

Unit

8

- Reading A : The Accidental Tourist
Reading B : Father Returning Home (Poem)
Reading C : Kathmandu



Travel and Tourism

Travel and Tourism

Look at the pictures and answer the questions that follow.



1. What are these pictures about?
2. Have you ever visited such places?
4. In what way are these places worth visiting?

A Reading

The Accidental Tourist

They say that the world today is a small place because travel has become easy, but not everybody finds it easy to travel. Here, the author reflects humorously his experience as a traveller.

Of all the things I am not very good at, living in the real world is perhaps the most outstanding. I am constantly filled with wonder at the number of things that other people do without any evident difficulty that are pretty much beyond me. I cannot tell you the number of times that I have gone looking for the lavatory in a cinema, for instance, and ended up standing in an alley on the wrong side of a self locking door. My particular speciality now is returning to hotel desks two or three times a day and asking what my room number is, I am, in short, easily confused.

I was thinking about this the last time we went en famille on a big trip. It was at Easter, and we were flying to England for a week. When we arrived at Logan Airport in Boston and were checking in, I suddenly remembered that I had recently joined British Airways' frequent flyer programme. I also remembered that I had put the card in my carry-on bag. And here's where the trouble started.



The zip on the bag was jammed. So I pulled on it and yanked at it, with grunts and frowns and increasing consternation. I kept this up for some minutes but it wouldn't budge, so I pulled harder and harder, with more grunts. Well, you can guess what happened. Abruptly the zip gave way. The side of the bag flew open and everything within – newspaper cuttings and other loose papers, a 14-ounce tin of pipe tobacco, magazines, passport, English money, film – was extravagantly ejected over an area about the size of a tennis court.

I watched dumbstruck as a hundred carefully sorted documents came raining down in a fluttery cascade, coins bounced to a variety of noisy oblivions and the now-lidless tin of tobacco rolled crazily across the concourse disgorging its contents as it went.

“My tobacco!” I cried in horror, thinking what I would have to pay for that much tobacco in England now that another Budget had come and gone, and then changed the cry to “My finger! My finger!” as I discovered that I had gashed my finger on the zip and was shedding blood in a lavish manner. (I am not very good around flowing blood generally, but when it's my own – well, I think hysterics are fully justified). Confused and unable to help, my hair went into panic mode.

It was at this point that my wife looked at me with an expression of wonder – not anger or exasperation, but just simple wonder – and said, “I can't believe you do this for a living.”

But I'm afraid it's so. I always have catastrophes when I travel. Once on an aeroplane, I leaned over to tie a shoelace just at the moment someone in the seat ahead of me threw his seat back into full recline, and found myself pinned helplessly in the crash position. It was only by clawing the leg of the man sitting next to me that I managed to get myself freed.

On another occasion, I knocked a soft drink onto the lap of a sweet little lady sitting beside me. The flight attendant came and cleaned her up, and brought me a replacement drink, and instantly I knocked it onto the woman again. To this day, I don't know how I did it. I just remember reaching out for the new drink and watching helplessly as my arm, like some cheap prop in one of those 1950s horror movies with a name like *The Undead Limb*, violently swept the drink from its perch and onto her lap.

The lady looked at me with the stupefied expression you would expect to receive from someone whom you have



repeatedly drenched, and uttered an oath that started with “Oh”, finished with “sake” and in between had some words that I have never heard uttered in public before, certainly not by a nun.

This, however, was not my worst experience on a plane flight. My worst experience was when I was writing important thoughts in a notebook (‘buy socks’, ‘clutch drinks carefully’, etc.), sucking thoughtfully on the end of my pen as you do, and fell into conversation with an attractive young lady in the next seat. I amused her for perhaps 20 minutes with a scattering of urbane *bons mots*, then retired to the lavatory where I discovered that the pen had leaked and that my mouth, chin, tongue, teeth and gums were now a striking, scrub-resistant navy blue, and would remain so for several days.

So you will understand, I trust, when I tell you how much I ache to be suave. I would love, just once in my life, to rise from a dinner table without looking as if I have just experienced an extremely localised seismic event, get in a car and close the door without leaving 14 inches of coat outside, wear light-coloured trousers without discovering at the end of the day that I have at various times sat on chewing gum, ice cream, cough syrup and motor oil. But it is not to be.

