

# EQUIVALENCY TEXTBOOK

STANDARD X

ENGLISH



Government of Kerala  
Department of General Education

---

Prepared by



Kerala State Literacy Mission Authority (KSLMA)

2020

## National Anthem

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

## Pledge

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

*Prepared by:*

**Kerala State Literacy Mission Authority (KSLMA)**

'Aksharam', Near Pettah Boys HSS, Pettah P.O.

Thiruvananthapuram - 695 024

Ph: Off. (0471) 2472253/2472254 Tele-Fax : (0471) 2462252)

E-mail : [info.kslma@kerala.gov.in](mailto:info.kslma@kerala.gov.in), Web: [www.literacymissionkerala.org](http://www.literacymissionkerala.org)

First Edition : 2020

Cover design & Layout : **Sanil Alathoor**

Printed at : KBPS, Kakkanad, Kochi-30

Price : ₹ **50.00**

(C) Department of Education, Government of Kerala

## Perface

**The** Standard X English coursebook of the Equivalency Programme has been specifically created for those who come back to complete their schooling after a break. We know that you are no longer young persons, sitting in a tenth year school classroom. You may be in different stages of adulthood, with much wider experience, and facing the day to day challenges of life. Some of you have come back to your studies after long years, even after retirement! We wish to welcome you to the wonderful world of learning English.

We know that you have higher levels of understanding and wider experiential knowledge than the regular school going students. This has made us choose texts and activities that suit your level of knowledge and experience. You already know some English, and you can learn more at any time. There is a belief that English is difficult to learn, particularly after reaching adulthood. This is not true. It is never too late. We have made it easy for you to learn the language, and you can use this book to learn English even without a teacher. But, of course you will have teachers to help you, but the responsibility of learning is totally on you.

We have included short texts of different kinds in each lesson, followed by activities for learning new words, to learn grammar and to use English for day to day needs. The activities are from familiar contexts, and you can do them individually or with classmates. The reading texts include stories, poems and extracts from newspapers, blogs and online articles. These are built around topics related to the social and cultural life in our country. Each unit ends with a revision test. Do not feel bad if you make mistakes. We can learn a language only through making mistakes and then correcting them.

We wish you all success in your studies, career and life. Remember to go beyond this English coursebook, read simple books in English, listen to English videos and audio, keep a diary in English and write something every day, and more importantly, practice speaking in English with friends.

**Dr. P S Sreekala**

Director

*Kerala State Literacy Mission Authority*

## EQUIVALENCY TEXTBOOK STANDARD X

### *Prepared by:*

<b>Jalson Jacob</b>	Assistant Professor of English, Govt Polytechnic College, Vennikulam
<b>Dr. Dhanya Ravindran</b>	Assistant Professor of English, Govt Polytechnic College, Kalamassery
<b>Manchusha Madhusudhanan</b>	Assistant Professor of English, Maharajas College, Ernakulam
<b>Anitha S</b>	Assistant Professor of English, Govt College, Tripunithura
<b>Sony Mathew</b>	Assistant Professor of English, Maharajas Technological Institute, Trissur
<b>Dr. Sanchita J</b>	Associate Professor of English, Govt. Women's College, Trivandrum

### *Editorial Assistance*

**Dr. Sulfia Santhosh**  
**Neeraja R**  
**Bhagya Rajeswari**

### *Illustration*

**Bimalkumar S**                      Teacher  
GMBHSS, Thevally, Kollam

### *Academic Coordinator*

**Dr. Lal C A**                      Professor of English, School of Distance Education,  
University of Kerala

### *Coordination*

**K. Ayyappan Nair**              Asst. Director, Equivalency and Academic, KSLMA

### *Coordination Assistance*

**Renchi S S**                      Programme Officer, KSLMA

# CONSTITUTION OF INDIA

## Part IV A

### Fundamental Duties of Citizens

#### Article 51 A

#### **Fundamental Duties: It shall be the duty of every citizen of India.**

- (a) to abide by the Constitution and respect its ideals and Institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India, transcending religious, linguistic, regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements.
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the cause may be, ward between ages of six and fourteen years.

## CONTENTS

Unit	Title	Pages
<b>Unit 1</b>	<b>WAYS OF LEARNING</b>	<b>7</b>
	The Burning Rice Fields	8
	Encroachment	14
	Severn Suzuki	20
	Masagi, Johnsi and Calvert	25
<b>Unit 2</b>	<b>WAYS OF ENSURING</b>	<b>35</b>
	Introduction	37
	Still I Rise	39
	Laxmi, Kalki and Shila	42
	Gender Equality	49
<b>Unit 3</b>	<b>WAYS OF SHARING</b>	<b>59</b>
	A Hundred Likes	61
	Kerala Floods	66
	A Generation who Sees but is Blind	69
	Why Kerala Loves its Newspaper	74
	Mollywood : The Beginnings	78



## Unit 1

# WAYS OF LEARNING

### Let's begin

How many of these things do people learn in schools?

Place a tick mark against those taught in schools

1. How to repair a leaking tap.
2. What to do when a bee stings.
3. What to do when there is a sudden flood.
4. How to be happy in life.
5. How to milk a cow.
6. How to behave well to people.

## Language in Use 1

**1.1 Where** do we get knowledge from? Do we learn lessons from the world around us? Discuss with your friend and write two sentences on this.

Here is an old story from Japan about an old man. He used the lessons he learned from his life to save the lives of many people.

Before reading, look at the words in bold and find their meaning in the 'words explained' section given after the story.

### The Burning of the Rice Fields



Once there was an old man who lived with his grandson, far away in Japan. Their house was on top of a **flat mountain**. All the villagers lived in their small houses below, near the sea. Their paddy fields were all on top of the mountain, close to where the old man lived. Mornings and evenings, the old man and Tada, his little grandson, would look far down at the people in

the village. They would watch the blue sea which lay all around the land. Tada loved the rice fields dearly, for they gave the people their food. He often helped his grandfather to watch over them.

One day the grandfather was standing alone before his house. He looked far down at the people below, and suddenly he saw something very strange. The sea was **withdrawing** from



the shore. Hundreds of shiny shells and starfish could now be seen on the sea bed. He saw the villagers run on to the seabed to pick up the shells, as the sea kept going back.

The old man put his hands to his eyes and looked again. He had never seen

such a thing before. He remembered things that his own grandfather told him when he was a boy. He knew all the stories of the sea. Suddenly he turned and ran to the house. "Tada, Tada!" he cried, "bring a **brand** from the **hearth!**"

1. Where were all the paddy fields?
  - a. on the top of the mountain
  - b. below the mountain
  - c. near the sea
2. What did the old man see one day?
  - a. the sea going back
  - b. a big wave
  - c. the sea coming in

Tada did not know why his grandfather wanted fire. He was a good boy, and he always obeyed, so he ran quickly and brought the brand. The old man took it and ran towards the rice fields. Tada ran after him. To his great **horror** he saw his grandfather set fire to the dry paddy fields.

"Oh, Grandfather, Grandfather!" screamed the little boy, "What are you doing?"

The old man said nothing. He went on setting fire to the ripe rice fields.

Tada thought his dear grandfather had **lost his mind**, and he began to **sob**. Soon the field was **ablaze**, and thick

black smoke began to rise up. It rose like a cloud, black and **fierce**, and the villagers saw from below that their **precious** rice fields were on fire. Ah, how they ran! Men, women, and children climbed the mountain, running as fast as they could to save their fields. **Not one soul** stayed behind in the village below.

And when they came to the mountain top, and saw the beautiful rice crop all in flames, they cried bitterly, "Who has done this thing? How did it happen?"

"I did," said the old man, very **solemnly**; and the boy sobbed, "Grandfather set fire."



1. Why did the old man ask for a brand?
  - a. to light the hearth
  - b. because it was cold
  - c. to set fire to the paddy fields
2. Why do you think the old man set fire to the fields?
  - a. because he was mad
  - b. to make the people come up from the seashore
  - c. he liked seeing the fields burn

They all asked him “Why? Why?” “Look!” he said and pointed down to the sea.

They all turned and looked. And there, where the blue sea had lain so calm, a huge wave was rolling in. It was a **tsunami**, a really big one! No one could **scream**, so terrible was the sight. The wave came on to the land, passed over all the houses they had left behind. Another wave followed, and still one

more, and then all was water, as far as they could see. The whole village was gone. The wave then drew back, and nothing remained but a vast **plane** of wet sand.

But the people were all safe. And when they understood what the old man had done, they honoured him for his knowledge. His quick action had saved them all from the tsunami.



## Words explained

**flat mountain:** a high place with a flat top, also called a plateau.

**withdrawing:** going back

**seabed:** bottom of the ocean/sea floor

**brand:** a piece of burning wood

**hearth:** fireplace in kitchen

**horror:** feeling of fear and shock

**lost his mind:** became mad

**sob:** cry

**stalks:** stems of plant (here refers to paddy stalks)

**ablaze:** burning

**fierce:** very hard, strong or angry

**precious:** very valuable

**not one soul:** not a single person

**solemnly:** seriously

**tsunami:** big waves caused by earthquakes

**scream:** cry out in a loud voice

**plane:** a flat surface

**1.2. Answer** the following questions in one or two sentences.

1. From where did Tada get the burning brand?
2. Why could no one scream?
3. What happened to all the houses in the village?
4. How did the old man know there was going to be a tsunami?
5. Name three things you have learned from your parents, and not from school.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. Why is it important to learn lessons from people who lived before us?
7. Do you think that we can learn everything we need from schools and colleges? Why do you think so? Discuss with your friend and write a paragraph with five sentences.

### 1.3 Look at the picture in page 10.

What are Tada and his grandfather doing?

- They are running through the paddy fields.
- They are going to burn the dried plants.
- Grandfather is trying to save the people.

Here *run*, *go* and *try* are action words or verbs. See how they are used with –ing as *running*, *going* and *trying*.

With singular\* words we use ‘is’ and with plural words we use ‘are’. The word *they* is plural\*, while *grandfather* is a singular word.

\*(Singular means only one – e.g. Tada. Plural means more than one –e.g. Tada and grandfather)

Now look at these examples:

I *am studying* English.

You *are studying* computer science.

These are very similar to the sentences we read before, but here we used ‘am’ after ‘I’ and ‘are’ after ‘you’.

This form is used to talk about something that happens at the time of speaking.

So when we want to talk about an action that happens at the time of speaking we use this formula: ***is/are/am +action word+ -ing***

Look at the examples again:

1. The boy ***is burning*** the paddy fields.
2. The boy and his grandfather ***are burning*** the paddy fields.
3. The boy said, “I ***am burning*** the paddy fields.”
4. The people said, “You ***are burning*** the paddy fields”.

Fill in the blanks using the right words.

1. Geetha said, “You \_\_\_\_\_ hurting me.”
2. Achu and his friend \_\_\_\_\_ planning to go on a tour.

3. Sheeba \_\_\_\_ making some nice chappathis.
4. Anu said, "I \_\_\_\_\_ going to have my lunch."

Make four more sentences with is/am/are + action word + ing form about people you know.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Language in Use 2

**2.1.** What does the word 'encroachment' mean? (See the *words explained* section given after the poem.)

Find from the dictionary the meanings of 'encroach'. See if you can understand the following sentences.



