

UNIT



PEOPLE

SUMMARY

SECTION	In this UNIT the students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction		<ul style="list-style-type: none"> responding to personal inventory 			
(A) An Exemplary Leader	<ul style="list-style-type: none"> working out the meanings of new words identifying the main points of a story recognising how a story is organised using a dictionary effectively 	<ul style="list-style-type: none"> sequencing writing an e-mail completing a story writing short responses writing a speech 	<ul style="list-style-type: none"> learning to present your view through a group discussion reaching a consensus discussing solution to problems 	<ul style="list-style-type: none"> listening to a speech 	<ul style="list-style-type: none"> Using and understanding words that describe personal qualities of a person.





SUMMARY

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	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
(B) A Burglary Attempt	<ul style="list-style-type: none"> • Writing a newspaper report 	<ul style="list-style-type: none"> • taking notes • writing a description of a person in a paragraph form 		<ul style="list-style-type: none"> • listening to an interview
(C) Can you know people you haven't met?	<ul style="list-style-type: none"> • analyzing, interpreting, inferring and evaluating information from a poem • drawing conclusions from available facts • comparing different styles of writing 	<ul style="list-style-type: none"> • completing sentences • writing an informal letter • sentence construction using words of probability • report completion 		<ul style="list-style-type: none"> • using words which express different degrees of probability

UNIT 1

PEOPLE

Introduction: Students complete the personal inventory individually. Teacher can ask a few students at random to read out their inventory, if they are (willing) to share their personal details.

A. An Exemplary leader

A.1. Individual reading followed by pair work and a general discussion.

A.2. Individual work.

Answers: trustworthy
 problem-solving
 meticulous
 decision-making
 willing to take risks.

A.3. Teacher has a class discussion. While the tips on composing e-mails are discussed the teacher writes the key features on the blackboard. SMS language should not be used.

A.4. Individual work-preferably in class.

A.5. Individual silent reading and comprehending of the text.

A.6. Individual work. Teacher gives out the correct order and the students self-check.

1. Scientists were working for 12-18 hours at Thumba.
2. Scientists had heavy work pressure but they were loyal.
3. A scientist approached the boss for permission to leave at 5.30 pm to take his children to the exhibition.
4. The boss consented.
5. The scientist became engrossed in his work and went on working till 8.15pm.
6. Suddenly he remembered his promise to his children.
7. He rushed home anticipating the disappointment of his children.
8. To his surprise, he learnt that his boss had kept his appointment for him.



A.7. Pair work

Scientist - Laborious, tireless, diligent, workaholic

Boss - Unassuming, authoritative, thoughtful, kind-hearted, sympathetic, sagacious

A.8. Creative writing. Homework or class work. Anything that is thematically and grammatically correct can be accepted.

A.9. Listening Activity

Speech by Dr. APJ Abdul Kalam - Students will complete the details as they listen.

I have three visions for India.

In 3,000 years of our history, people from all over the world have come and invaded us, captured our lands, conquered our minds. Right from Alexander onwards, the Greeks, the Turks, the Mughals, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? It is because we respect the freedom of others. That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

My second vision for India is Development. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among the top 5 nations of the world in terms of GDP. We have a 10 per cent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognized today. Yet we lack the self-confidence to see ourselves as a developed nation; self-reliant and self-assured. Isn't this incorrect?

I have a Third vision, India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the department of space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

I see four milestones in my career:

One: Twenty years I spent in ISRO. I was given the opportunity to be the project director for India's first satellite launch vehicle, SLV3. It is the one that launched Rohini. These years played a very important role in my life as a Scientist.



Two: After my ISRO years, I joined DRDO and got a chance to be the part of India's missile programme. It was my second bliss when Agni met its mission requirements in 1994.

Three: The Department of Atomic Energy and DRDO had this tremendous partnership in the recent nuclear tests, on May 11 and 13. This was the third bliss. The joy of participating with my team in these nuclear tests and proving to the world that India can make it, that we are no longer a developing nation but one of them. It made me feel very proud as an Indian. The fact that we have now developed, for Agni, a re-entry structure, for which we have developed this new material. A very light material called carbon-carbon.

Four: One day an orthopaedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic calipers weighing over three kg. each, dragging their feet around. He said to me, "Please remove the pain of my patients." In three weeks, we made these floor reaction Orthosis 300 gram calipers and took them to the Orthopaedic centre. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was my fourth bliss!...

We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the first in milk production. We are number one in Remote Sensing Satellites. We are the producer of rice. Look at Dr. Sudarshan, he has transferred the tribal village into a self-sustaining, self-driving unit. There are millions of such achievements.