Now on planes when the food is delivered, my wife says: “Take the lids off the food for Daddy” or “Put your hoods up, children. Daddy’s about to cut his meat.” Of course, this is only when I am flying with my family. When I am on my own, I don’t eat, drink or lean over to tie my shoelaces, and never put a pen anywhere near my mouth. I just sit very, very quietly, sometimes on my hands to keep them from flying out unexpectedly and causing liquid mischief. It’s not much fun, but it does at least cut down on the laundry bills.

I never did get my frequent flyer miles, by the way. I never do. I couldn’t find the card in time. This has become a real frustration for me. Everyone I know – everyone – is forever flying off to Bali first class with their air miles. I never get to collect anything. I must fly 100,000 miles a year, yet I have accumulated only about 212 air miles divided between twenty-three airlines.

This is because either I forget to ask for the air miles when I check in, or I remember to ask for them but the airline then manages not to record them, or the check-in clerk informs me that I am not entitled to them. In January, on a flight to Australia – a flight for which I was going to get about a zillion air miles – the clerk shook her head when I presented my card and told me I was not entitled to any.

“Why?”

“The ticket is in the name of B. Bryson and the card is in the name of W. Bryson.”

I explained to her the close and venerable relationship between Bill and William, but she wouldn’t have it.

So I didn’t get my air miles, and I won’t be flying to Bali first class just yet. Perhaps just as well, really, I could never go that long without eating.

- Bill Bryson

About the author

William Mc Guire “Bill” Bryson, (born on December 8, 1951) is a best-selling American author of humorous books on travel, as well as books on the English language and on science. Born an American, he was a resident of Britain for most of his adult life before returning to the US in 1995. In 2003 Bryson moved back to Britain. Bryson shot to prominence in the United Kingdom with the publication of *Notes From A Small Island* (1995), *An Exploration of Britain*, for which he made an accompanying television series. He received widespread recognition again with the publication of *A Short History of Nearly Everything* (2003), which popularised scientific questions for a general audience.



Glossary

- alley (*n*) : a narrow passage-way between or behind buildings
- en famille (*adv*) : with one's family
- grunt (*n*) : a short low sound in the throat to show pain and anger
- yank (*v*) : pull with a jerk
- budge (*v*) : move slightly
- consternation (*n*) : surprise, shock or anxiety
- extravagantly (*adv*) : very extremely
- oblivion (*n*) : a state in which one is not aware of what is happening around.
- concourse (*n*) : the open central area in a large public building (here, in the airport)
- disgorging (*v*) : pour something out in a large quantities
- exasperation (*n*) : irritation
- catastrophes (*n*) : a sudden even that causes many people to suffer
- perch (*n*) : a place or position
- urbane (*adj*) : polished and cultured
- bons mots (*n*) : clever remarks
- suave (*adj*) : sophisticated, polite
- seismic event (*n.phr*) : a powerful happening like an earthquake

I. Answer the following questions.

1. How did the card of British Airways' frequent flyer programme trouble the narrator?
2. The narrator's wife looked at him with an expression of wonder. What might the reason be?
3. The narrator lamented that he had met with many catastrophes in his travel. What were they? Do you think they were real catastrophes?
4. How did the narrator free himself from the crash position?
5. Do you think the narrator's hands were like some cheap prop? If yes, what made you think so?
6. Why did the narrator's wife say to the children, "Take the lids off the food for Daddy"?
7. Did the narrator do all the awkward things intentionally or accidentally? Give your reasons.
8. What kind of person was the narrator? How can you justify your opinion?

II. Here is a list of actions in the story. Put a tick (✓) on the actions performed by the narrator.

- Yanked the bag – zip
- Gashed finger on the zip
- Tied a shoe lace
- Clawed the leg of womans
- Knocked a soft drink
- Sucked the end of a pencil
- Ate tobacco
- Stored letters
- Leaned back in the plane
- Presented a photo



Vocabulary

Read the following sentence and observe the underlined word.

Living in the real world is perhaps most outstanding

What meaning does the underlined word convey in the sentence?

As you perhaps know, **outstanding** is a compound word, containing **out** and **standing**.

Here the word '**outstanding**' means very important.

Look for such compound words, if any, in the lesson.

