your 'bookworm'.
2. Draw two eyes and a mouth on the head.
3. Draw circles on the paper and cut neatly.
4. Paste the circles one below the other to make your bookworm's body.
5. Fix the head you made to the body of your bookworm.
6. Each time you read a new book, add another circle to your bookworm.
7. Watch your bookworm grow.
8. Find out whose 'bookworm' is the longest at the end of the term.



Giving instructions

While doing asanas in your yoga class or exercises in the Physical Education class, the teacher gives you instructions to move the limbs and body in particular directions and keep postures. In such situations we use only imperatives. Write some of these instructions.

1. _____
2. _____
3. _____
4. _____

Proverbs are always imperative sentences – list out a few proverbs.

1. Make hay.....
- 2.
- 3.
- 4.

Directing a person: Write the direction in about three imperative sentences to guide your friend.

School		
Tagore Library	Serathy Apartments	
Your friend is here.		

The interrogative sentences

Let's learn more about the interrogatives. There are two types of questions.

- 1) 'Wh' questions or information questions.
- 2) Verb questions or **'Yes / No'** questions. They begin with the helping verb **'be'/'do'/'have'** or modal auxiliaries.

For making a 'Wh' question you need the correct **question word** and the **correct word order**.

Here are a few tips for making 'Wh' questions.

The pattern - Question word + helping verb + subject + main verb + complement.
(qw + hv + s + mv + complement.)

e.g. The students can wait for ten minutes.

How long can the students wait?

↓ ↓ ↓ ↓
qw ----- hv ----- s ----- mv

Read this:

We shall meet again on Tuesday.

When shall we meet again?

↓ ↓ ↓ ↓
qw hv s mv

What shall we do if there is no helping verb in the sentence?

For example, a sentence like this (a) We met last week. (b) We meet twice a week.

The simplest way is to insert the helping verbs 'do' / 'does' / 'did' and apply the structure qw+ hv + s+mv+c.

a) We met last week.

↓ ↓
did meet
qw+hv+s+mv
↓ ↓ ↓ ↓
When did we meet?

b). We meet twice a week.

↓ ↓
do meet
qw+hv+s+mv
↓ ↓ ↓ ↓
How often do we meet?

(not 'How many times do we meet?')

This rule is not applicable to questions for which the answer is the subject in the sentence. For example:

Jagan broke the window. **Question:** Who broke the window?

The British gave us English. **Question:** Who gave us English?

But the same sentences can get the frame QW+ hv+ S + mv applied, if the answer we want is the object.

For example:

S V O
Jagan broke the window.
 ↓ ↓
 did break.
What did Jagan break?

The British gave us English.
 ↓ ↓
 did give
What did the British give us?
 ↓ ↓ ↓ ↓
 QW hv S mv

You cannot apply this formula to 'be' sentence..

e.g. The cat is on the wall. **Question** - Where is the cat?

Lincoln was the President of the United States of America.

The question should be: 'What was Lincoln?' (and not 'Who was Lincoln?')

Activity

Find someone with the answer:

Prepare slips of 'Wh' questions one in each slip. Get help from your teacher. You can make use of the facts from Science, Mathematics, History and Geography.

Find out and write down the corresponding answer in each slip.

There should be more pairs of slips than the number of students in the class to have a reserve pile of slips. Each one of you can take a slip and search for your partner with the correct answer / question.

Verb questions start with a helping verb or modal auxiliaries as mentioned earlier and they require only 'Yes or No' as answer.

For Example:

- | | |
|------------------------------------|--|
| 1. Are you in class IX? | 4. Is it handy? |
| 2. Do you go to school by bicycle? | 5. Can you find out the meaning of any difficult word? |
| 3. Have you got a dictionary? | 6. Will you help your friend use the dictionary? |

Activity

Frame a set of questions to know what kind of a person your friend is. You can work in pairs or in groups and get to know your classmates.

Question Tags

Let's do a quick revision of what you have learnt in earlier classes. The negative tags are used with positive statements and the positive tags are used with negative statements.

e.g. Children like ice cream, don't they? (The statement is positive, so the tag is negative.)

Children don't like sitting idle, do they? (Negative statement, positive tag)

✍ Tags always begin after a comma, with a small letter and end with a question mark.

✍ Tags always end with a pronoun, representing the subject in the main sentence.

e.g. We can't live without water, can we?

You will come in time, won't you?

How to frame proper question tags

It is as simple as framing questions which you have just learnt.

✍ Use the helping verb if one is available in the sentence.

✍ Introduce do, does, and use it in the question tag.

✍ For 'be' sentences use the 'be group' verbs as they are.

The only **exception** to the last rule is 'am'. It has a different tag in the positive sentence.

I am your teacher, aren't I / ain't I?

I am not your enemy, am I?

The question tags for imperative sentences are different. They reflect the mood of the speaker.

☉ Stop crying, will you? ☉ Walk faster, can't you?

Activity

Pick out 10 sentences from this unit. Rewrite the selected sentences with proper question tags. Remember to use the correct punctuation marks.

Listening Skill

Listen to this simple poem carefully.



I cried 1000 tears
On the day you left me
I cried 1000 tears.
For each tear I cried,
There was a word to be said.
No tears were enough
To make you see what you were doing.
No words were enough
To stop this pain.
As the tear drops fell,
So you walked out the door.
As the hurt increased,
I faded more into the misery pit.
On the day you left me
I cried 1000 tears.
These tears were not good enough for you -
Now you are gone.

-Anon

We do not know for whom this poem was written. However, you may think of this in the context of Lincoln and his Colonel. Between them, who do you think could have expressed this grief?

Lincoln to the Colonel? (or) Colonel to his wife? Discuss and give reasons for your choice.

Speaking Skill



Read the lesson again. Debate on the following points.

One group may justify the colonel's request.

One group may justify Lincoln's stand.

Each member in the group can contribute an idea.

Groups can pose questions to each other as the following:

Is it not proper to ask for leave, especially
when the Colonel lost his wife?

The other group can argue in defence of Lincoln.

Writing Skill



In the story, 'The One Minute Apology' Lincoln felt sorry for the Colonel and sent him to attend to the funeral of his wife.

Imagine a situation wherein Lincoln was very firm and would not allow the Colonel to go on leave.

Write a letter. The letter should be from the Colonel to his children. What would be his feelings? Express his feelings in at least ten sentences. You can make use of the following ideas:

- feeling sorry for the mother, for the children
- yet putting duty above the 'works of humanity and affection'.
- consoling the children
- promising to see them after the battle.