1. Raghavan **encroached** on his neighbour's land and made a wall there.
2. The neighbour complained about this **encroachment**.

**2.1.1 Here** is a poem named "Encroachment", written by Neerada Suresh. Before reading, run your eyes through the poem and make a list of the words you do not know. Find their meanings from the **words explained** section given after the poem or from a dictionary. Note the meanings down against the words.

**2.1.2 Have** you noticed that sometimes birds make their nests in strange places; on electric posts, under roofs of building etc? Here is a bird which made its nest in a mailbox!

## Encroachment

One evening after work  
 Groping in the mailbox  
 For messages, letters from nowhere,  
 My fingers encountered  
 Sprigs, twigs and eggs.

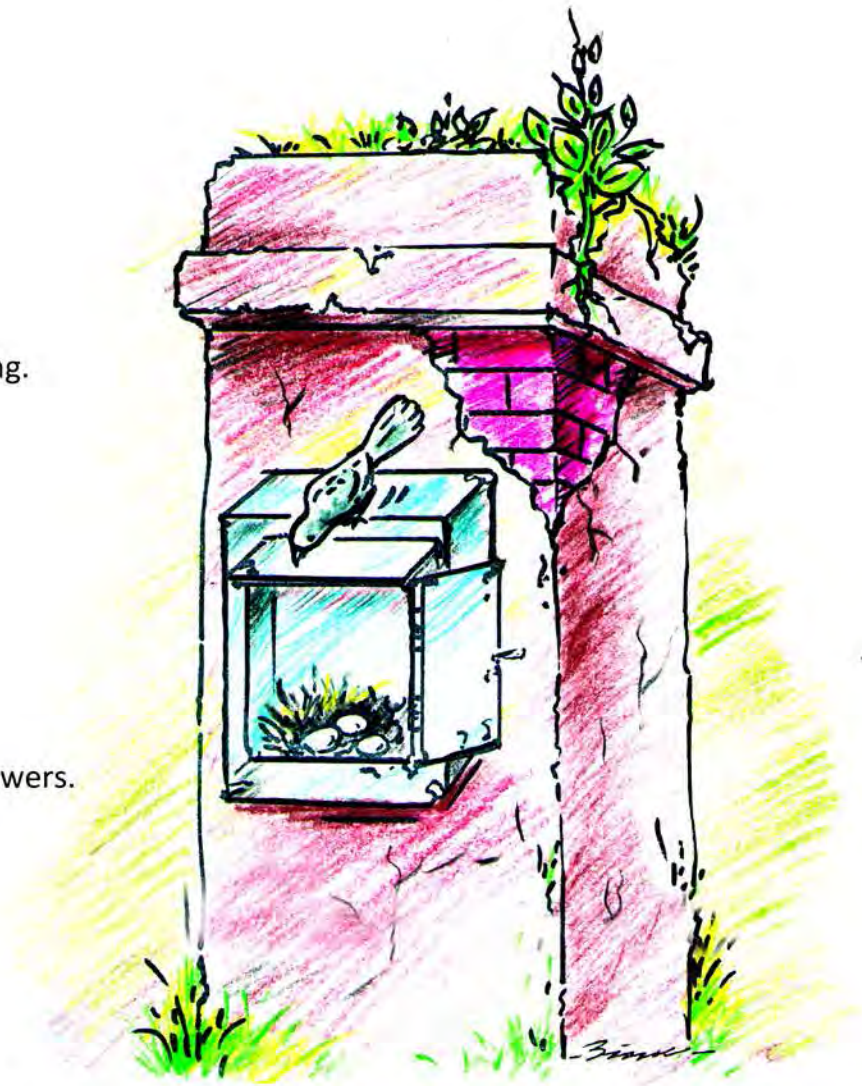
A bird had nested  
 Right inside my mailbox.  
 Annoyed, I cleared it all  
 Except for the eggs.

Later in the evening  
 A squall had me out  
 Hastily gathering, clothes left drying.

In the garden, hopping  
 In clumsy hurry, was a mynah  
 Balancing in its yellow beak  
 Twigs and slender sticks  
 Heading for my mailbox  
 Laboriously to rebuild  
 The cosy nest I had wrecked.

My vision blurred in the heavy showers.  
 The message I had missed  
 Quite clearly I read  
 In the incongruous nest  
 Hidden in the wooden box.

A slow persecution  
 Through a denuding of its habitat  
 Leaving no room to nest  
 Except in wooden post boxes nailed to concrete wall.  
 (Neerada Suresh <http://p4poetry.com>)



## Words explained

<b>encroachment</b>	: entering someone's territory without permission
<b>groping</b>	: feel with hands (e.g. <i>She groped inside her bag and took out a pen</i> )
<b>mailbox</b>	: letter box
<b>encountered</b>	: found, met
<b>sprigs</b>	: a small stem with leaves
<b>twigs</b>	: small wooden stems
<b>annoyed</b>	: became angry or irritated (e.g. <i>I was annoyed when the phone rang at 2 a.m</i> )
<b>squall</b>	: a sudden strong wind, sometimes with rain
<b>hastily</b>	: quickly
<b>gathering</b>	: collecting
<b>hopping</b>	: jumping with both feet (e.g. <i>I saw the crow hop about outside looking for grains</i> )
<b>in clumsy hurry</b>	: struggling to do the difficult work quickly
<b>heading for</b>	: going towards
<b>laboriously</b>	: with great difficulty
<b>cosy</b>	: comfortable
<b>wrecked</b>	: broke up, destroyed
<b>blurred</b>	: became unclear, (the author could not see clearly due to the heavy rain)
<b>showers</b>	: rains
<b>incongruous</b>	: not well made
<b>persecution</b>	: bad and unjust treatment
<b>denuding</b>	: cutting down of trees
<b>habitat</b>	: a natural place where a bird or animal lives (e.g. When we cut down trees birds and animals lose their habitat)
<b>no room</b>	: no place

**2.2.1 Read** the poem once and answer these questions as you read it.

1. What did the poet find in her mail box?
2. Which bird made the nest?
3. What made the author go out in the evening?
4. Who was “hopping in clumsy hurry”?
5. What blurred her vision ?
6. What happened to the bird’s habitat?

**2.2.2 Now** discuss the following in groups of four or five, and write down the answers.

1. What was the poet looking for in the mailbox?
2. What did she do to the nest in the mailbox?
3. Where do birds generally make their nests?
4. Why do you think it made a nest in the mailbox?
5. Who is the ‘wrecker’ in the poem?
6. Do we encroach on the habitat of birds and animals? Can you give two examples?
7. What valuable lesson did the poet learn from this experience?

**2.3 Talking** of the past.

Look at these sentences:

*The mynah is rebuilding its house.*

*The birds are flying away from the denuded forest.*

We use **is/are/am + verb + -ing** to talk about actions taking place at the time of speaking.

Sometimes we need to talk about past actions. Let us try changing these two sentences into the past forms.

*The mynah was rebuilding its house.*

*The birds were flying away from the denuded forest.*

See how we used was in the place of is and am, and were in the place of are?

Present	Past
<i>is, are, am</i>	<i>was, were</i>



Change the following sentences into the past form.

1. The club *is planting* many trees.
2. The club members *are taking* care of the trees they planted.
3. I *am planning* to water them every day.
4. There are many birds in the trees.
5. You are doing a lot of good.

**2.4** Here are some images. They tell us about important problems. Discuss with your friend, and write a short description under each image.




---



---



---



---




---



---



---



---




---



---



---



---




---



---



---



---

You can use words and expressions in the box below to improve your sentences.

used plastic pens, land management, reuse, recycle, child labour, destruction of forests, timber industry, impact on the environment.

**2.5** Some common environmental problems that we face today are given in column A. Match them with their descriptions in column B.

Column A	Column B
1. Extinction	A. Earth losing moisture and life, and becoming dry waste lands.
2. Desertification	B. The accumulation of plastic things in the soil and water.
3. Global warming	C. The problem of fuels like petrol becoming too costly for us to buy.
4. Plastic pollution	D. The earth's atmosphere becoming warmer due to the loss of trees and the production of gases like carbon dioxide.
5. Energy crisis	E. Some kinds of plants or animals that totally die out and disappear.

**2.6** Imagine that a student of your class presented the following speech on World Environment Day. But some words are missing. Fill in the blanks and complete the speech using the words from the train in the next page. Use your dictionary if you need.

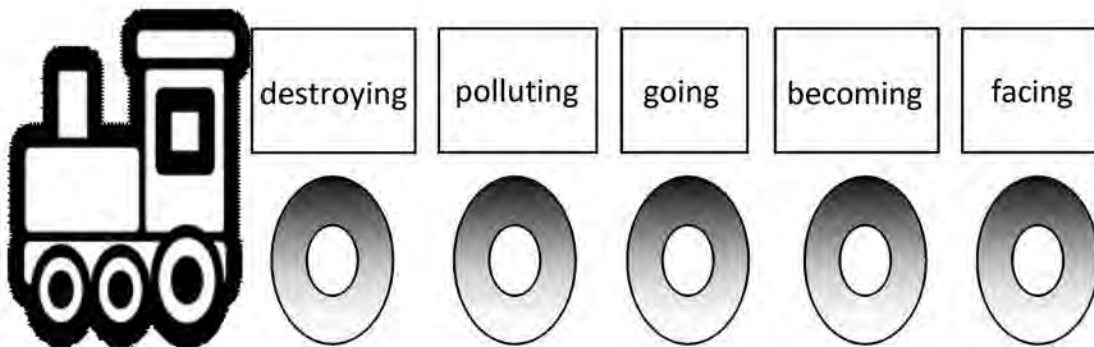
Goodmorning!

Respected teachers, and my dear friends,

I am here to talk on a very serious problem affecting us all. Pollution is a major threat that we are \_\_\_\_\_ today. Every day we are \_\_\_\_\_ the air, water and the atmosphere. The gases we use in fridges and air conditioners are

\_\_\_\_\_ the ozone layer. The plastic cups, plates and pens we use and discard are \_\_\_\_\_ a burden to the earth. They will go on polluting the land and lakes even after we are dead and gone. Today, I request you to join me in the effort to save our planet. I am sure you are \_\_\_\_\_ to join me in this big responsibility.

Thank you.



## 2.7 What can we do?

a. The earth is our only home, and we alone can save it. Let us see what we can do. Here are five sentences on steps we can take to save our planet. Complete them using suitable words from the word-cloud in the next page.

1. Wetlands prevent floods. We should \_\_\_\_\_ our \_\_\_\_\_ because they are wetlands.
2. Our oceans, rivers and lakes are full of plastic waste. We should not throw \_\_\_\_\_ away, we should reuse and recycle them.
3. We should \_\_\_\_\_ water \_\_\_\_\_ after use. Leaky taps lead to loss of water.
4. We have to plant more \_\_\_\_\_ and \_\_\_\_\_ existing ones. It is the most important way to prevent soil erosion and prevent floods.
5. When \_\_\_\_\_ falls on treeless hills the water rushes down and causes \_\_\_\_\_.



- b. Discuss with your friends and take four decisions to save our planet. Write them down as sentences.

### Language in Use 3

**3.1 Sometimes** people from different nations meet to discuss serious environmental concerns, and important decisions are taken.