I. Prepare a list of five such words and find their meanings with the help of a dictionary/ your teacher.

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

II. Read the following sentences and observe the underlined words.

1. I don't eat , drink or lean over to tie over my shoe laces.
2. I just remember reaching out for the new drink.

In the first sentence 'drink' means 'take in' or 'consume'. In the second sentence 'drink' means 'beverage'. The word 'drink' is a homonym. A homonym is a word that is spelt and pronounced like another word but has another meaning.

Here is a list of words. Use them in sentences to give two different meanings.

fair	bank	left
saw	bear	right
interest	like	can
row	minute	second

III. Read the following sentences.

'The zip on the bag was jammed. So I pulled on it and yanked at it, with grunts and frowns.'

Here the underlined word 'grunt' is a short low sound in the throat to show annoyance, pain and disinterest. It is a sound-word.

Here are a few other sound words. Find out their meanings with the help of a dictionary / your teacher.

Sl. No.	Word	Meaning
1	babble	
2	bark	
3	groan	
4	grumble	
5	moan	
6	mumble	
7	murmur	
8	mutter	
9	shout	
10	shriek	
11	whisper	



Passive Voice

Here are two sentences taken from the text ‘Kathmandu’.

1. A corpse is being cremated on its banks.
2. Tibetan prints and silver jewellery can be bought here.

In both the sentences the agent of the action is not mentioned. In these two sentences the subjects are passive because something is being done to them rather than they are doing something.

In the first sentence the subject ‘**A corpse**’ is followed by the helping verb ‘**is**’, be form ‘**being**’ and the past participle form of the verb ‘**cremate**’.

In the second sentence the subject ‘**Tibetan prints and silver jewellery**’ is followed by the helping verb ‘**can**’, be form ‘**be**’ and the past participle form of the main verb ‘**buy**’.

As you can see, the agent of the passive voice is not mentioned, when it is unknown, not considered important, not desirable to inform or so obvious from the context. Passive voice is generally used (when we want) to emphasize the activity rather than the subject.

Now, pick out the sentences in the Passive voice from the text “The accidental tourist”.

Here are some sentences in the passive voice. Read them carefully and say which domain they belong to. One has been done for you.

Sl. No.	Sentences of Passive Voice	Domain (context)
1.	Tendulkar has been caught.	cricket commentary
2.	Patrons are asked not to smoke.	
3.	Our planet is wrapped in a mass of gases.	
4.	The news is read by Pragathi.	
5.	Examinations have been postponed.	
6.	The suspect has been acquitted of the charge.	



Writing

Read this letter.

St. Paul's Avenue,
Boston.
9th March.

Dear W. Bryson,

Hope you are doing well by the grace of God.

I always remember the days we spent at different tourist places last summer.

Here is an important matter I would like to bring to your notice. Very recently when I was on my journey, the airport clerk examined my ticket and travel cards and pointed out that the card with me was your card.

I think the exchange of our cards might have taken place when we met at the hotel recently.

Hope you will check and send my card at the earliest.

Anyhow, here I am enclosing your card.

With best regards.

Yours affectionately,
Bill Bryson

To
Mr. W. Bryson, 7-18-02,
St. John's Avenue, Washington.

Imagine that you were W. Bryson and write a reply to Bill Bryson expressing his regret for this blunder.

Study Skills

- I. On the following map mark the route, which the author thought of but did not take, to Delhi.



II. Find out the possible routes (by rail, road or air) from Kathmandu to New Delhi / Mumbai / Kolkata / Chennai.



Listening

Listen to the speech on “Tourism in India” and answer the following questions.

1. Who is the speaker of this speech?
2. What is the occasion mentioned in this speech?
3. What role does the Government play for the development and promotion of tourism?
4. Which thing holds the key to the growth of tourism according to the speaker?
5. What, according to the speaker, would ensure provision of a better quality of life to our own citizens?



Oral Activity

Talk about any tourist place or pilgrim centre that you visited during holidays.

Keep the following things in mind.

1. What place did you visit?
2. When did you visit that place?
3. What did you see there?
4. What were the interesting things you found there?
5. What facilities were there?
6. How did you enjoy yourself?
7. Does the place have any historical importance?

B Reading

Father Returning Home



My father travels on the late evening train
Standing among silent commuters in the yellow light
suburbs slid past his unseeing eyes
His shirt and pants are soggy and his black raincoat
Stained with mud and his bag stuffed with books
Is falling apart. His eyes dimmed by age
fade homeward through the humid monsoon night.
Now I can see him getting off the train

Like a word dropped from a long sentence.
He hurries across the length of the grey platform,
Crosses the railway line, enters the lane,
His chappals are sticky with mud, but he hurries onward.