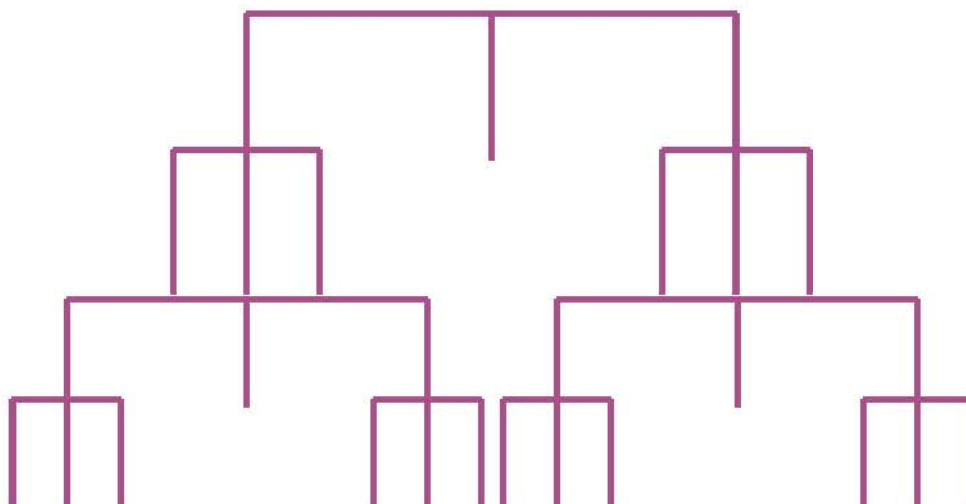
Language Functions



Project:

Pay a visit to the nearest Army/Naval/Air force base or search the proper website for collecting information.

1. The Organizational Chart. (Who reports to whom)



2. The working conditions for the different categories of officers.
3. The procedure followed in case a person wants to go on leave, during normal/routine working days.
4. The procedure for granting leave on days of emergency (war, floods, and other natural calamities).
5. The facilities provided for the person going on leave. After collecting the information, write a report on your project.

Write your report and present it to your class.

Ralph Waldo Emerson (1803-1882) was an American essayist, lecturer and poet. He was champion of individualism. ***We do certain things which may not be accepted by others. There is no need to apologize for them.*** Emerson said, "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment. This explains Emerson's conviction about the individual's right to be different.



Think me not unkind and rude
That I walk alone in grove and glen;
I go to the God of the wood
To fetch his word to men.

Tax not my sloth that I
Fold my arms beside the brook;
Each cloud that floated in the sky
Writes a letter in my book.

Chide me not, laborious band,
For the idle flowers I brought;
Every aster in my hand
Goes home loaded with a thought.

Glossary

glen -	a narrow valley
sloth -	lazy
brook -	a narrow stream
chide -	scold.
laborious -	hard working
aster -	a type of flower

There was never mystery
But 'tis figured in the flowers:
Was never secret history
But birds tell it in the bowers.

One harvest from thy field
Homeward brought the oxen strong;
A second crop thine acres yield,
Which I gather in a song.

- Ralph Waldo Emerson

I Answer the following:

1. Why does the poet apologise?
2. Who is he apologising to?
3. Do you think it is right on the part of the poet to be idling away when the people are at work?
4. How does he justify his action?
5. Which lines in the poem do you like the most? Why?

II. Answer each of the following questions in a paragraph

1. Every individual has a right to be different. Discuss.
2. Compare the apology of the poet with that of President Abraham Lincoln. Which one is more appealing to your heart? Why?

III. Collect poems/short verses in your vernacular language that have similar themes. Share it with others in the class.

The Tears of the desert

- Paulo Coelho

A friend of mine returned from Morocco with a beautiful story about a missionary who, as soon as he arrived in Marrakesh, decided that he would go for a walk every morning in the desert that lay just outside the city. The first time he did this, he noticed a man lying down, with his ear pressed to the ground and stroking the sand with one hand.



'He's obviously mad,' the missionary said to himself. But the scene was repeated every day for a month. Intrigued by this strange behaviour, he decided to speak to the stranger. With great difficulty, since he was not yet fluent in Arabic, he knelt down by his side and asked him, 'What are you doing?'



The strange man replied, 'I'm keeping the desert company and offering it consolation for its loneliness and its tears.'

The missionary said, 'I didn't know the desert was capable of tears.'

The strange man stated, 'It weeps everyday because it dreams of being useful to people, and of being transformed into a vast garden where they could grow cereal, crops and flowers and graze sheep.'

'Well, tell the desert that it is performing an important duty,' said the missionary. 'Whenever I walk in the desert, I understand man's true size, because its vast open space reminds me of how small we are, compared with God. When I look at its sands, I imagine all the millions of people in the world who were born equal, even if the world has not always been fair to all of them. Its mountains help me to meditate, and when I see the sun coming up over the horizon, my soul fills with joy and I feel closer to the Creator.'

The missionary left the man and returned to his daily tasks. Imagine his surprise when, next morning, he found the man in the same place and in the same position. He asked him, 'Did you tell the desert everything that I had said?'

The man nodded.

The missionary asked in surprise, 'Is it still weeping?'

The strange man replied with great pain, 'I can hear every sob. Now it's weeping because it has spent thousands of years thinking that it was completely useless and wasted all these years blaspheming against God and its own fate.'

The missionary said, 'Well, tell the desert that even though we human beings have a much shorter lifespan, we also spend much of our time thinking we're useless. We rarely discover our true destiny.'

"I don't know if the desert will hear that," said the strange man. "He's accustomed to pain and can't see things any other way."

"Let's do what I always do when I sense that people have lost all hope. Let us pray."



The two men knelt down and prayed. One turned towards Mecca because he was a Muslim and the other put his hands together in prayer because he was a Christian. They each prayed to their own God who has always been the same God, even though people insist on calling Him by different names.

The following day, when the missionary went for his usual morning walk, the man was no longer there. In the place where he used to embrace the earth, the sand seemed wet, for a small spring had started bubbling up there. In the months that followed, the spring grew and the inhabitants of the city built a well there.



The Bedouin* call the place 'The Well of the Desert's Tears'. They say that anyone who drinks from its waters will find a way of transforming the reason for his suffering into the reason for his joy and will end up finding his true destiny.

* Bedouin – locals in the desert

I. Answer the following questions briefly

1. Where did the Missionary return from?
2. Who narrated a beautiful story?
3. Why does the desert not support the growth of vegetation?
4. Who was deemed mad? Why?
5. Why did the desert weep?
6. What, according to the missionary, was the important duty of the desert?
7. Did the realization of duty console the desert? Why?
8. How, according to the missionary, are the human beings a bundle of paradoxes?
9. Who was accustomed to pain?
10. What, according to Bedouins, is the specialty of the well of the Desert's Tears?

II. Answer each of the following questions in a paragraph

1. Being sensitive to inexplicable and invisible suffering of nature and humans is a gift- Discuss.
2. How did the missionary and the stranger stop the tears of the desert?
3. Justify the title of the story "The Tears of the Desert".

Activity 1

Do the story mapping, using the following broad outlines.

MAIN CHARACTERS
SETTING
PROBLEM
EVENT 1
EVENT 2
EVENT 3
SOLUTION

Activity 2

Prepare a mind map of the story "The tears of the desert".