The Earth Summit was such a meeting which happened in 1992 at Rio de Janeiro in Brazil. The meeting discussed the problem of how development can be achieved without damaging the environment. This is otherwise called 'sustainable development'. A young girl from Canada, named Severn Suzuki made a speech at this meeting. Let us read her speech.

#### Severn Suzuki's Speech

Hello, I'm Severn Suzuki speaking for E.C.O., The Environmental Children's Organisation.

We are a group of twelve and thirteen-year-olds from Canada, trying to make a difference. We raised all the money ourselves to come six thousand miles, to tell you adults you must change your ways.

Coming here today, I have no **hidden agenda**. I am fighting for my future. Losing my future is not like losing an election or a few points in the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.

We cannot afford to be not heard. I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don't know what chemicals are in it.

I used to go fishing in **Vancouver** with my dad until just a few years ago when we found the fish full of cancers. And now we hear about animals and plants going **extinct** every day - **vanishing** forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles and **rainforests** full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these little things when you were my age?

All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions.

I'm only a child and I don't have all the solutions, but I want you to realise, neither do you!

You don't know how to fix the holes in our ozone layer.



You don't know how to bring **salmon** back up a dead stream.

You don't know how to bring back an animal now extinct.

You can't bring back forests that once grew where there is now desert.

If you don't know how to **fix** it, please stop breaking it!

Here, you may be **delegates** of your governments, business people, organisers, reporters or politicians - but really you are mothers and fathers, brothers and sister, aunts and uncles - and all of you are somebody's child.

I'm only a child yet I know we are all part of a family, five billion strong, in fact, thirty million species strong and we all share the same air, water and soil - borders and governments will never change that. I'm only a child yet I know we are all in this together and should act as one single world towards one single goal. I'm only a child yet



I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this earth would be!

In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel.

Well, what you do makes me cry at

night. You grown-ups say you love us. I challenge you, please make your actions reflect your words. Thank you for listening.

(Listen to Severn Suzuki delivering the speech in [www.youtube.com](http://www.youtube.com))

### Words explained

<b>hidden agenda</b>	:	a secret intention
<b>Vancouver</b>	:	a place in Canada
<b>extinct</b>	:	disappear for ever
<b>vanish</b>	:	disappear
<b>rainforest</b>	:	dense forests near the equator with heavy rainfall
<b>fix</b>	:	repair
<b>delegate</b>	:	representative
<b>salmon</b>	:	a large fresh water fish



**3.2 Answer** the following questions based on the passage above.

1. Why did Severn Suzuki travel six thousand miles?
2. Who were with her to attend the meeting at Rio?

3. Whose cries go unheard?
4. Why is she afraid to go out in the sun?
5. Name two things the grown-ups cannot fix.
6. "If you don't know how to fix it, please stop breaking it," Explain the meaning.
7. We are all part of a family. Which family does she mean?
8. What is Severn's challenge to the grown-ups?
9. Name two problems presented by Severn that we face in Kerala also?
10. Name two other environmental problems you face in your neighbourhood.

**3.3 Fill** in the blanks with the words given in brackets, after looking at the three model sentences given below. They all have the same meaning. There can be more than one right choice.

*(because of, as a result of, due to, owing to)*

- a) I could not come to the field *because of* high fever.
- b) I could not come to the class *owing to* the heavy rains.
- c) The pond became clean *as a result of* our sincere efforts.
- d) The fish began to return to the pond *due to* our cleaning work.

1. The students could not reach schools and colleges \_\_\_\_\_ the heavy rains.
2. The fish in lakes and ponds die \_\_\_\_\_ of the pollution.
3. Many animals and plants have become extinct \_\_\_\_\_ deforestation.
4. Severn Suzuki is afraid to breathe \_\_\_\_\_ her fear.
5. \_\_\_\_\_ his hard work Midhun was able to pass his examination.
6. Sand is very expensive these days \_\_\_\_\_ of its scarcity.



### 3.4 Another way of talking about the present.

You know that action words are called verbs. Underline the verbs in the following sentences about Severn:

Severn lives in Canada. She eats fish for lunch. She dreams of going to Africa. She and her friends love travelling. They plan to go to Africa together.

Have you underlined *lives, eats, dreams, love, plan*? These are the verbs in these sentences.

Did you note that the verbs end with a '-s' sometimes?

Severn

We used 'lives' 'eats' and 'dreams' after the words 'Severn'/'she' because these words are singular – only one.

Severn **speaks** in the Rio Summit. (We used *speaks* and not *speak*)

Severn and friends

We used 'love' and 'plan' after 'Severn and friends'/'they' because these words are plural – more than one.

Severn and her friends **fly** in a plane. (We used *fly* and not *flies*)

**We always use a verb with '-s' ending after a singular word.**

**We always use a verb without a '-s' ending after a plural word.**

**Remember! With the words *I* and *you*, we will never use a verb with -s ending!**

*I sit on my chair reading.*

*You sit in the garden and listen to the birds.*

**A. Fill in the blanks with the present form of verbs given in the brackets. Look at the examples above.**

My mother \_\_\_\_\_ (make) nice chappathis. I \_\_\_\_\_ (love) eating them with dal.  
My sister and mother \_\_\_\_\_ (eat) their dinner at 8 p. m. Brother \_\_\_\_\_ (drink) milk with his chappathi. Father \_\_\_\_\_ (wash) the dishes after dinner. I \_\_\_\_\_ (help) him.



**B. Now** write a few more sentences from your daily activities.

- 1.
- 2.
- 3.

This form of the verb (with or without –s) is called the simple present tense. We use it very often. Most times it means the same as the present continuous form (is/am/are +verb + -ing)

## Language in Use 4

**4.1. Mere** discussions on environmental problems alone will not help us much. Let us look at a few people who have taken efforts to solve some of these problems.



**Ayyappa Masagi:** As we worry that the world is running out of water, and scientists are looking for water in the Moon and Mars, Masagi has a simple yet eye-opening message for us. There is enough water for everybody on this planet, provided we use this precious resource with great care. An engineer by profession, he showed people how to **recharge** borewells, lake and ponds. He created a community called 'water warriors'

who took several steps to conserve water. This **visionary** who is known for his intelligent and creative ideas is sometimes called India's 'Water Doctor'.



**John C Jacob** (1936 – 2008), who was popularly known as Johnsi, was one of the **pioneers** of the environmental movement in Kerala. A zoology teacher in Kozhikode, he worked extensively among college students to motivate them to **conserve biodiversity**. He taught that all kinds of animals and plants should live together. Only then can they all survive. Human beings cannot be selfish and allow other living things to die out. A **sensitive**

and **determined** person, Johnsi fought for protecting the biodiversity of the Western Ghats. His was one of the many voices we ignored, and we realise this after the heavy landslides in the Ghats in 2018 and 2019.



**Paul Calvert** is an Englishman who spends about six months every year near the sea in Thiruvananthapuram city, on a *suchitwa* mission of his own. He is an engineer who came to Kerala in 1987 as part of a job, but has been regularly returning to the State. He has been working on special toilets for women in the **waterlogged** sea coasts. It is a great help for the fisher women of the area, though they are often shy to accept the new toilets. "I make what people **need** but don't **want**," jokes Paul, "while fashion companies make what people want but don't need." These toilets save water, protect health and environment. Paul works in England half a year, leads a **frugal** life, and uses the money he has saved for his mission in Kerala. He is also a good **underwater photographer** and has done a lot of studies on the **marine** life near Thiruvananthapuram city.

### Words explained

- pioneer** : a person who is the first to do something
- conserve** : protect, use carefully
- biodiversity** : different kinds of plants, birds, animals and insects existing together
- recharge** : refill
- visionary** : a person who has imagination and wisdom to plan for the future
- sensitive** : understanding something very quickly
- determined** : with a strong decision
- waterlogged** : the soil containing too much water
- need and want** : *need* suggests very essential things, and *want* suggests something we like to have because we like it. *The child needs milk, but it wants Pepsi.*
- frugal** : simple and costing very little
- underwater photographer** : one who dives deep and takes photographs with a special camera
- marine** : related to the sea

#### 4.2 Answer these questions in two or three short sentences.

1. Is there enough water on earth for all? What should we do?
2. Each of us should be a “water warrior”. Why?
3. Where does the water in borewells come from? How do we recharge these wells?
4. What important lesson about biodiversity did Johnsi try to teach?
5. What happened in our State when we ignored the voices of people like Johnsi?
6. What do the fashion companies do?
7. How does Paul make money for his mission?
8. Write three very practical decisions we can make in our lives, based on what we read about these three persons.

#### 4.3 Talking about the past; the **past simple** form.

You have learned the present simple form, as in the sentence *Severn **speaks** in the Rio Summit*. Now let us try its past tense form.

*Severn **spoke** in the Rio Summit*

Look at another sentence.

*Masagi **showed** the people how to recharge bore wells.*

**Spoke** and **showed** are the past tense forms of **speak** and **show**.

**Spoke** and **showed** are the simple past tense forms of the verbs **speak** and **show**.

Now look at more examples.

Severn **flies** home. (She is flying in an aeroplane now)

Severn **flew** home. (She flew in an aeroplane some time before)

Severn and friends **plan** a journey to Africa. (They are planning now.)

Severn and friends **planned** a journey to Africa. (They made the plan some time back)

**A.** In these lines, the verbs are in the past simple form. Circle them.

1. Johnsi organised a nature camp for college students.



2. Calvert took the picture of a ray fish swimming under the water.
3. He saw several plastic things floating under the sea surface.
4. Masagi formed a team called "water warriors"
5. Severn caught fish with her father.

**B. Use** the past forms of the given verbs to complete the sentences.

1. I \_\_\_\_\_ to school. (walk)
2. He \_\_\_\_\_ out of his bed. (jump)
3. They \_\_\_\_\_ a movie yesterday. (watch)
4. My mother \_\_\_\_\_ some payasam on Sunday. (make)
5. I \_\_\_\_\_ my sister with her homework. (help)

**C. Fill** in the blanks with the past simple form of the verbs in the brackets.



My mother \_\_\_\_\_ (make) nice chappathis. I \_\_\_\_\_ (love) eating them with dal.  
 My sister and mother \_\_\_\_\_ (eat) their dinner at 8 p. m. Brother \_\_\_\_\_ (drink)  
 milk with his chappathi. Father \_\_\_\_\_ (wash) the dishes after dinner. I \_\_\_\_\_  
 (help) him.

#### 4. 4 Talking about the past; the **present perfect** form.

Look at the sentence *Severn **spoke** in the Rio Summit*. The verb is in the past simple form. If we change the sentence to *Severn **has spoken** in the Rio Summit*, we say the verb is in the present perfect form.

We use this form when we have to talk about:

1. An action that is just completed.

*The postman **has come**.*

*The train **has arrived**.*

*I **have finished** my breakfast.*

*Severn and friends **have flown** to Africa.*

*I am happy to see that you **have completed** the work.*

2. An action that took place in the past, but we do not say when.

*I **have watched** the movie Chithram.*

(This could mean I just finished watching the movie. It could also mean that I watched it sometime before, but I am not saying when. If I want to say when, I will say: *I watched the movie Chithram last week.*)

*Severn **has fished** in Vancouver. (Severn **fished** in Vancouver when she was a child)*

*I **have written** a letter to the Secretary. (I **wrote** a letter to the Secretary yesterday.)*

The present perfect form has the following structure: **have/has + past participle**

We use **have** after plural words and I/you, and **has** after singular words.