Answers to the blanks based on the speech of Dr. A.P.J. Abdul Kalam

- The Greeks, the Turks, the Mughals, the Portuguese the French and the Dutch.
- Freedom
- Development
- Dr. Vikram Sarabhai, Prof. Satish Dhawan, Dr. Brahm Prakash
- Milk production and wheat

A. 10. Explain the use and importance of 'CODER'

A. 11. Speech writing using 'CODER' - Individual work. Remind students to

- Address the gathering in the beginning
- Thank the gathering at the end
- Write in paragraphs



B. BURGLARY ATTEMPT

B.1.

	A	B	C	D
Face	bearded	around	angular	unshaven
Hair	receding	balding	plaited	wavy
Dress	Well tailored formal	casual	elegant	ill-fitting
Build	medium	over weight	slim	lanky

B.2.

Shape of face	Complexion	Eyes	Hair	Nose	Lips	Teeth
pear-shaped	fair	twinkling	wavy	protruding	thick	gapped
square	pale	shifty	close cropped	large	thin	discoloured
round	swarthy	staring	untidy	up turned		broken
oval			short	pointed		close-set
			neat			

B.3. Listening Activity

Students complete the notes while listening to the interview

Inspector: Hello, madam. I am inspector Man Singh. I am in charge of the burglary case which occurred in the flat of your employer, Mr. Ravikant. It must have been a harrowing experience for you.

Lakshmi: Yes, it was a terrible experience. People like that should be locked up in a prison.

Inspector: If you will cooperate with us, we will catch them in no time. Were you alone in the apartment at that time?

Lakshmi: Yes, it was 11:30 in the night and I was alone as my master and his wife had left for Shimla.

Inspector: How do you think the burglar gained entry into the house?

Lakshmi: He might have come through the balcony and entered my room.



Inspector: Now tell me something about his physique. What about his build? How tall was he?

Lakshmi: He was about 6 ft tall.

Inspector: What about his physique?

Lakshmi: He was not thin. He was well-built and rather plump.

Inspector: What about his dress? What was he wearing?

Lakshmi: I think his clothes were rather old and faded. He was wearing a black shirt which was faded.

Inspector: Do you remember the colour of his trousers?

Lakshmi: They were of a dark shade -either black or blue.

Inspector: Can you tell me something about his face?

Lakshmi: Unfortunately no. When he entered my room I panicked. But then I gathered courage and screamed and tried to run away. But I was a bit late. He struck me with a staff and I really don't remember anything after that. May be I was knocked out.

Later on, I came to know that he broke into the bedroom and ran off with the jewellery. But the watchman Ram Singh, who tried to catch him may be able to describe him better.

Inspector: Ok Lakshmi, thank you! If I need your help I will come again. You may have to identify the burglar. Now, I will speak to Ram Singh.

Inspector: Ram Singh you were on duty and you tried to catch the burglar. You may be able to give a good description of him. First, tell me about his hair.

Ram Singh: He had straight black hair and lots of it.

Inspector: What about the shape of his face and his complexion?

Ram Singh: He had an oval face with grey eyes and I think he was dark complexioned.

Inspector: Did he wear spectacles?

Ram Singh: Yes, with a plastic frame and his nose was rather sharp.

Inspector: What else can you remember about him? What about his teeth and lips?

Ram Singh: His lips were quite thick.

Inspector: Is there anything else that you remember about him?

Ram Singh: When I heard some noise from inside, I ran in. I tried to stop the burglar and



we had a scuffle. During the struggle I noticed that he had six fingers on his right hand. But he managed to run away and made good his escape on a motor bike.

Inspector: Thank you Ram Singh. We will make sketches on the basis of your description and nab him.

B.3. Parallel writing. Care should be taken that it is descriptive in form.

DESCRIPTION	
Build	Well-built and plump
Height	Tall 6 ft.
Clothes	Old and faded black shirt and dark trousers
Shape of face	Oval
Complexion	Dark
Eyes	Grey
Hair	Thick, black
Nose	Sharp
Lips	Thick
Teeth	
Special features	Sixth finger in his right hand

B.4. Class assignment. The students can give any imaginative details.

C. Can you know people you haven't met.

C.1. Read the poem to the class or the students read it silently. The poem is for reading comprehension, not literary study.

C.2. Individual written work.

1. big, tall, religious, and not interested in farming.
2. she had a sandbox to play in, and toys (a rubber cow, a rusty tractor, a broken plough, and a doll in overalls)
3. the bedroom wall was papered with lilacs, and the kitchen shelves were covered with oilcloth
4. (various answers possible)

(Alternatively, C1 and C.2 could be assigned for homework)



C.3. Whole-class discussion of expressions of probability - oral examples followed by individual written work,

C.4. Individual written work, various answers are possible.

Probable answers

- which suggested that the family had left.
- It seems likely that
- It appears that

Also, it is probable that

C.5 Remind students that everything ranges to the left-hand margin in a formal letter. Indicate spaces, no punctuation, appropriate salutation and complementary close.

C.6 Guide students in the class through the steps of CODER. Take them through to the fourth step (Editing), then ask them to write out the letter as homework.



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