Activity 3

Based on the above details rewrite the story in about 200 words.

Activity 4

Have you come across any strange story similar to "The Tears of the Desert"? If yes, write it on chart paper neatly and display it in your class room notice board.



Warming up

1. I have enough electrical circuits to provide phone service for a good-sized city. I am also a kind of automatic pilot, keeping you from toppling over. Who am I?
_____.
2. I am a one and a half kilo mushroom of grey and white tissue of gelatinous consistency. Who am I? _____.
3. I am the little hill that rises from the centre of your face. Who am I?
_____.

Achoo... Achoo... Achoo...!

Hi! I'm Kaavya, of class IX. Do you know who made that funny noise? It was my brother Kaushik, who is in class III. He is very **sensitive** to dust and dew. Just then my mother entered the bedroom and found Kaushik daubed with talcum powder all over his body.

"That's it. Now I know the reason for your sneeze," said my mother. As soon as he heard my mother's voice, my inquisitive brother started asking a lot of questions like "Why do we sneeze? Is it because of dust and dew? Are there any other reasons that make a person sneeze?."

"Hello, can we join you?" My cousins Prithi and Vino had just hopped in. They usually spend the weekends with us. Prithi, being a medical student, offered to clarify Kaushik's doubts. All of us sat around her with keen eyes and willing ears.

She started, "If you just sneeze, something is probably irritating or tickling the inside of your nose. Sneezing is your body's way of removing an irritation from your nose."

"When the inside of your nose gets a tickle, a message is sent to a special part of your brain called the sneeze centre. The sneeze centre, in turn, sends a message to all the muscles that have to work together to create the amazingly complicated process that we call the sneeze," Prithi went on.

"Some of the muscles involved are that of the abdomen, the chest, the diaphragm, the vocal cords and the throat."

Do you know?

The word '**ACHOO...**' stands for '**A**utosomal-Dominant **C**ompelling **H**elio-Ophthalmic **O**utburst'



1. What made Kaushik sneeze so loudly?
2. Have you seen animals sneeze?

Glossary

sensitive: affected by slight changes

"Don't forget the eyelid muscle! Have you noticed that you always close your eyes when you sneeze? When some people are exposed to bright light, they sneeze. This condition is called **photic sneezing**," she added. She smiled at our eager faces and saw that we were listening intently, waiting for her to go on.

"Anything that irritates the inside of your nose can **trigger** a sneeze. Some common things include dust, cold air or pepper powder. When you catch a cold, a virus occupies a place temporarily in the nose and causes a lot of irritation, which results in swelling at times. Some people have allergies, and they sneeze when they are exposed to certain things, such as pollen and animal **dander**. Have you ever had the feeling that you are about to sneeze, but it just gets stuck? Next time that happens, try looking towards a bright light briefly," she **chuckled**.

"Come on, lunch is waiting," came my mother's voice.

We all jumped up but Vino couldn't. "Ouch! I'm unable to stand. Someone please give me a hand," pleaded Vino, **squirming** in discomfort.

Vino had been listening very keenly for almost 15 minutes, sitting with one leg tucked under him. When mother called us, he jumped up and one of his legs felt funny.

"Your leg has fallen asleep," said my mother. "If this happens, you know that for a short while you might have lost feeling in your foot. You might have felt your foot a little heavy and numb or you might have felt a pricking sensation."

"Many people say this is because the blood supply to your foot is cut off, but your nerves are more to blame. Nerves are like tiny threads or wires that run through your entire body. They form an astoundingly **intricate** network that carries messages back and forth between your brain and the other parts of your body," proceeded mom.

"When we sit on our foot, we temporarily compress the nerves in that area. These nerves can't send messages back to the brain normally, and so for the moment, the connection is cut off and that part becomes numb. It's like a phone call where our friend hangs up and we haven't yet: Your brain says "hello," but your foot isn't able to respond," mother concluded.

"Hic! Hic!" All our attention turned towards Kaushik, who was eating his food hastily.

1. What is 'photic sneezing'?
2. What are some people allergic to?
3. How do you feel when you sneeze?

Glossary

photic: of light
trigger: cause something to happen
dander: small particles or scales of hair or feather
chuckled: laughed shyly
squirming: wriggling
intricate: complicated

"Don't eat in a hurry. Take it slow," instructed mom.

"Why does it happen to me always, mom? First sneezing and now hiccups. What did I do?" cried Kaushik.

"May be dad is thinking of you," I commented.

"It's your fault, dear. You eat too fast. You should always chew your food and eat patiently," mother advised.

"As a matter of fact, hiccups arise from the muscle called the **diaphragm**," began Prithi. "This muscle separates your chest from your tummy. The diaphragm helps you to breathe. Sometimes, the diaphragm becomes irritated and moves jerkily causing your breath to come out funnily creating the silly sound. Eating too much, too swiftly or nervousness could bring about hiccups. Usually hiccups last only a few minutes, but in some medical conditions, they may last for days and even weeks," said Prithi.

"AAHH! Kaushik! There's a cockroach on your chair!" I yelled. He instantly leaped off his chair and landed on the floor with a thud.

"It's gone," I squealed teasingly.

"What's gone?" Kaushik asked.

"Your hiccups," said I.

Only then did he realise that his hiccups had stopped. "How did this happen, sis?" he questioned.

"The most popular therapy for getting rid of hiccups is to have someone to scare you when you least expect it. Holding your breath and counting from 1 to 10 is another way. Sugar under your tongue helps too. Quite fascinating, isn't it?" I said.

By this time, we had finished our lunch. There was a huge bowl of ice cream, waiting to plunge us all in delight. As we were all eyeing it, my mother caught Kaushik looking at it longingly. She then put equal scoops of paradise into our waiting bowls.

"I scream, you scream, we all scream for . . . Wow!" exclaimed my brother.

Just then Prithi gave my knuckles a sharp rap. "Ouch! What was that for?" I asked irritably and I realised that I had been biting my nails. "What's wrong with nail-biting?" I asked.

1. What causes a person to hiccup?
2. How was Kaushik relieved from his hiccups?
3. What happens when a person bites his cuticles?



Glossary
diaphragm: muscular wall below rib cage

yelled: shouted

"When you bite your nails, you break the skin and invite germs into these openings. In fact, some people bite their nails and **cuticles** down so far that they bleed! When germs invade, they catch an infection. Speaking of germs, there are germs and **grime** under our fingernails and when we bite them, both can go into our mouth," said Prithi. On hearing this, Kaushik looked repulsed and gave a wriggle of disgust. Prithi grinned and went on. "Nail biting is a habit; you may not realise you are doing it. You should ask your parents, other members of the family and friends to tell you whenever they notice you biting your nails. If sheer will power isn't getting you anywhere, you might want to ask your mom or dad to buy you a special colourless nail polish that makes your nails taste awful. This can help you learn to stop biting them. It also helps, if you keep your nails short and clean. Then you have nothing to bite on!! Look at my **manicured** nails. Aren't they lovely?" concluded Prithi with pride.