I **have seen** the Bekkal fort.

Gopi **has seen** the Bekkal fort.

I know you **have seen** the Bekkal fort.

My sisters **have seen** the Bekkal fort too.

Fill the blanks with *have* or *has*.

The squall \_\_\_\_\_ blown away the roof.

The mynah \_\_\_\_\_ rebuilt its nest.

The boy and his grandfather \_\_\_\_\_ burned all the fields.

My friend and I \_\_\_\_\_ watched a movie together.

I understand that you \_\_\_\_\_ not seen that film.

We always use the **past participle** form of the verb in the present perfect form. Look at the following table.

present	past	participle
blow	blew	blown
burn	burned	burned
see	saw	seen
write	wrote	written
go	went	gone
eat	ate	eaten

Fill the blanks using the past simple or the present perfect form.

- Calvert \_\_\_\_\_ (go) to Ireland last month. He \_\_\_\_\_ (finish) his work there.
- The bird \_\_\_\_\_ (remake) its nest. The poet \_\_\_\_\_ (destroy) it in the morning.
- She \_\_\_\_\_ (come) back from Mumbai yesterday. She \_\_\_\_\_ (leave) her job there.

Now make three sets of sentences like this with examples from your life.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4.5. You** have read about Masagi, Johnsi and Calvert. Imagine you have to introduce one of them during a meeting. Make a short speech on him, introducing him to others. Use some of the expressions in the box below to begin your speech.

- a. Let me introduce...
- b. I am happy to introduce...
- c. This is Mr. Calvert who is...
- d. It is my pleasure to introduce...

### Looking Back

1. Fill in the blanks with the correct form of the verb
  - a. Let's take an umbrella. It \_\_\_\_\_ (rain) now.
  - b. Rani \_\_\_\_\_ (stay) at Thenmala Eco Tourist Centre for two days.
  - c. We were \_\_\_\_\_ (clean) the garden when the dog barked.
  - d. Carbon dioxide \_\_\_\_\_ (cause) increase in temperature.
  - e. I \_\_\_\_\_ (completed) my homework. Now I will go to sleep.
2. Here is a conversation between Sudheer and Abdu. Change the verbs given in brackets to the appropriate form. Remember that 'is', 'am', 'was', 'are' and 'were' are forms of 'be'.

Sudheer's phone rings:

- Sudheer : Hello
- Abdu : Is it Sudheer?
- Sudheer : Yes, Sudheer here. May I know who (be) calling?
- Abdu : My dear Sudheer, this (be) Abdu!
- Sudheer : Abdu! What a pleasant surprise! How (be) you my friend?

- Abdu : I am quite good. Sudheer, I called to ask for help. I (have) a small problem. My motorcycle (be) not working now. I (try) to start it many times, but it (do) not work.
- Sudheer : Aha. Do one thing. Open the fuel tank and (look) at the level of petrol.
- Abdu : Oh dear! There (be) no petrol at all! The tank is empty. How silly I (be)!
- Sudheer : It is ok my friend. We (be) silly sometimes! (Have) a good day.

3. Given below are details of a person named Vivek. Write down a paragraph introducing him to the others in your class.

Name	:	Vivek S Kumar
Place	:	Pattambi
Works as	:	car driver
Likes to	:	watch movies, chat with friends
Wants to	:	drive container trucks
Family	:	wife – Susheela (beautician), daughter Achu (3 years)

4. Look at the picture closely and write a short description of it in about 60 words.





## 5. Write down:

- a. Three things that are happening now. (e.g. The teacher is teaching English)

---

---

---

- b. Three things you have never done in your life. (e.g. I have never sung a song)

---

---

---

- c. Three things you did last year. (e.g. I went to Kanyakumari last year)

---

---

---

- d. Three things your mother loves to do. (e.g. My mother loves to read novels.)

---

---

---

6. Read what Regha and Amina did yesterday morning, and answer the questions in full sentences.

- 7.15 - Regha leaves home
- 7.25 - she arrives at the bus stop
- 7.40 - reaches the town
- 7.45 - meets Amina
- 8.00 - they go to a restaurant
- 8.30 - go to the library
- 9.30 - go home

- a) What did Regha do at 7.15?
- b) Where did she arrive at 7.25?
- c) Where did she meet Amina?
- d) What did they do at 8 o' clock?
- e) When did they reach the library?



## Unit 2

# WAYS OF ENSURING

### Let's begin

Say whether the following statements are true or false

1. Dolls are girls' toys T/F
2. Boys should not cry T/F
3. Girls are not weak T/F
4. Boys should have better food T/F
5. Women can be good leaders T/F

Write a short paragraph describing what the children in these pictures are doing on the lines in the next page.



Remember to use the tense forms you learned in Unit 1

---



---



---



---



---

**We** often think that some qualities are related to men and some others to women. For example, some of us think that only girls play with dolls, or that boys should not cry.

Write in the boxes below qualities you would relate to boys and girls. You can write one word or more. Write describing words like *brave, wise, practical, good* etc.

BOYS	GIRLS

Share what you have written with your friend and tell him/her why you have written so. Look at what s/he has written. Ask him/her to explain why s/he has written them.

**Here** is a compliment a father gave to his daughter.

**YOU ARE NOT MY DAUGHTER, YOU ARE MY SON!**

What does the father mean? Is what he says positive or negative, a nice thing or not a nice thing? Discuss with your partner. You can make use of the phrases below to begin your sentences.

In my opinion...  
 I think...  
 I feel...  
 It is often said that...  
 It is generally believed that...

Write down two sentences from what you discussed.

## Language in Use 1

1.1 Read a few lines from the poem “An Introduction” by Kamala Das

### An Introduction

Then ... I wore a shirt and my  
 Brother's trousers, cut my hair short and ignored  
 My womanliness.

Dress in sarees, be girl  
 Be wife, they said. Be embroiderer, be cook,  
 Be a quarreller with servants. Fit in. Oh,  
 Belong, cried the categorizers.



(To read the full poem, and to listen to it, visit <https://www.poemhunter.com> › Poems › An Introduction)

### Words explained

**womanliness:** qualities usually associated with women.

**embroiderer :** one who does embroidery

**quarreller :** one who quarrels

**categorizer :** one who puts things into categories , (like 'good', and 'bad')

**1.2 After** reading the poem, discuss the following questions with your friends, and write the answers down in your notebook.

1. What unusual things did the lady in the poem do?
2. What did she ignore?
3. “Categorizer” means someone who puts things in categories. Who are the categorizers in the poem?
4. What do the categorizers ask the lady in the poem to do?
5. How do they want her to behave with the servants?
6. Note down three things that a woman is usually expected to follow in your society. The first one has been done for you.

- a. Should not go out alone after dark.
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Share with your friend what you have written. Do you agree with them? Do these strengthen women or hold them back? State your reasons. One sentence has been done for you as example.

*I agree/don't agree that a woman should not go out after dark **because** that takes away her freedom.*

1. I..... because.....
2. I..... as.....
3. I..... since.....

because.....

as.....

since.....

**1.3 Read** these three stanzas from the poem “Still I Rise” by Maya Angelou.

### Still I Rise

You may write me down in history  
 With your bitter, **twisted** lies,  
 You may **trod** me in the very dirt  
 But still, like dust, I'll rise.  
 Did you want to see me **broken**?  
 Bowed head and lowered eyes?  
 Shoulders falling down like teardrops,  
 Weakened by my **soulful** cries?  
 You may shoot me with your words,  
 You may cut me with your eyes,  
 You may kill me with your hatefulness,  
 But still, like air, I'll rise



(To read the full poem, and to listen to it, visit [www.poemhunter.com/poem/still-i-rise](http://www.poemhunter.com/poem/still-i-rise))

### Words explained

- twist** : change the meaning of facts, distort
- trod** : (past tense of 'tread') –press down or crush with the feet
- broken** : defeated
- soulful** : expressing deep feeling

**1.4 Now** answer the following questions

What kind of a woman do you find in this poem?

Write two sentences to describe her. You can use these words: *brave, having great will power, fighter, determined.*

E.g. She is courageous.

1.

2.

**1.5 Let** us look at four kinds of sentences.**1. Statements**

*This is a happy home.*

*This is a good book.*

*We will help you.*

*There are ripe fruits in the basket.*

These sentences are examples of statements. They just present a fact in a plain manner.

**2. Questions**

*Is this a happy home?*

*Is this a good book?*

*Can you help me?*

*Are there ripe fruits in the basket?*

These are questions related to the examples of statements given above. See what changes have happened in this form. Questions always end in a question mark.

**3. Exclamations**

*What a happy home this is!*

*What a good book this is!*

*What tasty vegetables these are!*

*How terrible this tragedy is!*

These sentences end in an exclamation mark. They express some strong emotion like happiness, sadness, pain, anger.



#### 4. Commands, requests and advice

*Move out of my way!*

*Please shut the front door.*

*Be careful with that knife.*

*Keep your hands clean.*

These sentences give instructions, make requests, or offer advice. They also make commands sometimes.

**Say** whether these sentences are questions or exclamations.

1. *How crowded the buses are!*
2. *Are the buses crowded?*
3. *Why are they so late?*
4. *How late they are!*
5. *Aren't those birds wonderful!*
6. *Who will give me a book?*
7. *How fast he drives his bike!*
8. *When will the teacher come?*



**Look** at these exclamatory sentences. Choose the appropriate emotion expressed in each from the options given in brackets.

*What tasty vegetables these are!* (happiness/pain)

*How happy I am today!* (anger/joy)

*What a wonderful time we had at the park!* (happiness/sadness)

*How heavily it rains!* (wonder/fear)

*How unhappy I am today!* (joy/sadness)

*What a painful injection it was!* (happiness/pain)

*How hungry I am!* (hunger/pain)

*What a happy house this is!* (happiness/wonder)

Say what kinds of sentence each of these are:

*Please get me a notebook.*

*Where have you been all these days?*

*Nandini has to leave the class.*

*What a beautiful painting this is!*

*Stop destroying trees.*

*Manu likes watching movies.*

## Language in Use 2

**2.1 Here** are three women who faced many challenges but moved forward in life, with courage, to achieve their goals.

**1. Laxmi Agarwal** is an acid attack **campaigner**.

She was born and brought up in New Delhi. When she was 15, a man poured acid on her face because she refused to marry him. She survived, but her face and body were burned badly in the acid attack. Although she suffered a lot, she was brave enough to speak for the rights of acid attack victims. Today she is the director of *Chhanv Foundation*, an NGO which helps the victims of acid attacks. She received the International Women of Courage Award



in 2014. Her **petition**, signed by over 27000 people, convinced the Indian Supreme Court to regulate the public distribution and availability of acids. Laxmi is not only the **survivor** of acid attack, she is also the hope of all acid attack victims in the country. Laxmi's story of struggle and strength is being made into a Bollywood movie with Deepika Padukone. (beaninspirer.com)

### Words explained

- campaigner** – one who spreads news about a cause
- NGO** – Non Governmental Organisation
- petition** – a formal letter to a court of law asking for legal action
- convince** – make someone understand
- survivor** – a person who lives on after a difficult experience

## Pause and Reflect

Think of the suffering of a person who has survived an acid attack. In what all ways will it affect her? What message does Laxmi Agarwal teach us? Discuss this with your friend and write down a short paragraph on it.