Home again, I see him drinking weak tea,
Eating a stale chapati, reading a book.
He goes into the toilet to contemplate
Man's estrangement from a man-made world.
Coming out he trembles at the sink,
The cold water running over his brown hands,
A few droplets cling to the greying hairs on his wrists.
His sullen children have often refused to share

Jokes and secrets with him. He will now go to sleep
Listening to the static on the radio, dreaming
Of his ancestors and grandchildren, thinking
Of nomads entering a subcontinent through a narrow pass.



- Dilip Chitre

About the poet

Dilip Purushottam Chitre (17 September 1938 – 10 December 2009) was one of the foremost Indian writers and critics to emerge in the post Independence India. Apart from being a very important bilingual writer, writing in Marathi and English, he was also a painter and filmmaker. His *Ekun Kavita or Collected Poems* were published in the nineteen nineties in three volumes. *As Is, Where Is* selected English poems (1964-2007) and "*Shesha*" English translation of selected Marathi poems both published by *Poetrywala* are among his last books published in 2007. He is also an accomplished translator and has prolifically translated prose and poetry. He started his professional film career in 1969 and has since made one feature film, about a dozen documentary films, several short films in the cinema format, and about twenty video documentary features. He also scored the music for some of them.



Glossary

commuters (<i>n</i>)	:	passengers
soggy (<i>adj</i>)	:	wet and soft
stale (<i>adj</i>)	:	no longer fresh
contemplate (<i>v</i>)	:	think seriously
estrangement (<i>n</i>)	:	separation from life partner or family
sullen (<i>adj</i>)	:	silent and bad tempered
static (<i>n</i>)	:	(<i>here</i>) noise that disturbs the signals of radio
nomads (<i>n</i>)	:	members of a tribe moving with their animals from a place to a place.
subcontinent (<i>n</i>)	:	(<i>here</i>) India

I Answer the following questions.

1. Is the father comfortable on the train?
2. What does 'the dress of the father' indicate?
3. 'A word dropped from a long sentence'. What does it refer to?
4. How can you say that the father is in a hurry to go home?
5. What might be the contemplation of the father in the toilet?
6. What image do you get from the line, 'A few droplets cling to the greying hairs on his wrists'?
7. Why is the father thinking of nomads?

Kathmandu

I get a cheap room in the centre of town and sleep for hours. The next morning, with Mr. Shah's son and nephew. I visit the two temples in Kathmandu that are most sacred to Hindus and Buddhists.

At Pashupathinath (outside which a sign proclaims 'Entrance for the Hindus only') there is an atmosphere of 'febrile confusion'. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds. We offer a few flowers. There are so many worshippers that some people trying to get the priest's attention are elbowed aside by others pushing their way to the front. A princess of the Nepalese royal house appears; every one bows and makes way. By the main gate, a party of saffron – clad Westerners



struggle for permission to enter. The policeman is not convinced that they are 'the Hindus' (only Hindus are allowed to enter the temple). A fight breaks out between two monkeys. One chases the other, who jumps onto a *shivalinga*, then runs screaming around the temples and down to the river, the holy Bagmati that flows below. A corpse is being cremated on its banks; washerwomen are at their work and children bathe. From a balcony a basket of flowers and leaves, old offerings now wilted, is dropped into the river. A small shrine half protrudes from the stone platform on the river bank. When it emerges fully, the goddess inside will escape, and the evil period of the *Kaliyug* will end on earth.

At the Baudhnath stupa, the Buddhist shrine of Kathmandu, there is, in contrast, a sense of stillness. Its immense white dome is ringed by a road. Small shops stand on its outer edge; many of these are owned by Tibetan immigrants; felt bags, Tibetan prints and silver jewellery can be bought here. There are no crowds; this is a haven of quietness in the busy streets around.



Kathmandu is vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards; shops selling western cosmetics, film rolls

and chocolate; or copper utensils and Nepalese antiques. Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows low questioningly at motorcycles, vendors shout out their wares. I indulge myself mindlessly; buy a bar of marzipan a corn-on-the-cob roasted in a charcoal brazier on the pavement (rubbed with salt, chilli powder and lemon); a couple of love story comics, and even a Reader's Digest. All this I wash down with *Coca Cola* and a nauseating orange drink, and feel much the better for it.