As we were chattering and giggling, we saw Vino yawning.

"Am I boring you, Vino?" asked Prithi.

"Not really. I just couldn't control that yawn. Could you explain this phenomenon of a yawn?" replied Vino.

"For that we'll first have to understand what happens when we breathe. Normally, when we breathe in, we inhale oxygen and our body uses it up. The body makes a waste product called carbon dioxide that is exhaled from the lungs when we breathe out. When we are sleepy, bored or tired, we breathe more slowly. Our body requires oxygen and needs to discard the carbon dioxide. So, our brain makes us take an extra breath, which is deep and long. Thus a yawn is born. Hence we obtain more of oxygen and purge ourselves of the excess carbon dioxide," said Prithi.

"I've read in books that a yawn is contagious, in the sense that it can easily spread to the person who is observing the other person yawning. A common belief is that one should always screen his mouth while yawning; otherwise the soul may escape from the body. These beliefs may have **originated** to discourage public yawning, and also to maintain public health, as yawning might facilitate the spread of diseases. So, next time we feel the urge to yawn, we should make sure that we cover our mouth effectively," I ended.

"Now that both our stomach and brain are full, we owe ourselves some well-earned **respite**. Time for **siesta**," said my mother smiling.

1. How are finger nails helpful to us?
2. Do you bite your nails? When? Why?
3. When do we yawn?
4. Is yawning contagious?



Glossary

cuticles: the skin at the base of the nail

manicured: cosmetic treatment of the hands and the nails

originated: started / came from

respite: break

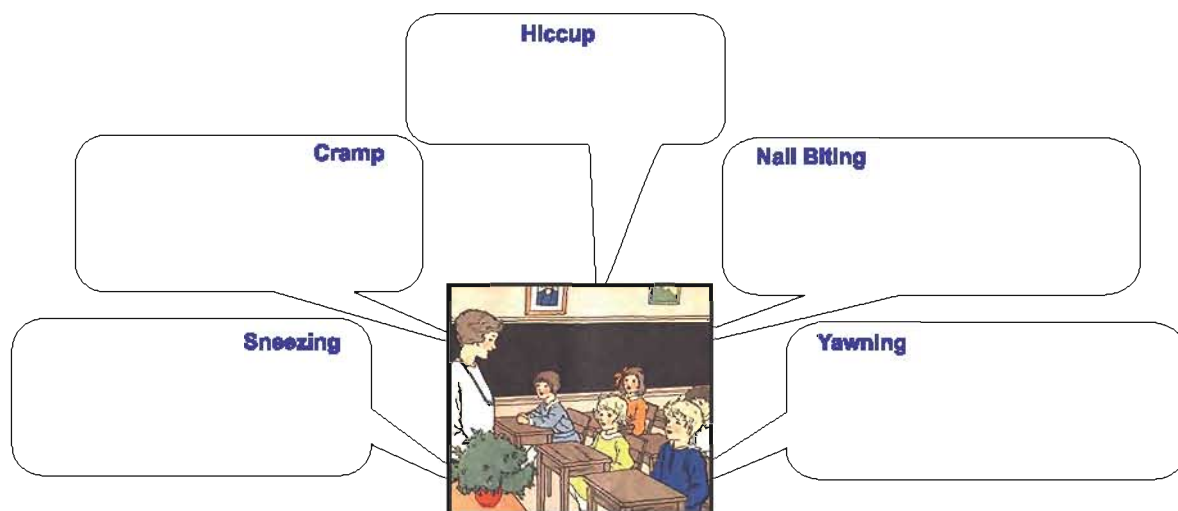
siesta: to sleep for a short while

grime: dirt

Our body is undoubtedly by far the grandest, the most complex and the most marvellous machine ever built by God. We are more familiar with this piece of ingenuity than with any other – each one of us spends every moment of our life with this exquisite masterpiece of nature. However, the truth is that we take our bodies far too much for granted. Let's vow solemnly now to prize it as one of our most treasured possessions!

RECALL

1. List out the muscles involved while sneezing.
2. What makes your leg fall asleep? What term do we use to denote this numbness?
3. How can you prevent biting your nails?
4. What are the myths you come across in this lesson? Do you believe in superstitions?
5. Write a paragraph on the 'marvellous machine' we have read about.
6. Can you guess the name of a man-made machine competing with the human brain? Write a few lines about its use in this modern world.
7. The following are the topics dealt with in this lesson. Now write two sentences of **your own** on each topic.



Vocabulary

1. Choose the most appropriate synonyms of the italicised words from the four alternatives given with each sentence.

1. Sheela *glanced* at the books in the library.

- a. bewildered b. looked c. blinked d. pondered

2. Rajesh *daubed* his face with water colours.

- a. smeared b. wiped c. washed d. clouded

3. The buzzing mosquitoes irritated the child.
a. annoyed b. scared c. confused d. enthused
4. No one could notice the error in my essay.
a. information b. spot c. ignore d. read
5. Shakespeare is an exquisite playwright.
a. refined b. mediocre c. ordinary d. average

II. Choose the most appropriate antonyms of the italicised words from the four alternatives given with each sentence.

1. We inhale oxygen when we breathe in.
a. yawn b. exhale c. hiccup d. burp
2. The human body is a complicated machine.
a. simple b. complex c. intricate d. extraordinary
3. Traffic police are posted at all main roads to discourage drunken driving.
a. forbid b. encourage c. establish d. avoid
4. The students read the story hastily.
a. temporarily b. quickly c. hurriedly d. leisurely
5. Rahul was inquisitive to know the secret.
a. curious b. incurious c. notorious d. eager

III. Idioms :

You come across the idiom 'on my toes' in the lesson. Now look at the following idioms. They are all associated with the parts of the body. Let's understand their meanings:

- ❖ **see eye to eye** – agree
- ❖ **put one's foot in one's mouth** – to say something embarrassing and then realise it was bad
- ❖ **stay on one's toes** – be ready or prepared for something
- ❖ **keep an eye on** – watch something to make sure it is okay
- ❖ **lend/give someone a hand** – to help with something
- ❖ **be in over one's head** – be in a situation that is very difficult
- ❖ **keep one's fingers crossed** – to hope that something good will happen
- ❖ **get cold feet** – get nervous
- ❖ **have one's heart set on something** – really want something

Rewrite the given sentences choosing the correct idiom from above instead of the words underlined.

1. Firefighters have to be prepared as they have to fight a fire at anytime.
2. Could you take care of my son while I go to the store?
3. Kumar was in a very difficult situation when he missed his flight to London.
4. I hope that I'll get first rank this time.
5. My son Theo really wants that bike. May be I will buy it for his next birthday.