**2. Kalki Subramaniam** is an Indian **transgender** activist, artist, author, actor and **inspirational** speaker. She had wanted to be a bold girl since childhood. Her parents found it difficult to accept her at first. She founded the *Sahodari Foundation* for establishing social, economic, and environmental justice for the transgender community in India. Kalki was one of the major campaigners behind



the Indian Supreme Court's **verdict** that made transgender identity legal in India. She is proud that Tamil Nadu state is the best trans friendly state in India. She has received many awards for social work, film performances and literary contributions. "I am not a woman, I am a super woman" says Kalki. She believes that a woman should be powerful and strong, mentally and physically. On March 8th 2015, International Women's Day, Facebook chose Kalki as one of the 12 inspiring women of the world who uses Facebook as a platform for community **empowerment**. (yourstory.com)

## Words explained

- |                      |   |
|----------------------|---|
| <b>transgender</b>   | - <i>persons who feel, identify or act as they do not belong to the gender given to them at birth</i> |
| <b>activist</b>      | - <i>person who takes part in activities like public protests, due to strong belief in a cause</i>    |
| <b>inspirational</b> | - encouraging   |
| <b>verdict</b>       | - <i>judgement passed by a court</i>  |
| <b>empowerment</b>   | - make stronger   |

### Pause and Reflect

We know there are transgender people around us, who are referred to as the third gender. This is a large group of people whom we have been ignoring. Talk to them and understand them more.

**3. Shila Ghosh** of Kolkata, aged 89, works hard to take care of her grandson and herself. Most people retire and stop working by the age of 60 or 65. But Shila, after her only son died, decided to look after her grandson. She started selling papads in Kolkata, two hours away from where she lives. As she cannot walk on her own; her grandson helps her to get to the spot of her business. **In spite of** her old age, Shila



believes she is strong enough to provide and work for her family. Shila's story is inspiring as it simply tells us to have courage and keep going. Her advice is: "Don't try to escape it. Face it and deal with it." This is a very positive view of life.

### Pause and Reflect

When do you think people should actually retire? Do you know anyone working hard in old age, to make money to lead a good life? Write a few sentences on this, and share with your friend.

#### 2.2. Let us do these activities.

1. **Given** below are quotes of Laxmi Agarwal, Kalki Subramaniam and Shila Ghosh. Match column **who said** with the column **what**.

who said	what
Laxmi Agarwal	"Why can't I do it? I'm only 89"
Shila Ghosh	"Treat everyone equally"
Kalki Subramaniam	"I am not a victim, I am a survivor"

**2. Now complete the three sentences in Box A.**

**Box A**

Laxmi said, “ \_\_\_\_\_ ”

Shila Ghosh said, “ \_\_\_\_\_ ”

Kalki Subramaniam said, “ \_\_\_\_\_ ”

**Box B**

Laxmi said that she was not a victim, she was a survivor.

Shila asked why she couldn't do that. She was only 89.

Kalki Subramaniam said that we should treat everyone equally.

**3. Now** compare the sentences in Box A with those in Box B.

**4. Which** box contains the exact words spoken by the persons? What change has happened in the next box?

Box A has the exact words and in Box B we have 'reported' those words.

**5. Underline** the verbs in the sentences in the boxes. Note the changes. .

e.g. 'I am' becomes "she was".

\_\_\_\_\_ becomes \_\_\_\_\_

\_\_\_\_\_ becomes \_\_\_\_\_

**2.3 When** we report the words someone spoke, all words in the present tense changes to past tense. Past tense will change into had + past participle (for e.g. 'went' will change to 'had gone'). Look at these examples.

Exact words	Reported words
am, is	was
have/has	had
do/do not (don't)	did/ did not (didn't)
come	came
came	had come

1. **Now**, note the words used to connect the two parts of sentences in Box A. (said that, asked why)
2. **Choose** the correct options from the brackets to complete these five sentences.
  - a. Suja said, "I don't like spicy food."  
Suja said that she \_\_\_\_\_ like spicy food. [didn't, don't, doesn't]
  - b. Suhra said, "I came here yesterday."  
Suhra said that she \_\_\_\_\_ there the previous day. [come, had come, came]
  - c. Sooraj told Hari, "I will come tomorrow."  
Sooraj told Hari that \_\_\_\_\_ would come the next day. [he, him, she]
  - d. "I'm waiting for the bus here", he said.  
He \_\_\_\_\_ that he was waiting for the bus. [said, asked, requested]
  - e. "We went out last night", they said to the police.  
They told the police that they \_\_\_\_\_ out last night. [had gone, gone, went]

Share with your friend why you have selected the following.

3. **Answer** these questions, choosing the right answers.

- a. "Where is your friend?" She asked me.

She asked me \_\_\_\_\_

- a. where my friend was
- b. that my friend was
- c. where was my friend

- b. "Where have you spent your money?" She asked him.

She asked him \_\_\_\_\_

- a. where he had spent his money
- b. where he spent his money
- c. where did he spent his money

- c. "Does she know Robert?" He wanted to know.

He wanted to know \_\_\_\_\_

- a. if she knew Robert
- b. if she had known Robert
- c. if she would know Robert
- d. "Do you go to the market?" She asked me.

She asked \_\_\_\_\_

- a. if I went to the market
- b. if I had gone to the market
- c. if I go to the market
- e. Why is she crying?" He asked.

He asked \_\_\_\_\_

- a. why she was crying.
- b. why was she crying
- c. if she was crying.

- f. "Have you got a computer?" She asked me.

She asked \_\_\_\_\_

- a. if I had a computer
- b. if I had known a computer
- c. if I have a computer

### Now I know

Before reporting a question, change the question into statements.

For e.g: Are you a doctor? ———> You are a doctor

[the subject comes before the verb]

——> Use the question word as connector if it is a '**Wh**' question.

——> Use '**if**' as the connector if it is a **Yes/No** question.

### Rewrite as directed.

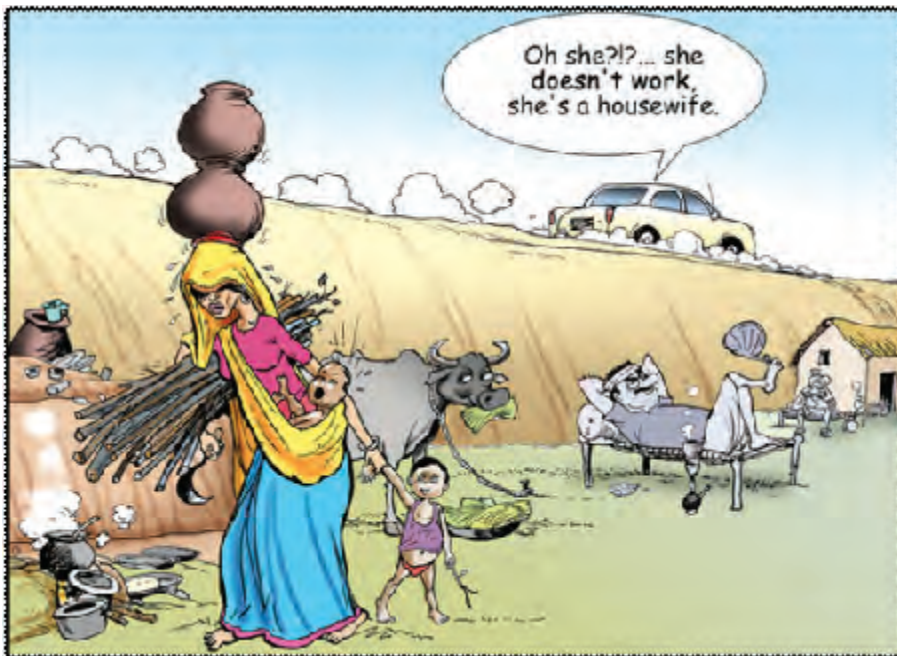
- a. She said to me, "Please help me."  
She requested me to help her.

- b. The teacher said to him, "Do not waste your time."  
The teacher advised him not to \_\_\_\_\_
- c. He said to her, " Please lend me your car"  
He requested her to \_\_\_\_\_
- d. The doctor said to him, " Avoid unhealthy food."  
The doctor advised him to \_\_\_\_\_

**Now I know**

When commands, requests or suggestions are reported, use the connector 'to'.

Here is a cartoon. Discuss with your friend and create three sentences spoken by the woman, and three spoken by the man. Use the direct form.



www.flickr.com

- a. The woman said, " \_\_\_\_\_ "
- b. The woman asked, " \_\_\_\_\_ ?"



- c. The woman complained, “ \_\_\_\_\_ !”
- d. The man said, “ \_\_\_\_\_ ”
- e. The man asked, “ \_\_\_\_\_ ?”
- f. The man exclaimed, “ \_\_\_\_\_ !”

**Now** change these six sentences in to the reported form.

- a. The woman said that \_\_\_\_\_
- b. The woman asked if/why \_\_\_\_\_
- c. The woman complained that \_\_\_\_\_
- d. The man said that \_\_\_\_\_
- e. The man asked if/why \_\_\_\_\_
- f. The man exclaimed that \_\_\_\_\_

### Language in Use 3

**3.1 Read** the following extract from a blog (online diary) by a self-employed woman who wishes to live in a world that practises gender equality.



#### Gender Equality - Make it a Habit!

**Gender** Equality is something we have all been talking about for a while now! It's strange that even today many women are not aware of their rights. Or they have to fight to get what is **rightfully** theirs!

Just today, one of my friends was telling how, in spite of being highly educated, Kerala's women are facing many issues even at home. She was

attending a conference on the same and was sharing these thoughts! In fact, most women with education are unemployed! Has unemployment got to do anything with violence against women? Do men feel **superior** to the unemployed women at home? Does merely being a woman make them **vulnerable** at the office? Or is it something else?

It's high time Gender Equality became a habit at home and in public spaces. Then women will no longer have to fight for it and men won't be forced to practise it! But how can this become a habit?

From what I have understood, women need to realize their strengths and improve them. And men should realize the value of women. But how does it happen? It has to start from home! Parents have to respect each other as individuals, share responsibilities and give each other some personal space. When children grow up seeing their parents sharing responsibilities and not interfering with each other's space, they also begin to respect others. Thus, gender equality becomes a habit.

The husband will no longer be the only earning member, and the wife, the manager of household matters. Children should grow up in an environment where both parents work and share the household work. Then they will also learn naturally that respect and freedom should not be connected to your gender, social status or financial **security**. Let us have our own likes and dislikes, and realize and accept that each one is different. Then we become equal. Soon it becomes natural to treat the other gender as equal and to expect it in return too!