I consider what route I should take back home. If I were propelled by enthusiasm for travel per se, I would go by bus and train to Patna, then sail up the Ganges past Benaras to Allahabad, then up the Yamuna, past Agra to Delhi. But I am very exhausted and homesick; today is the last day of August. Go home, I tell myself: move directly towards home. I enter a Nepal Airlines office and buy a ticket for tomorrow's flight.

I look at the flute seller standing in a corner of the square near the hotel. In his hand is a pole with an attachment at the top from which fifty or sixty bansuris protrude in all directions, like the quills of a porcupine. They are of bamboo: there are cross-flutes and recorders. From time to time he stands the pole on the ground, selects a flute and plays for a few minutes. The sound rises clearly above the noise of the traffic and the hawkers' cries. He plays slowly meditatively, without excessive display. He does not shout out his wares. Occasionally he makes a sale, but in a curiously offhanded way as if this were incidental to his enterprise. Sometimes he breaks off playing to talk to the fruit seller. I imagine that this has been the pattern of his life for years.

I find it difficult to tear myself away from the square. Flute music always does this to me: It is at once the most universal and most particular of sounds. There is no culture that does not have its flute – the reed *neh*, the recorder, the Japanese *shakuhachi*, the deep *bansuri* of Hindustani classical music, the clear or breathy flutes of South America, the

high-pitched Chinese flutes. Each has its specific fingering and compass. It weaves its own associations. Yet to hear any flute is, it seems to me, to be drawn into the commonality of all mankind, to be moved by music closest in its phrases and sentences to the human voice. Its motive force too is living breath: it too needs to pause and breathe before it can go on.

That I can be so affected by a few familiar phrases on the bansuri surprises me at first, for on the previous occasions that I have returned home after a long absence abroad, I have hardly noticed such details, and certainly have not invested them with the significance I now do.

- *Vikram Seth,*
(*an extract from Heaven Lake*)

About the author

Vikram Seth is an Indian poet, novelist, travel writer, librettist, children's writer, biographer and memoirist. He won the WH Smith Literary Award and the Commonwealth Writers Prize for his novel, *A Suitable Boy*. His travelogue "*From Heaven Lake: Travels Through Sinkiang and Tibet*" won the Thomas Cook Travel Book Award. It was his first popular success. It offers insight to Seth as a person, who is candid about the reality and effect of living abroad.



Glossary

- febrile (*adj*) : having or showing a great deal of nervous excitement.
- mercenary (*adj*) : interested only in the amount of money that you can get from a situation.
- antique (*n*) : a decorative object or piece of furniture that is valuable because of its age.
- blare out (*v*) : sound loudly and harshly.
- low (*v*) : (of a cow) moo.
- marzipan (*n*) : a sweet yellowish paste of ground almonds, sugar, and egg whites, used to coat large cakes or to make sweets.

brazier (<i>n</i>)	:	a portable heater consisting of a pan or stand holding lighted coals.
nauseating (<i>adj</i>)	:	making you feel as if you are going to vomit.
propel (<i>v</i>)	:	drive or push forwards.
per se (<i>adv</i>)	:	by or of itself
offhanded (<i>adj</i>)	:	casual; not showing much interest in something.
enterprise (<i>n</i>)	:	a business or company.
breathy (<i>adj</i>)	:	(of a voice) having an audible sound of breathing.
compass (<i>n</i>)	:	range or scope.

Answer the following questions.

1. What is the belief at Pashupathinath temple about the end of Kaliyuga?
2. Why couldn't the narrator tear himself away from the square?
3. Compare and contrast the atmosphere in and around Baudhnath shrine with Pashupathinath temple.
- *4. Do you want to visit the places like *Kathmandu*? Why?



Project Work

Imagine that you are the School Pupils' Leader of your school. Your school authorities asked you to plan a tour to an interesting and enchanting tourist place. Collect information about various places for better planning by interacting with your neighbours, friends and relatives who have been to various tourist places.

You may also consult a tourist guide / brochure issued by Toursim Department.

I. Prepare questions to get the information required to complete the table.

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

Places visited	Importance of the place	Any other Visiting Places	Facilities (hotels/ choultries) available	Distance from your place	Mode of Transport		Suitable season / time for visit	Things to be Carried and Amount incurred
					Road	Rail		
1	2	3	4	5	6	7	8	9

II Analyse the data furnished in the table.