IV. Abbreviations and Acronyms

***Abbreviations** are shortened forms of a word or phrase.

- | | |
|----------------------------|-----------------------------|
| 1. etc. – et cetera | 4. tsp - teaspoonful |
| 2. Ltd. – Limited | 5. pg - page |
| 3. Mt. – Mount | 6. Vs - versus |

One style of abbreviation combines the initial letters of each word in a series.

Example : **Extra Sensory Perception**, which is **ESP**.

Acronyms are words derived from the initials of several words.

Example: **N**ational **A**eronautics and **S**pace **A**ministration - **NASA**

You would have come across the word "**ACHOO**" in your lesson. '**WHO**', '**SAARC**', and '**AIR**' are also acronyms.

Use your dictionary and write five abbreviations and five acronyms in the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

V. You come across the word 'dentist' in this Unit. Somebody trained and licensed to practise general dentistry is called a DENTIST. Find out what these people are called.

One who specialises in

- ❖ Heart ailments _____
- ❖ Nervous disorder _____
- ❖ Skin problems _____
- ❖ Mental disorder _____
- ❖ Bones _____
- ❖ Kidneys _____

Reading Skill



Read the newspaper article given below. Form groups and put down the ideas conveyed in it in four points.

CHENNAI : When Hakim, a 43-year-old lawyer from Egypt, flew down to Chennai on June 9 to treat his ailing heart, he never thought that he would be flying back to his native land with an Indian heart.

Through one of the rare heart transplants into a foreigner, doctors at Frontier Lifeline gave a new lease of life to the Egyptian on June 30, thanks to the magnanimity of the relatives of a 52-year-old man who had died in a road traffic accident.

The Egyptian's heart was failing despite the coronary artery bypass he had undergone in 2007. He came to the city on June 9 hoping to have another surgery, but in the last week of June he was wait listed for a transplant. On Friday, he was smiling from the intensive care unit of the hospital, with a new heart beating in his chest.

The heart was harvested at Stanley Medical College and brought to Frontier Lifeline in a record 19 minutes in peak hour traffic as the traffic police arranged a green corridor at 7.20 pm. A team of doctors led by Dr Prasanth Vijayanth did the transplant at 7.30 pm on Wednesday. According to rules, an organ can be transplanted into a foreigner only if there is no Indian recipient available during the window period after the organ is harvested.

While it was the absence of an Indian recipient that came as a boon to the Egyptian, the state's cadaver transplant programme has come under severe criticism as hospitals licensed to do transplants have failed to prepare and update waiting lists of patients requiring transplants. Though nearly a dozen hospitals in the city are licensed to do heart transplants, the number of patients wait listed before the cadaver programme for heart transplants was less than twenty. (Courtesy The Times of India, 3rd July, 2010)

1. _____
2. _____
3. _____
4. _____

Grammar

A. Direct and Indirect Speech



You would have learnt in class VIII in detail about the rules you have to remember when you change direct speech into indirect speech (reported speech).

Now let us recall a few points:

Saying exactly what someone has said is called direct speech (sometimes called quoted speech). It appears within quotation marks ("...")

- ☺ "Why does it always happen to me, mom?" questioned Kaushik. (Interrogative)
- ☺ "Aren't they beautiful?" asked Prithi. (Interrogative)
- ☺ "AAHH! There is a cockroach on your chair!" she exclaimed (Exclamatory)

The above sentences could be reported as

- ☺ Kaushik asked his mom **why** it always happened to him.
- ☺ Prithi asked if they were not beautiful.
- ☺ She exclaimed in fear **that** there was a cockroach on his chair.

When transforming questions, check whether you have to change:

- ✓ Pronouns
- ✓ Place and time of expression
- ✓ Tenses
- ✓ Use a question word / if / whether

With a question word	With an auxiliary
Direct speech: "How did it happen, sis?" Reported speech: He asked his sister how it had happened.	Direct speech: "Am I boring, Vino?" Reported speech: Prithi asked Vino if/whether she was boring

Exclamatory sentences express a sudden outburst of some emotions such as *joy, sorrow, contempt, regret and surprise*. An exclamatory sentence has an exclamation mark after it which changes into a **full stop** in the indirect speech.

In the indirect speech, the exclamatory phrase or word (interjection) is replaced by ***exclaimed with joy, sorrow, regret, surprise and contempt***.

The link word '**that**' has to be supplied in the indirect speech.

Rewrite the given sentences in the reported form. Use appropriate subjects. One is done for you.

1. "Hurrah! We have won the match!"
He exclaimed with joy **that** they had won the match.
2. "Where did you get this interesting novel from?"
3. "Were you in town yesterday?"
4. "What a pity! You didn't come for the field trip!"
5. "When do you intend paying me back?"

B. Gerunds and Infinitives

Look at these sentences:

- 📖 Walking is a good exercise.
- 📖 Tom enjoyed walking.
- 📖 Seeing is believing.
- 📖 Kaushik is fond of eating ice cream.

The words that are underlined are formed by the '**verb + ing**'. We can see that these words are used as subject of a verb, the object or complement of a verb, the object of a preposition. It is a verb – noun, and is called a **gerund**. A gerund will always end in -ing.

Now let's see these sentences:

- 📖 I love to walk.
- 📖 I like to build model aeroplanes.
- 📖 Kaushik loves to eat ice cream.

The words that are underlined also do the same work as the gerund. It also does the work of a noun. It is in the 'to be' form and is called the **Infinitive**. The infinitive does the work of a verb.

Read the following sentences. Identify the gerunds and infinitives and write them in the space provided.

Example:

📖 The time to think is now.

to think

1. I regret missing the first scene.
2. The class wanted to paint.
3. Grammar is easy to understand.
4. Repairing the remote should not be difficult.
5. Ram has an interest in reading.
6. Indira's hobby was growing roses.
7. To sing was Sheeba's hobby.
8. Jackson came to help Jerry.

C. Degrees of Comparison - Transformation :

It is possible to interchange the degrees of comparison of adjectives / adverbs, without changing the meaning of the sentences. You will understand this, when you study the following sets of sentences carefully.

Examples: Model - I

1. a. Our body is the **most marvellous** machine ever built by God. (Superlative)
 b. Our body is **more marvellous** than **any other** machine ever built by God. (Comparative)
 c. **No other** machine ever built by God is as **marvellous** as our body. (Positive)
2. a. Asia is the **largest** continent in the world. (Superlative)
 b. Asia is **larger** than **any other** continent in the world. (Comparative)
 c. **No other** continent in the world is as **large** as Asia. (Positive)

Model - II

1. a. Nail biting is **one of the most disgusting** habits. (Superlative)
 b. Nail biting is **more disgusting** than **many other** habits. (Comparative)
 c. **Very few** habits are as **disgusting** as nail biting. (Positive)
2. a. Wordsworth is **one of the greatest** English poets. (Superlative)
 b. Wordsworth is **greater** than **many other** English poets. (Comparative)

c. **Very few** English poets are as **great** as Wordsworth. (Positive)

Model - III

1. a. Kaushik is **more inquisitive** than Kavya. (Comparative)
b. Kavya is **not so/as inquisitive** as Kaushik. (Positive)
2. a. The chimpanzee is **cleverer** than the gorilla.
b. The gorilla is **not so/as clever** as the chimpanzee.