(<https://geethapradeep.wordpress.com/2017/01/21/gender-equality-make-it-a-habit/>)

### Words explained

<b>gender</b>	- <i>man, woman or transgender</i>
<b>rightfully</b>	- <i>by law</i>
<b>superior</b>	- <i>better than</i>
<b>vulnerable</b>	- <i>weak, not safe</i>
<b>security</b>	- <i>safety</i>

### Pause and reflect

1. What does the author mention in general about the women in Kerala?
2. Where should gender equality begin?
3. Mention a few things that men and women can do at home to ensure gender equality.
4. What kind of an environment is best for children?
5. What can we do to treat the other gender as our equals?

### 3.1. Plan a Group Discussion on gender equality.

#### Step 1: Brain storming

We need to understand a topic before writing. You have to think of the topic and write down all the ideas that come into your mind. Do this as an individual activity.



Now write down your ideas about the role of man/woman in ensuring gender equality in society.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

#### Step 2: Sharing ideas.

Discuss in your group and share your points with your friends. Collect more points and enrich your ideas.

#### Step 3: Writing a topic sentence

Now try to write a beginning sentence for your paragraph –

.....

.....

**Step 4:** Writing supporting details.

Write a few sentences about the 'Role of man/woman in ensuring gender equality. Remember to use linking words given in the box.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Linkers**

Linkers are words that are used to connect sentences in a paragraph. They provide a logical sequence and order to the paragraph. The common linkers are

*First.... secondly.... to begin with ..... Then... however ..... finally ....in addition..... consequently..... moreover*

**Step 5:** Writing a concluding sentence.

Now think of a suitable concluding sentence for your paragraph.

.....  
.....  
.....  
.....

**Step 6:** Editing using checklist.

Now evaluate your paragraph with the following checklist

- The paragraph begins with a topic sentence? Yes/No
- Supporting details in the paragraph give more information about the topic sentence.. Yes/No
- The paragraph ends with a sentence which sums up the whole idea in the paragraph. Yes/No

- Each sentence begins with a capital letter and ends with full stop. Yes/No

### Step 7: Sharing

- Read your paragraph in groups.
- Modify your writing if necessary.
- Present it before the class as instructed by the teacher.

**3.2 Your friend** Divya happened to see Shila, the 89 year old woman selling papads. She made a note of it in her diary that night. Read this diary note. Add a few more lines.



26 June 2018

I went shopping in the streets of Calcutta today. I saw small boys selling mango slices, and vendors selling different kinds of vegetables. But I was struck by a lady I saw today. She was a very old woman, must be well above 85, and there she was on the pavement selling papads. She was even older than my mother.

.....

.....

.....

.....

Look at the diary entry once again and note its features.

Is the date written?

Is the tone formal or informal?

**3.3. Write a** diary note about today's class.

**3.4.1. You** are Narayanan and you had complained to the bank manager about a delay linking your Aadhar number with your bank account. Here is a short email sent by the bank manager to you. Read it quickly and underline those parts which say 'sorry'! Look at what is given in the subject box.



To : narayanan@gmail.com

Subject: Delay in linking Aadhar

Dear Mr. Narayanan,

We are very sorry that we couldn't link your Aadhar number to your bank account. We regret the delay caused. I promise you that it will be done in the next working day itself.

Thank you.

Yours sincerely,  
Maya Anand  
Assistant Manager, SBI Kottayam

**Now** look at the following email from a student to a teacher saying sorry for not submitting the assignment on time.

Fill up the blanks using words in the box.

To: \_\_\_\_\_@gmail.com

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

Dear teacher,

I am \_\_\_\_\_ (*name*), a student of \_\_\_\_\_ (*class*). Thank you for your email informing the \*deadline to submit our assignments. I \_\_\_\_\_ that I am unable to submit the assignment on time.

I am \_\_\_\_\_ about this lapse on my part. I was down with dengue fever for the last two weeks. I \_\_\_\_\_ you that I will submit it at the earliest.

Please \_\_\_\_\_ me. Thank you.

Yours faithfully,

\_\_\_\_\_

\*deadline means 'last date'

**promise, repeat, regret, forgive, pardon, sorry**

## Looking Back

**I. Read** each sentence given below and label it as statement, question, exclamation, command, request and advice.

a. Did she sing a beautiful song? \_\_\_\_\_

\_\_\_\_\_

b. Take an umbrella with you. \_\_\_\_\_

\_\_\_\_\_

c. Can you cancel the ticket? \_\_\_\_\_

\_\_\_\_\_

d. He is living very peacefully. \_\_\_\_\_

\_\_\_\_\_

e. How beautiful the concert was! \_\_\_\_\_

\_\_\_\_\_

f. Where can I buy some food? \_\_\_\_\_

\_\_\_\_\_

g. What a pleasant surprise! \_\_\_\_\_

\_\_\_\_\_

h. Stop making that noise. \_\_\_\_\_

\_\_\_\_\_

i. Do you love your parents? \_\_\_\_\_

\_\_\_\_\_

j. It may rain well this year. \_\_\_\_\_

\_\_\_\_\_

k. Hold on tight. \_\_\_\_\_

\_\_\_\_\_

l. Who is that man? \_\_\_\_\_

\_\_\_\_\_

m. Silence please. \_\_\_\_\_

\_\_\_\_\_



## II. Read the following dialogue and complete the paragraph

Asha : Hi Deepa! How are you?

Deepa : Hi Asha! I'm fine

Asha : Where are you going?

Deepa : I'm going to ABC shopping mall.

Asha : Don't go there. It's too expensive there.

Deepa : So thoughtful of you!



Asha and Deepa greeted each other. Asha asked her

where \_\_\_\_\_ (1) Deepa replied \_\_\_\_\_ was going (2) to the shopping Mall. Asha warned her not to \_\_\_\_\_ (3) as it \_\_\_\_\_ too expensive there (4). Deepa replied that it was \_\_\_\_\_ of her (5)

**III. Given** below is a paragraph which contains some instructions given by the principal of Sunrise School, Thiruvalla, on the reopening day of the school. But, some words are missing. Fill the blanks.

Everyone \_\_\_\_\_ (must, can, need) come to school on time. Late comers \_\_\_\_\_ (should, can, could) get written permission from the Principal to enter the class. Students \_\_\_\_\_ (will, dare, must) come in full uniform every day. They \_\_\_\_\_ ( may, might, shall) play games in the ground after school hours. The school buildings and classrooms \_\_\_\_\_ ( can, need, will) to be kept clean and tidy. Any damage caused

to the school property \_\_\_\_\_ (should, dare, could) be made good. Wish you a wonderful year ahead.

**IV.** Some common notices are given below. Write down what these notices mean in a sentence.

a) SILENCE PLEASE!	b) DO NOT PLUCK FLOWERS	c) NO SMOKING
d) BEWARE OF THE DOG	e) NO TRESSPASSING	f) NO ADMISSION

**e.g.a)** You should keep silence here

- b) .....
- c) .....
- d) .....
- e) .....
- f) .....

## Unit 3

# WAYS OF SHARING



### Let's begin

**Discuss** with friends and answer the following questions.

1. You share messages, photos and videos with your friends using your smart phone, don't you?






Can you name three apps used in phones and computers to share messages and images?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The apps mentioned above are examples of 'social media'.

2. Which of the definitions below explains the word 'social media'?
  - a. a friendly media that makes you feel connected to society
  - b. facilities in computers and mobile phones which help you share news, photos and videos with friends

**Look** at the names given in column A. Do you know what they are for? Write down in column B their main uses, choosing from the options given below. There can be more than one use for each.

A	B
 WhatsApp	
 Facebook	
 Gmail	
 YouTube	
 Twitter	

send emails, chat, share pictures, share videos, share pictures and videos, send short message

### Language in Use 1

**Read** this passage about Facebook.

Facebook, the most popular social media site, has more than 2 billion active users. It is a great way to connect with your friends and to make new friends. The messages or pictures you share on your Facebook page are called “posts”. People can “like” and write comments on your “posts” and you can do the same too. Since Facebook introduced the “Like” button, it has been used by billions of users and this number is increasing every day. When we “like” each other’s posts it shows that we appreciate and care for them. But there is also a bad side. Sometimes when people become fully occupied with Facebook or other social media sites, they don’t notice the wonderful world around them. They do not see the real people and happenings around them!



Read the following story carefully:

## A Hundred Likes

Suma was right on time for her evening train. She sat at the window seat. The seat opposite to hers was empty. Her head was **bowed** down as she was looking at her phone. Her fingers moved **rapidly**, typing out messages. After replying to WhatsApp messages from various friends, she opened Facebook. Pictures and recent posts appeared on the screen.



Her cousin Manju had posted a picture of her hugging her three-year old son. She had also added a description: "**Hugging** is a silent way of saying... You are important to me".

Suma touched the 'like' button lightly on the screen of her phone.

The train started slowing down at Paravur. A small crowd of people **got off** and another group **boarded** the train. Still the seat opposite to hers remained empty.

A Lekshmi Manoj, who she did not know, had shared a picture of APJ Abdul Kalam with a quotation. It said: "Accept your past without regret, handle your present with confidence, face your future without fear".

Suma touched 'like' again.

The train picked up speed again. It

was still very early in the evening and the train was not yet crowded. Nobody talked. Everyone was busy with their phones.

Her friend Mubeena had put a funny post on friendship. It said: "The greatest **healing therapy** is friendship and love".

Suma touched 'like' again.

Outside, the sun was still shining brightly. Still Suma did not move from her window seat.

She continued looking at her phone screen. Her husband's brother had posted the image of someone helping a poor man. The poor man was smiling back at the stranger. The words under the picture said: "Be the reason someone smiles today".

Suma touched 'like'.



The train started slowing down at Varkala. An old woman boarded the train. She was struggling to put her heavy bag under the train seat. She lost her balance twice and finally sat down in the seat opposite Suma.

Suma did not look up from her phone screen. She was **scrolling down** her Facebook page, looking for something interesting.

The old woman started coughing. She took a water bottle from the bag under

the seat with difficulty.

Suma was sad. She was looking at the image of a woman in the street begging for food. One of her old school friends had shared it on Facebook.

She touched 'like' again.

The old woman in the opposite seat looked at her helplessly. She needed help to open the bottle.

Suma did not see the old woman. Her fingers kept searching for more posts she could 'like'.

(Adapted from the story "One Thousand Likes" by Richard Schultz)

### Words explained

<b>bow</b>	- <i>bend forward</i>
<b>rapidly</b>	- <i>very quickly</i>
<b>hug</b>	- <i>hold close, arms around some one</i>
<b>got off</b>	- <i>left the train</i>
<b>boarded</b>	- <i>got into the train</i>
<b>healing therapy</b>	- <i>treatment</i>
<b>scroll down</b>	- <i>move a page on phone or computer</i>



**1.1 Read** the above story carefully. State whether the following statements are true or false.

- 1) Suma was travelling in a train.
- 2) She was travelling in the morning.
- 3) There were not many people in the train.
- 4) Suma was observing the people around her.
- 5) The window seat opposite Suma remained empty till the end.

**1.2 Underline** the following words in the passage given above; and use them in sentences of your own.

(hugging, scrolling down, boarded, on time, healing, rapidly, helplessly)

**1.3 Answer** the following questions in one sentence each:

1. What did Suma do when the old woman started coughing?

---

2. Describe the first picture that Suma liked.

---

3. What does the phrase 'scrolling down' mean?

---

**1.4 Some** of the words given below are related to social media. Pick out such words and circle them.

class, bond, comment, ride, observe, poke, cover, like, pass, look, post, clean, scroll  
share, watch, give, chat, clear, open, hide, climb, wall, speak, read, hear, delete

Make a list of these words and write down their different meanings.