Write about the best place you propose to visit and also speak to your team about the merits of the place.

III Here is a list of items that usually people need while going on a trip as travellers. Select only ten items from the list which you think are the most important. Justify your selection by giving suitable reasons.

- | | |
|-------------------------|----------------------------|
| 1. a match box | 2. a newspaper |
| 3. a transistor | 4. a small tent |
| 5. a road map | 6. snacks |
| 7. a sleeping bag | 8. a piece of jewellery |
| 9. a pair of binoculars | 10. an extra pair of socks |
| 11. a camera | 12. a picture of goddess |

- | | |
|---------------------------------------|---------------------------|
| 13. a twenty metre roll of nylon rope | 14. a jungle knife |
| 15. a pack of playing cards | 16. a first-aid kit |
| 17. a compass | 18. two badminton rackets |
| 19. a plastic bucket and a mug | 20. a toilet box |
| 21. a laptop | 22. an ATM card |
| 23. an identity card | 24. novels and magazines |
| 25. a torch light | 26. a mobile phone |

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. The Accidental Tourist			
B. Father Returning Home			
C. Kathmandu			
I was able to prepare compound words and find out their meanings given under 'Vocabulary'.			
I was able to understand use homonyms in sentences of my own given under 'Vocabulary'.			
I was able to find out the meanings of a few words related to sounds given under 'Vocabulary'.			
I was able to understand the domains of Passive voice given under 'Grammar'.			
I was able to write a reply letter expressing regret given under 'Writing'.			
I was able to find out the possible routes as suggested under 'Study Skills'.			
I listened to and understood the speech and answered the questions given under 'Listening'.			
I was able to complete the 'Project Work'.			

Appendix I

Texts for Listening

Unit 1

Master of the Game

An old man who lived in a small side street in the city of Mumbai had to put up with the nuisance of having boys play cricket outside his house, at night.

One evening when the boys were particularly noisy, he went out to talk to them. He explained that he was a pensioner, who was happiest when he could see or hear boys playing his favourite game, cricket. He said he would give them ₹25 each week to play in the street at night. The boys were thrilled. They were being paid to do something they enjoyed!

At the end of the first week they knocked at the old man's house and asked to be paid.

He did so.

The second week when they asked for payment he said he had run out of money and sent them away with only ₹15.

The third week the man said he had not yet received his pension and gave them only ₹10.

The boys were very disappointed but there was not much they could do about it.

The fourth week the man said he could not afford to pay them ₹ 25 as he had promised, but would give them ₹ 5 each week without fail.

This was too much for the boys.

“You expect us to play seven days a week for a measly ₹ 5!” they yelled. “Go to blazes.”

They stormed away and never played on the street again.

Unit 2

Cricket Commentary

Hello, good morning, viewers. This is Sunil Gavaskar with Ravi Sastry. Welcome to Uppal Cricket Stadium, Hyderabad. It is a sunny morning. Electrifying atmosphere in this jampacked stadium. The crowd is expecting an exciting match—a war of nerves between the arch rivals, India and Pakistan. The local boy V.V.S. Laxman is the centre of attraction as it is his home ground.

Having won the toss, India elected to bat first. The in-form openers Gambhir and Sehwag are at the crease.

The first ball of the day, an in-swinging yorker into the pads of Sehwag from Umar Gul. He is all hands up. There is a loud appeal for lbw. Luckily, for Sehwag and for India it is a no-ball. There is absolute silence in the stadium.

Here comes Gul again! Sehwag is ready. Gul pitches the ball at the good length area. Sehwag goes backfoot, plays it gently to the square leg area. The batsmen cross for a quick single. Sehwag opens his account with that single. India is 2 for no loss of a wicket.

This brings Gambhir on to strike. The third ball of the over. This time a slightly misdirected ball on the leg stump and Gambhir comes forward and hits straight over the head of the bowler for a four.

Gul changes the guard. This time a very well-directed short-pitch delivery. Oh! What a delivery. But Gambhir connects the ball. What a sweet timing! In a flash the ball disappears into the stands. The umpire Steve Buckner declared it a six. The crowd jump on to their feet. With that Gambhir quickly moves on to 10 and India 12 without loss. There is a conversation between Gul and Shahid Afridi. It seems the captain has a piece of advice. And there is some field adjustment for Gambhir. Now let's see how it works.