Transform the following sentences into other degrees of comparison:

1. The cat is sweeter than any other pet animal.
2. Very few inventions are as amazing as the computer.
3. Iron is the most useful metal.
4. Coffee is not so good as tea.
5. The peacock is more colourful than many other birds.
6. Vellore is hotter than Coimbatore.



Listening Skill

(Listen to the instructions and follow them)

Have you come across people with unruly and indecent behaviour? If so, narrate some incidents, where people behave so.

Imagine you are all invited to dine with a VVIP. Your teacher will give you some instructions on how to dine on such occasions. Listen to the instructions carefully and mime appropriately.



Speaking Skill

(Read the following interview with the 'Kalpana Chawla' Awardee, Dr. A. Pushpanjali, mother of the 15 year old Hithendran - the organ donor.)

Interviewer: Good evening, Madam. We are very happy to have you here with us. Have you ever thought that this incident would create awareness among the public?

Dr. A. Pushpanjali: No, we never thought that this incident would bring such an awareness among the public.

Interviewer: Doctor, what made you both take such a decision?

Dr. A. Pushpanjali: Being doctors ourselves, we have handled many critical situations. It was my husband's decision to donate our son's organs.



Hithendran

Interviewer: As a mother, was it easy to take such a decision for you?

Dr. A. Pushpanjali: As a mother, I hoped for a miracle to happen. Our education in this field played a major role. So, it was easy to accept it.

Interviewer: What impact did it create on the public?

Dr. A. Pushpanjali: The people were enlightened about organ donation. Now a days more people are coming forward to donate the organs of their loved ones once they are declared 'brain dead'.

Interviewer: How many people have been benefitted from this incident? If so how?

Dr. A. Pushpanjali: From 2008 till date, 86 people have donated their organs and 476 people have benefitted. Our decision has created a great awareness on organ donation among people. You could call it the 'Hithendran Effect'.

Interviewer: Are you happy about the award you have received?

Dr. A. Pushpanjali: I am very thankful to the TN Government for recognising our act. This has triggered a chain reaction among the common people. The Government has also started an Organ Donation Committee. Donation means '**Dhaanam**'. We don't expect anything in return. Having donated our son's organs benefitting 70 people, we feel we have won innumerable awards.

- ♫ *Everyone should donate blood once in six months.*
- ♫ *Everyone should pledge to donate his eyes after his natural death.*
- ♫ *Everyone should pledge to donate all his vital organs in case he is declared brain dead.*

Interviewer: Thank you, Madam. We are indeed honoured to have you here with us today. *Organ Donors are Heroes! In the simplest of terms, heroes save lives and so do Organ Donors. They differ from the other donors. They live forever in those persons who receive the transplant of the donated organs, though as a person they are dead.*

Form pairs. Imagine yourselves to be the interviewer and the interviewee. Prepare for an imaginary interview with the following personalities. Read it aloud for the others to listen.

- ♦ Kalpana Chawla
- ♦ Dr. A.P.J. Abdul Kalam
- ♦ A.R. Rahman
- ♦ The Spiderman



Writing Skill

A. Letter Writing - Informal

Your friend is very fond of junk food. He /She keeps eating anything, anywhere, anytime. Write a letter to him / her asking him / her to put an end to his / her habit of eating JUNK FOOD and to become more health conscious.

B. Writing Article for a Newspaper - Here are a few tips on how to write an article for a newspaper.

The beginning of each newspaper article (the first paragraph) is called the **lead** (one or two sentences long); the lead should summarize the main facts of the article, telling the 5 W's (who, what, when, where, and why) and how. The first paragraph should also contain a **hook**, something that grabs the reader's attention and makes the reader continue to read the rest of the article.

Write an article to the newspaper about the awareness programme on eye donation you attended recently. Follow the tips given above.

Language functions



A. One of your friends needs your help to fill in this hospital admission form. Please do the needful.

Patient's Name		
Age		
Sex	Male / Female	
Address		
Contact No.	Phone:	Mobile:
Ailment		
Admitted on		
Name of the patient's caretaker and relationship		

B. Here are a few words associated with hospitals. Translate the following into your mother tongue.

OPERATION THEATRE	
INTENSIVE CARE UNIT	
CHEMIST'S SHOP	
OUTPATIENTS	
VISITING HOURS	
BLOOD BANK	
EMERGENCY CARE UNIT	
AMBULANCE	

Poem

Be Glad Your Nose Is On Your Face

Jack Prelutsky was born in Brooklyn, New York in 1940. He is the author of more than 50 anthologies. He has also set his poems to music on the audio CDs of his anthologies. He often sings and plays the guitar on most of his poems.

Be glad your nose is on your face,
not **pasted** on some other place,
for if it were where it is not,
you might dislike your nose a lot.

Imagine if your **precious** nose
were **sandwiched** in between your toes,
that clearly would not be a treat,
for you'd be forced to smell your feet.

Your nose would be a source of **dread**
were it attached atop your head,
it soon would drive you to **despair**,
forever tickled by your hair.

Within your ear, your nose would be
an absolute **catastrophe**,
for when you were obliged to sneeze,
your brain would rattle from the breeze.

Your nose, instead, through thick and thin,
remains between your eyes and chin,
not pasted on some other place—
be glad your nose is on your face!

- Jack Prelutsky

'Our nose is our personal air-conditioning system: it warms cold air, cools hot air and filters impurities.'



Glossary

pasted - stuck
precious - valuable
sandwiched - pressed between two things
dread - fear
despair - lose hope
catastrophe - sudden great disaster

Appreciation (Rhyme Scheme)

You have learnt 'rhyme scheme' in Unit - 1.

Stanza 1	Stanza 2
face - a	nose - c
place - a	toes - c
not - b	treat - d
lot - b	feet - d

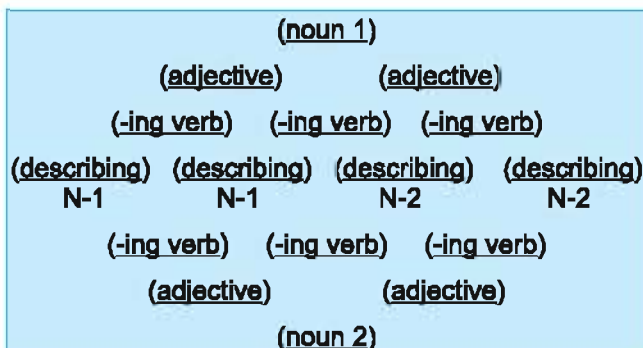
Mark the rhyme scheme for the other three stanzas.