**1.5** Read the following passage and complete it by choosing the right word from brackets.

Hari spends a lot of time on social media. Whenever he comes across the photos of his friends he types a .....( chat/comment). Sometimes he ..... (pokes/deletes) some posts. He (forwards/writes) some messages to his friends. He never forgets to .....(like/watch) pictures shared by his relatives.

**1.6** After reading the story about Suma carefully, have a discussion with your friends about the message in the story. Write three or four sentences related to your discussion.

**1.7** Your class proposes to conduct a debate on the advantages and disadvantages of social media. Classify the points given below into the table below.

- Easy to use for communication
- Sharing personal details with strangers
- Sharing ideas/experiences with the rest of the world
- Privacy not guaranteed
- Catching up with friends
- Easy to spread gossip and false news
- Easy to criticize others

Pros (Good aspects)	Cons (Bad aspects)

**1.8** Look at the sentences below.

- Suma **will board** the train again at the same time tomorrow.
- She **will occupy** the window seat again.



She **will bow** down over her phone and forget the world around her tomorrow also.

She **is going to ignore** other passengers.

Consider the words in bold letters. Which words give the idea that the action is going to happen in the future?

Use those words to convert the following sentences into the future tense.

1. He \_\_\_\_\_ (go) Delhi tomorrow.
2. The school \_\_\_\_\_ (close) next week for Onam holidays.
3. You \_\_\_\_\_ (regret) your actions later.
4. I \_\_\_\_\_ (meet) him after the function.
5. He \_\_\_\_\_ (join) medical college next year.

**1.9** Imagine you are planning a small function at home. Construct five sentences in the future tense to describe your planning. Write them down on a notepad.




---



---



---



---



---

Sometimes future is also shown without using 'will' and 'is going to'.

For example,

The school **will close** next week for Onam holidays.

This sentence can also be written as given below:

The school **closes** next week for Onam holidays.

The school **is closing** next week for Onam holidays.

Another example:

The Chief Minister **will inaugurate** the new building next month.

This sentence can also be written as given below:

The Chief Minister **inaugurates** the new building next month.

The Chief Minister **is inaugurating** the new building next month.

**1.10** Now rewrite the sentence given below in the same way:

The Government **will announce** the compensation amount for the flood victims tomorrow.

---



---



---



---

## Language in Use 2

**Now** read the following passage about the Kerala floods:



### Kerala Floods: Stories of Courage and kindness

August 2018 was a **terrifying** month for Kerala. The heavy rains caused floods in many parts of the state. The media reported a lot of **depressing** stories during this time. However, many kind and courageous people came forward to help the victims of the flood.

Some of the most heroic stories were about the



fishing community. On August 16, a group of fishermen took twenty-four boats on trucks and went to Pathanamthitta, one of the worst flood-hit areas. Freddie is an old fisherman but he was one of the first to join the **rescue** operations. Muthappan was another fisherman who volunteered to go. Rescuing people from the floods, was not an easy task. Most people refused to leave their homes. One of the biggest challenges they faced was snakes swimming about in the waters. “The snakes would even enter our boats, but we got so used to their sight, that we would tell each other, you ignore the snakes and they will ignore you too.”

The brave fishermen rescued over three thousand people in three days. They took part in these rescue activities without expecting any **reward**. Some of the boats used in the rescue mission were badly damaged and sometimes these men feared for their lives. In spite of many challenges, they went on with their work and saved the lives of thousands. Social media apps like Facebook and WhatsApp also played a major role in organizing rescue operations and relief activities. The social media posts **praised** these fishermen as “Kerala’s Own Army”.

### Words explained

<b>terrifying</b>	- <i>causing great fear</i>
<b>depressing</b>	- <i>very sad</i>
<b>rescue</b>	- <i>save</i>
<b>reward</b>	- <i>something in return</i>
<b>praise</b>	- <i>say good things</i>

#### 2.1 Understanding the Passage

- 1) What is the theme of the above passage?
- 2) What does the passage say about the role of media in relief and rescue operations?
- 3) Do you know any similar stories about people who helped as volunteers during a natural calamity? If yes, share them with the class.
- 4) “People act selflessly in times of disaster” Comment on this sentence on the basis of the passage.

## 2.2 Fill in the blanks.

The fishermen took part \_\_\_\_\_ these rescue activities without expecting any reward. Some \_\_\_\_\_ the boats used \_\_\_\_\_ the rescue mission were badly damaged and sometimes these men feared \_\_\_\_\_ their lives. In spite \_\_\_\_\_ many challenges, they went \_\_\_\_\_ with their work and saved the lives \_\_\_\_\_ thousands.

The words like 'in', 'of', 'for' etc. complete the meaning in the above sentences.

## 2.3 Now let's look at words which can be used to combine sentences.

either...or

neither...nor

Look at the two sentences given below:

*The teacher asked **either** Kannan **or** Dinu to help him.*

Here two names are mentioned, but only one of them is asked to do the task. If the teacher wanted both Kannan and Dinu, he would have said, "Both Kannan and Dinu should help". Look at another example.

*I want either a pen or a pencil.*

Here I want only one of these – 'a pen' or 'a pencil'.

## 2.4 Fill in the blanks with suitable words. (either, or, have)

1. We can eat \_\_\_\_\_ now or after the movie is over.
2. He will \_\_\_\_\_ cook lunch \_\_\_\_\_ wash the clothes.
3. She can either \_\_\_\_\_ tea or have some coffee.
4. \_\_\_\_\_ he or his wife will attend the wedding.
5. You must either sent an email \_\_\_\_\_ make a call.

**Now** read these sentences carefully.

*It was a holiday.*

*The clerk did not come to office.*

*The peon did not come to office.*

The last two sentences can be combined using **neither...nor**. **Neither...nor** gives a negative meaning to verbs.

*It was a holiday. Neither the clerk nor the peon came to the office.*

Note the changes in the underlined sections carefully.

**2. 5 Combine** the following sentences using **neither...nor**. The first has been done for you.

1. I don't like tea. I don't like coffee.

I like neither tea nor coffee.

2. He did not come. He did not call.

He neither \_\_\_\_\_

3. She did not talk to me. She did not talk to my brother.

He talked \_\_\_\_\_ to me nor \_\_\_\_\_

4. The driver of the bus was not careful. The old man was not careful.

Neither the bus driver \_\_\_\_\_ was careful.

5. Vani did not win. Renu did not win.

Neither Vani \_\_\_\_\_ won.

### Language in Use 3

**Given** below is an extract from a poem by Javaria Waseem. Read the poem and see what she says about the present generation.

#### A generation who sees but is blind

You don't limit your life to social media.

In reality, social media limits you to your life.

A selfie with this and a selfie with that.

Your life is a race for comments and likes.

Instead of having a personality worth praising

You are now judged based on your social media profiles.



You buy everything from behind the screen

Error 404: Cannot buy love and time.

(Error 404: warning appearing on computer screen)

**3. 1 Answer** these questions

1. Do you take selfies? If so, with whom and when?
2. How much time do you spend on social media daily?
3. Name a few games that people play on social media.
4. Do you know all your online friends? Do you meet them and talk to them regularly?
5. What does the error message say?

**3.2 Read** the poem once again and list the negative impact of social media on people.

- 1)
- 2)
- 3)

**3.3 Think** of the positive effects of Social Media on Society: Given below are some hints. Expand the idea in one or two sentences.

1. Brings people close .....
2. Speeds up communication .....
3. Helps to overcome barriers between people.....
4. Encourages people to work together as a team.....

**3.4 Look** at the following examples of abbreviations used in e-mail and online chats. Which of the following do you understand?

1. IDK the answer ATM. I'll tell U ASAP.
2. TYVM for the proposal.
3. BTW, I'm going away on holiday next week so CU when I get back.
4. It's quite difficult, UC.
5. I'm busy now. PLS can you call me L8R?
6. K, CUL8R.
7. FYI I'm not here tomorrow.
8. THX for your MSG.

### 3.5 Discuss

- What are the advantages of using abbreviations?
- What are the disadvantages?

**3.6 Look** at the following suggestions about writing e-mails for business. Which ones are good advice, and which ones are bad advice? Write G or B against the appropriate ones.

1. All e-mails should have a clear subject heading.
2. People read e-mails quickly. It is good to have the main point in the first paragraph itself.
3. If an e-mail is too long it may not be read fully.
4. People like to read a lot. Make sure your e-mails are as long as possible.
5. Always press "reply to all" when you respond to an email.
6. CC means carbon copy.
7. It is always bad to use emoticons (emojis).
8. Don't type words in CAPITAL LETTERS – this looks like you are shouting.
9. If somebody does not reply immediately to an e-mail, resend the message.
10. Sending e-mails is like sending letters. The difference is only in the medium.

**3.7** As people watch TV and use mobile phones more, reading habit is fast disappearing. The village libraries are a silent example.



*Write down a few uses of village libraries.*

---



---



---



---

### **Village Libraries**

They present a gloomy picture as the number of readers who rush to the libraries every evening is becoming less. Apart from a few elderly people and a handful of students, the libraries are empty most of the time.

These libraries are neither stacked with new books and magazines nor maintained well. Hundreds of books lie on the shelves gathering dust, and most of them are not kept in any order. Librarians blame it on the lack of staff, funds and members.

*Is there a village library/ reading room near your home?*

---



---

*Are there a lot of books in that library*

---



---



Are the books kept in order?

---



---

Do you think the situation can be improved? If yes, how?

---



---



---

**3.8. Look** at the picture. Lila wanted to catch a train to Bombay. But she was late. She could reach the station only after the train left.



In this situation, we have two completed actions.

1. The train **left**.
2. Lila **reached** the station.

Both are past actions shown by the verbs marked in bold letters. But the action denoted by the verb 'left' happened first. Lila reached the station only after the train had left. In such cases we would say:

*The train **had left** before Lila reached the station.*

See how we used **had** before the action that was completed first.

Let us look at more examples.

The children **had slept** before their father arrived.

I **had finished** dinner when the guests arrived.

Fill in the blanks with the correct form of the verb. The first one has been done for you.

1. She had slept (sleep) when it began to rain.
2. After Sana \_\_\_\_\_ (read) the newspaper, she cleaned the room.
3. Aju \_\_\_\_\_ (discuss) with his father before he stopped going to college.
4. The sun \_\_\_\_\_ (set) by the time we left.

In all the above examples, the first action completed is given in the **past perfect tense**. Remember, we use the past perfect tense only when there are two past actions, and one is completed before the other.

## Language in Use 4

**4.1 What** are your answers to the following questions?

1. Which newspaper do you read daily?
2. Is there a particular section that you prefer to read? Which section is it?
3. How is reading a newspaper different from reading a story book?