Let us understand

1. What actually should you feel glad about?
2. Pick out five pairs of rhyming words from the poem.
3. 'Be glad your nose is on your face,
not pasted on some other place,'
a) Why does the poet ask us to be glad?
b) What would happen if the nose were pasted on your head?
4. 'Within your ear, your nose would be an absolute catastrophe,'
a) Where would the nose be an absolute catastrophe?
b) Why would it be a catastrophe?
5. Imagine that your nose is placed on your forehead. How would you react to it?

Project

You would have learnt about 'cinquain' poems in class VI. Have you heard about 'Diamonte' Poems? A Diamonte Poem is arranged in a diamond pattern using seven lines in the following manner:



Teacher
Strict, patient
Teaching, helping, motivating
Philosopher, guide, playful, naughty
Reading, writing, talking
Clever, studious
Student.

Here is an example of a diamonte poem about a teacher and a student.

Try to find some more interesting 'diamonte' poems and write them in your note.

Visit to the Dentist

- By Eric - Franke

Let's Laugh and Think as Well!

- ✓ "Open wider." requested the dentist, as he began his examination of the patient. "Good God !" he said startled. "You've got the biggest cavity I've ever seen - the biggest cavity I've ever seen." "OK Doc !" replied the patient. "I'm scared enough without you saying something like that twice." "I didn't !" said the dentist. "That was the echo."
- ✓ A little boy was taken to the dentist. It was discovered that he had a cavity that would have to be filled.
"Now, young man," asked the dentist, "what kind of filling would you like for that tooth?"
"Chocolate, please," replied the youngster.
- ✓ Young girl: "Daddy, when I grow up, shall I become a Cardiologist or a dentist?" Father: "Dentist." Young girl: "Why father?" Father: "We have only one heart, but 32 teeth!"

I was just entering the door when Beena said, "The dentist's office called to remind you of your appointment for tomorrow." "Well, thank you for bringing me that piece of happy news," I replied. "I am so excited about seeing Dr.'Pain' again." "Oh! Don't be such a child," Beena replied. "Dr. Mary is part of the group of medical professionals that tend to your health and your well-being." "Maybe so," I said "but sometimes I really think I envy people with false teeth. They can just mail them in to get them taken care of."

As I stepped off the elevator on the sixth floor of the Professional building that familiar scent hit me. It was that same unique scent that all dentists' offices have. "Good morning Mr. Franke! And how are you today?" chirped the happy receptionist. "Let me tell you," I said. "I was doing OK until I stepped off the elevator and got a whiff of that smell. It always brings back memories of pain and suffering." "Oh, come on now Mr. Franke, we are not that mean, are we?" I chose to ignore her comment and settled down to read a magazine. But the happy receptionist kept chattering about a variety of unimportant matters. "Oh, by the way, Mr. Franke, for our records we need to know if you have a middle initial." "No, I do not," I replied. "I come from a very poor family and we couldn't afford middle names." "Oh! How cute! You are a real comedian, aren't you Mr. Franke?" she replied. After that encounter she stopped bothering me with her trivialities.

Soon a dental hygienist appeared in the doorway and pointed to me. "You are next, sir. Please follow me." We walked along a hallway with rooms on both sides. There were sounds of whizzing drills and moans of pain from patients in obvious agony.

Mundane elevator music formed the accompaniment for a scene reminiscent of a horror film. "Here we are, please be seated," said the hygienist and pointed to the chair. A bib was placed under my chin and I assumed it was intended to keep blood from ruining my clothes. She began to don all kinds of protective gear. Her hair was totally covered and she wore a mask and a complete face shield. She put on rubber gloves and seemed to be ready to begin. I tried to figure out if she was protecting herself or me. Perhaps she had some horrible disease that she didn't want me to catch. But I didn't think it was fair for her to be equipped as though she was going into space and all I had was a paper bib.

"I'm not hurting you, am I?" she mumbled from behind the face mask. Both of her hands were in my mouth, so how did she expect me to answer? Why don't dentists work out some hand signals for the patient to use to respond? Like one finger for 'yes' and two fingers for 'no'.

After scrapping and chiselling to remove the tartar buildup I was told to sit up to rinse. Getting up from the prone position in the chair is not an easy task. My legs were flailing wildly and I almost ripped off the armrests while trying to get my big body to a sitting position. I was sure that this was a wonderful way to tighten your stomach muscles but that wasn't the reason for me being here.

"Now," said my bundled-up friend, "I am going to brush your teeth to make them shining-white and today we are featuring grape-flavored paste." "Oh no," I thought. "I hate the flavour of grape."

● Toothbrushes should be kept far away from the lavatory. Use closed containers to store them safely.

After the hygienist had finished her part of the torture, she rang a bell to notify Dr. Mary to come in to do the final examination. My friend had removed her protective garb and I finally got a look at her face. I couldn't help wondering why anybody in their right mind would spend their day groping in people's mouths. There is absolutely nothing attractive about wide open, gaping jaws. No wonder they cover up the way they do.

Dr. Mary came into the room and greeted me warmly. "Well, let's see what we may find today," she said. I was praying that she wouldn't find something that would cause me some more pain. She probed and picked at each tooth and mumbled information to the assistant who was with her. "Let's keep an eye on this one," I heard her say. The assistant made some notes and I assumed it wouldn't be long before I'd have some work done in that area. "Oh," she said suddenly to the assistant. "Have you ever seen a mulberry molar?" She mentioned an elaborate medical term for this kind of tooth. "No," said the assistant, "but I remember learning about it in dental school." "Well, take a look," said Dr. Mary.

● Prolonged use of lipstick causes small damages of tooth enamel leading to formation of cavities.

Suddenly the assistant was in my mouth poking around and obviously excited to finally get to see a genuine mulberry molar. I was now a one man freak show. Hey, why not call in the other members of the staff and perhaps the patients in the waiting room would like to take a peek. At the next neighborhood cocktail party, I must remember to show off this much priced possession. I would undoubtedly be the hit of the party with everyone wanting to poke around in my mouth. "He might have had some childhood disease that caused this," said Dr. Mary to the assistant, acting as though I wasn't even there. Well, anyway I was glad that I could contribute to the furthering of their education. Perhaps I should get some consideration when it came to paying my bill.

"This was certainly one of the most expensive torture sessions I have ever experienced," I said to the happy receptionist when I got the bill. "Oh, come on now Mr. Franke," she responded. "Why don't you show me a big smile so I can see your shiny white teeth? There, now you are ready to go out to charm the entire world. Have a nice day!"

"Tell me, how it went on at the dentist?" Beena asked when I got home. "Well, I just learned that I have a mulberry molar which is evidently something that is extremely rare. I have decided to sign on with the next sideshow that comes to town because I think I can make a lot of money with it." "Oh boy, you are a real comedian, aren't you?" "Funny, that's what the happy receptionist thinks too."

Glossary

don	- wear
whizzing	- a humming / buzzing noise
bib	- a pair of overalls that covers the chest
flailing	- moving uncontrollably
garb	- apparel
groping	- examining
mumbled	- muttered

I. Answer the following briefly

1. Why did Mr. Franke hate going to the dentist?
2. Why does the author envy people who have false teeth?
3. What did the dental hygienist inform the author?
4. What did the sounds of drills and moans from patients indicate?
5. What was the purpose of the bib?
6. What was Dr. Mary fascinated about while examining the author's defective teeth?
7. What is the probable cause of Mulberry Molar?
8. Why does the author's wife endorse the opinion of the hospital receptionist that he is a comedian?

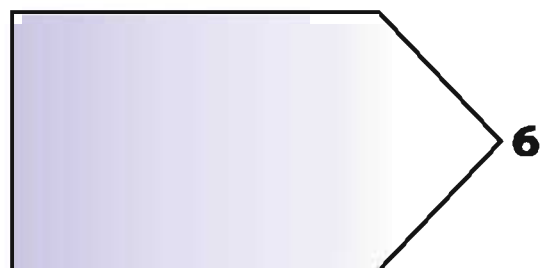
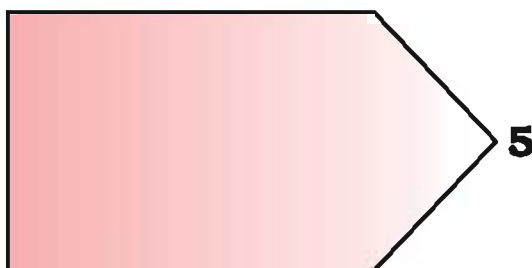
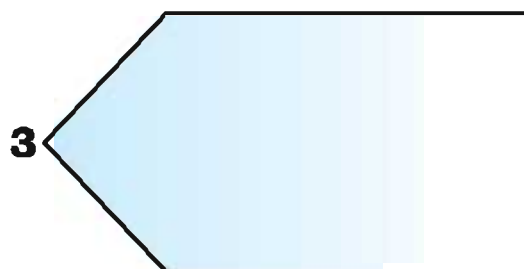
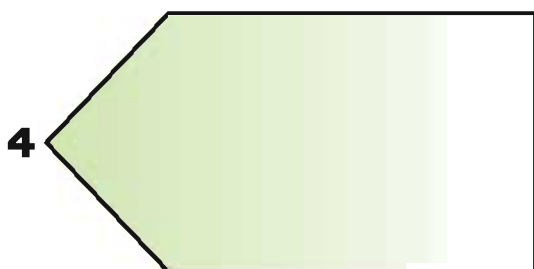
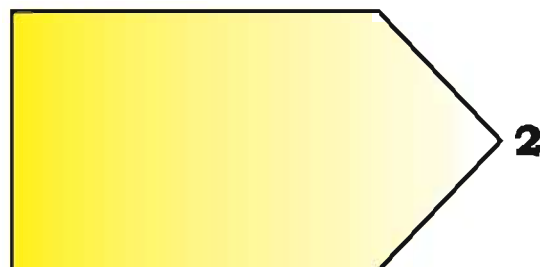
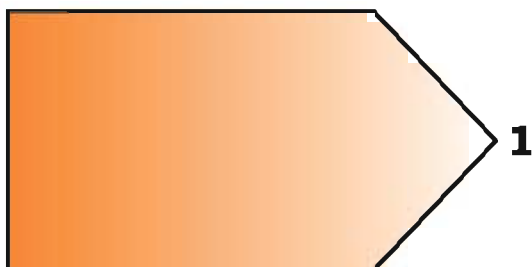
II. Answer each of the following questions in a paragraph

1. Describe the torture experienced by the author at the dentist hospital.
2. Which part of the story did you enjoy the most? Why?
3. Have you ever been to a dentist? If 'yes' share your experience with your friends.

Project

Visit your family dentist and collect some important tips on dental health and hygiene. Collect some rare photographs from him and make a scrap book. Display it in your classroom or circulate it among friends.

A. Arrange in the sentences given below in the correct sequential order:



Dr. Mary came in after the hygienist finished her work. Dr. Mary was surprised to see a mulberry molar in his mouth.	When he reached the sixth floor, he was greeted warmly by the receptionist.
He was then called in by a roly-poly hygienist and asked to tie a bib under his chin.	Beena informed Mr. Franke about his appointment with the dentist, Dr. Mary.
She immediately called her assistant and showed her this strange tooth. This made the author feel very embarrassed.	She scrapped and chiselled to remove the tartar from his teeth and asked him to rinse his mouth with grape-flavoured paste.

CLASSIFICATION OF TEXTBOOK ACTIVITIES

Formative Assessment-a

UNIT	PAGE No.	QUESTION NO.	INSTRUCTION IN THE TEXTBOOK
I	104 105-106	Vocabulary Reading Skill	Pick out homophones Read the following...
	113	Listening Skill	Listen to the simple poem ...
	107-108 113	Speaking Skill (1-5)	Pick out Headlines Give directions Answer yes/no Questions Debate
	114	Language Functions (1-5)	Project
	113-114	Writing skill	Letter writing
	117	Mind Map	Preparing a Mind Map
II	122-123	Vocabulary	Choose Synonyms Choose Antonyms
	128	Listening Skill	Listen to instructions...
	128-129	Speaking Skill	Group Activity Each one to read the interview in the form of a dialogue
	129-130 136	Writing Skill (2)	Letter writing (An article to a newspaper) Arrange the sentences in sequential order
	132,135	Project Work (2)	Try to find some more diamante poems Visit your family dentist...
	130	Language Focus/Functions (a&b)	a) Fill in the hospital admission form b) Translate the following

CLASSIFICATION OF TEXTBOOK ACTIVITIES

Formative Assessment-b

UNIT	PAGE No.	QUESTION NO.	INSTRUCTION IN THE TEXTBOOK
I	104	Questions I,II,III	True or False, Reading Comprehension and Answer ...
	115	Question I	Answer ...
	102-103	Vocabulary	Pick out Homophones, Complete the exercises
	106 109 112	Grammar	Identify and use passive voice Imperatives Rewrite sentences with question tags.
	107	Writing Skill	Expand Headlines
	115	Project	Collect similar poems in vernacular language
II	118-122 132	Questions in boxes Poetry questions	Answer the questions Answer the questions (1-5)
	118-124	Vocabulary Abbreviations (IV) Idioms	Glossary Choose Synonyms Choose Antonyms Rewrite sentences Refer to Dictionary... Find out...
	124-125	Reading Skill	Read the News paper...
	126-128	Grammar	a) Direct to Indirect b) Gerunds and Infinitives c) Transformation of sentences (Degrees of comparison)
	132	Rhyming scheme	Mark rhyming scheme

'I can, I did'
Student's Activity Record

Subject:

Sl. No.	Date	Lesson No.	Topic of the Lesson	Activities	Remarks