Read the passage given below carefully:

### Why Kerala Loves its Newspapers!

Imagine a tea shop on the road side, somewhere in a village in Kerala. People usually gather there early in the morning, rubbing away the last bit of sleep from their eyes. One person reaches for the newspaper hanging

outside the shop. He picks out a favourite and sits on a stool. The others sit around **sipping** hot tea from little glasses. The man reads out the first piece of interesting news. The others listen, nodding or shaking their heads



and soon a discussion begins. More news reading happens, and more noisy discussions follow. When it is all over, the men laugh and walk away. This is the famous newspaper scene that Kerala is well known for. Even after the television channels arrived with their “breaking news”, Kerala’s homes remained **loyal** to their local newspapers.

So why does Kerala love newspapers so much? A main reason can be the high percentage of literacy. It may also be the Malayali **curiosity** to know what’s happening around! In the past, newspaper stories have given rise to many movements in Kerala. An important person in the media history of Kerala is Swadeshabhimani Ramakrishna Pillai. Born as the son of a temple priest he was interested in reading and learning new things. At the age of 21, he began working as the editor of *Kerala Darpanam*. But he was thrown out of his family for being a journalist. While working in various

dailies, he frequently reported about the corruption in the state. The owners of these newspapers often faced difficulties because of these reports.

In 1905, Vakkom Moulavi started the *Swadeshabhimani* newspaper and appointed Ramakrishna as the editor. That is how he got the name Swadeshabhimani Ramakrishna Pillai. He constantly criticized P. Rajagopal achari, the Dewan of Travancore and Shankaran, the manager of the Travancore court, for practising corruption. So the King **banished** him to Madras and the newspaper was banned. Swadeshabhimani Rama krishna Pillai will always be remembered as a hero in the field of journalism in Kerala. Now a days the habit of reading newspaper is less among the younger generation. They get their news mostly from the Internet. Still in Kerala, it might take several more years for the print media to lose its role..

[adapted from [www.aagneymedia.com](http://www.aagneymedia.com)]

### Words explained

- sip** - *drink little by little*
- loyal** - *faithful*
- curiosity** - *wanting to know things*
- banish** - *send away from a place*

#### 4.2 Fill in the blanks with words from the text:

1. People \_\_\_\_\_ gather there early in the morning
2. The owners of these newspapers \_\_\_\_\_ faced difficulties because of these reports by Ramakrishna Pillai.
3. Swadeshabhimani Ramakrishna Pillai \_\_\_\_\_ criticized P. Rajagopalachari, the Dewan of Travancore.
4. Swadeshabhimani Ramakrishna Pillai will \_\_\_\_\_ be remembered as a hero in the field of journalism in Kerala.

In the above sentences, the words in the blanks explain **how often an action** takes place. They are called **adverbs**. Write the adverbs in the box titled 'adverb'. Write a suitable verb in the second box. The first is done for you.

adverb	verb
usually	eat

Use these four adverbs in your own sentences, along with the verb you chose.

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

An adverb of frequency says **how** frequently an action happens. Look at this table.

100%	usually/always	I usually take a glass of milk with breakfast.
75%	frequently	She frequently visits her mother.
60%	often	We often make <i>sambar</i> at home.
50%	sometimes	Sometimes we have <i>chapathis</i> at night
40%	occasionally	Occasionally we have heavy rains.
30%	rarely	We rarely make <i>payasam</i> on working days.
20%	seldom	It seldom rains in the deserts.
10%	hardly ever	Appachan hardly ever watches the TV
0%	never	It never snows in Kerala

4.3 Fill in the blanks with the appropriate adverbs from the chart.

1. He \_\_\_\_\_ (20%) lends money to his friends.
2. Abdu \_\_\_\_\_ (0%) goes out without his umbrella.
3. He \_\_\_\_\_ (100%) gives flowers to Mary.
4. She \_\_\_\_\_ (75%) goes to the park.
5. You \_\_\_\_\_ (30%) take leave. Why is that?
6. They \_\_\_\_\_ (50%) play cards until the midnight.
7. We \_\_\_\_\_ (60%) forget to do the homework.
8. I \_\_\_\_\_ (40%) go out for lunch.



9. I \_\_\_\_\_ (85%) take two buses every day.

10. We \_\_\_\_\_ (10%) play the video game.

**4.4 Answer** the following questions about you. Use adverbs of frequency in your answers. Write full sentences.

1. What do you always do during the weekend?

---

2. What do you almost always do in the evenings?

---

3. What time do you usually get up in the mornings?

---

4. Where do you often go after class?

---

5. Where do you sometimes eat lunch?

---

6. What do you hardly ever do in your free time?

---

7. Who do you seldom talk to?

---

8. What do you never watch on TV?

---

## Language in Use 5

### Mollywood: The Beginnings...

Mollywood (a word derived from Malayalam and Hollywood), as Malayalam films are popularly known in the media, is the fourth largest film industry in India. The first Malayalam film was *Vigathakumaran*. It was released in Trivandrum Capitol Theatre on 23 October 1930. This film was produced and directed by J. C. Daniel, who is called the Father of Malayalam cinema. The film *Celluloid* (2013) starring



Prithviraj was based on the life of J.C. Daniel. The second Malayalam film, *Marthanda Varma*, based on C. V. Raman Pillai's famous novel, was released in 1933. The first Malayalam talkie (film with sound) was *Balan* released in 1938 and directed by S. Nottani.

Until 1947, Malayalam films were being made by Tamil producers. The first Malayali film producer was Artist P. J. Cherian. In his film *Nirmala*, play back singing was introduced for the first time. *Jeevithanouka* (1951) a **melodramatic** musical is considered the first 'super-hit' film with the first Malayalam 'super-star', Thikkurishi Sukumaran Nair. *Neelakuyil* (1954) broke away from the Tamil – Hindi

influence and had an **authentic** story by the **renowned** writer Uroob. Directed by P.Bhaskaran and Ramu Karyat, the film dealt with the story of untouchables.

*Chemmeen* (1965) directed by Ramu Karyat was the first South Indian film **to bag** the President's Golden Lotus Award for the best film. Based on the famous novel by Thakazhi Shivashanakara Pillai, *Chemmeen* started off the growth of Malayalam cinema in technical and artistic aspects. Malayalam cinema has mostly taken its themes from **relevant** social issues, like *Kamattipadam* that came out in 2016. Material from literature, drama, history and politics has also been included in Malayalam films to attract viewers.

(Compiled from Wikipedia and <http://www.chintha.com>)

### Words explained

<b>melodramatic</b>	- <i>with a lot of emotional scenes</i>
<b>authentic</b>	- <i>original</i>
<b>renowned</b>	- <i>famous</i>
<b>to bag (verb)</b>	- <i>to win</i>
<b>relevant</b>	- <i>important</i>

### 5.1 Closely examine the following sentences.

1. *Tamil producers made Malayalam films.*  
*Malayalam films were made by Tamil producers.*
2. *Play back singing in Malayalam films was introduced by Cherian.*  
*Cherian introduced play back singing in Malayalam films.*

Underline the verbs in the above sentences.

What differences do you find there?

In the first sentence in both, we gave importance to the person/persons who did the action. – *Tamil producers/ Cherian*. We say this is an **active sentence**.

In the second sentence we gave importance to the result of the action – *Malayalam films*. We say this is a **passive sentence**.

Look at these examples:

1. *The Collector declared a holiday.*(active)  
*A holiday **was declared by** the Collector.*(passive)
2. *The car hit the dog.* (active)  
*The dog **was hit by** the car.* (passive)

We use the passive form when we do not want to give importance to the person who did the action.

Look at these common passive sentences:

- Price of petrol has been increased.*  
*A goat was killed in a road accident.*  
*The exam results have been published.*

Read the following sentences and say whether they are active or passive.

1. *Rajeev took photos.*
2. *Seetha served meals.*
3. *Patients are treated by the doctor.*



4. *Grandma is drinking coffee.*
5. *Newspaper is read by Jack.*
6. *Taj Mahal was built by Shah Jahan.*
7. *The boy broke the glass.*
8. *The room is being cleaned by the servant.*
9. *Salim supervises the construction.*
10. *The cat scares the birds.*



5.2 **Now** find out other examples for the passive form in the above passage on Malayalam cinema.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Change them into the active form.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5.3 **Now** write down three to five sentences in the passive form, about the things the members of your class did during the last two days. An example is given for you. You can use hints given in the brackets.

(dining room – clean; dirty clothes – wash; plants – water; walls – paint; vegetables – cut, food – cook)

*The dining room was cleaned by me yesterday.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Looking Back

### I. Read the following passage and answer the questions that follow.

*The train started slowing down at Varkala. An old woman boarded the train. She was struggling to put down her heavy bag under the train seat. She lost her balance twice and finally sat down in the seat opposite to Suma's.*

- a. Who got into the train at Varkala?
- b. Find out from the passage a word which means 'to get into'.
- c. Write down a few words that have the same meaning as 'heavy'.
- d. Where did the old woman finally sit down?

### II Complete the following sentences using future form of the verbs.

- a. The train \_\_\_\_\_ (leave) at half past nine tomorrow evening.
- b. I \_\_\_\_\_ (phone) you tonight.
- c. My sister \_\_\_\_\_ (complete) the course in time.
- d. I \_\_\_\_\_ (read) as many books as I can during this vacation.

### III Fill in the blanks with the correct prepositions.

- a. The boy sleeps \_\_\_\_\_ his bed.
- b. The bank closed \_\_\_\_\_ 6pm.
- c. My friends go \_\_\_\_\_ school every day.

d. The postman asked me to come \_\_\_\_\_ the morning.

e. He is good \_\_\_\_\_ drawing.

#### IV Rewrite as directed

1. He cooks dinner. Or she cooks dinner.  
(Combine the sentences using 'either ...or')
2. She can have tea. Or she can have coffee.  
(Combine the sentences using 'either...or')
3. I don't like chappathis. I don't like eggs.  
(Combine the sentences using 'neither...nor')
4. He will come here for the party. His wife will also come for the party.  
(Combine the sentences using 'both...and')
5. He cannot speak English. He cannot write English.  
(Combine the sentences using 'neither...nor')

#### V Fill in the blanks with simple past or past perfect verb form

1. When I (arrive) at the cinema, the film (start).
2. After they (eat) the sandwich, they (begin) to feel sick.
3. Julie (finish) her dinner when I (reach) there.
4. When we (reach) the air-port the plane (leave).

#### VI Use the passive voice

1. Ten houses \_\_\_\_\_ here last year. (build)
2. Maize \_\_\_\_\_ in the rainy season by farmers. (sow)
3. The job \_\_\_\_\_ by the end of next month (complete)
4. A picture \_\_\_\_\_ by her (draw)

#### VII These sentences have some errors. Correct the sentences.

1. He surprised by the loud noise.
2. This photo was take my uncle.

3. Was your problem solve?
4. They were ate breakfast at 8'o clock in the morning.
5. He was watched his favourite TV show.
6. Pluto discovered in 1930.
7. The room cleared this morning.
8. I was really enjoyed my holiday last summer.

**VIII** Read the following sentences. Underline the verbs and classify them into active or passive. Write 'Act' for active and 'Pas' for passive verb.

1. *Sunitha took the photos*  
e.g verb- took (Act)
2. Rajeev served meals.
3. Patients are treated by doctors.
4. Taj Mahal was built by Shahjahan.
5. The room is cleaned.
6. The cat chases rats.
7. The rats are chased by cats.