Umar Gul comes in and bowls to Gambhir. What a cracking delivery! It breaks the defense of Gambhir. Oh! the middle stump goes cart-wheeling. He's out. Pakistan celebrates. The jubilant Gul runs to hug his captain. The crowd is dumbstruck. But the umpire Buckner signaled it a no-ball. Gambhir survives. A great sigh of relief on his face. How lucky this man is! The crowd comes alive again and cheers up. What an excitement in the very first over itself!

The final ball of the over. This time it is a slow ball from Gul. Gambhir elegantly pushes the ball to the onside and completes the run but there is a fumble by the fielder. The batsmen try for the second. Will they complete it? Yes. Now the score moves on to 14. Gambhir is on 12.

Unit 3

Speeches

Speech 1

Good evening to all the people present here today. It's a pleasure to start this occasion by welcoming everybody. I welcome our headmaster to preside over the function. Now I would like to invite the honourable chief guest, our M.L.A to come onto the dais. I welcome my teachers, my fellow - friends and schoolmates. Today we all have gathered here for the Annual Day celebration. I welcome you all and I hope you enjoy the programme.

Now I request our headmaster to start the function.

Thank you.

Speech 2

I have a great pleasure in welcoming our principal to preside over the Children's Day programme that we have today. It is a great privilege for me to invite our chief guest, the D.E.O. of our district, who has kindly consented to be the chief guest for the day, I also welcome other distinguished guests, who also have consented to be with us today despite their tight schedule. I cordially welcome my colleagues and non-teaching staff too. In today's celebration our main heroes are our students. So I welcome them and their parents too along with all others.

I hope you enjoy every aspect of this event and request the president to begin the proceedings.

Thank you.

Unit 4

Earth Song

What about sunrise

What about rain

What about all the things

That you said we were to gain . . .

What about killing fields

Is there a time

What about all the things

That you said was yours and mine...

Did you ever stop to notice
All the blood we've shed before
Did you ever stop to notice
The crying Earth the weeping shores?

What have we done to the world
Look what we've done
What about all the peace
That you pledge your only son...
What about flowering fields
Is there a time
What about all the dreams
That you said was yours and mine...
Did you ever stop to notice
All the children dead from war
Did you ever stop to notice
The crying Earth the weeping shores

- Michael Jackson

Unit 5

News Bulletin

This is All India Radio. The news.... read by Latika Ratnam.

The headlines first...

An unprecedented flood caused a havoc in Krishna, Guntur, Kurnool and Mahabubnagar districts of Andhra Pradesh.

The Prime Minister visits the flood affected areas tomorrow.

India defeated Pakistan in the triangular cricket series held at Brisbane, Australia.

Now the news in detail. Massive floods wreaked a havoc in Krishna, Guntur, Kurnool and Mahabubnagar districts of Andhra Pradesh. Water has been released from the dams of Srisaillam, Nagarjuna Sagar and the Prakasam Barrage. About 400 villages have been inundated with flood waters, 4 lakhs of people have become homeless. The death toll has reached 532 so far.

However, the rescue operations are in full swing. The Chief Minister of Andhra Pradesh has made an aerial survey of the flood-hit areas. An immediate aid of two lakhs of rupees has been announced to the members of the deceased. A relief of ten thousand rupees has been announced to the homeless. The C.M. has conducted an emergency meeting with the respective collectors of the flood-hit areas and asked them to set up rehabilitation camps immediately on war-footing.

Unit 6

Speech of Subhash Chandra Bose

Brave soldiers! Today you have taken an oath that you will give fight to the enemy till the last breath of your life, under the national tricolour. From today you are the soldiers of the Indian National Army of free India. You have volunteered to shoulder the responsibility of forty crores of Indians. From today your mind, might and money belong to the Indian Nation. Friends, you have the honour to be the pioneer soldiers of Azad Hind Fauj. Your names will be written in the history of Free India. Every soldier who is martyred in this holy war will have a monument, Free India. The coming generations will shower flowers on those monuments. You are very fortunate that you have got this valuable opportunity to serve your motherland. Although we are performing this ceremony in a foreign land, our heads and hearts are in our country. You should remember that your military and political responsibilities are increasing day by day and you must be ready to shoulder them competently. The drum of Indian Independence has been sounded. We have to prepare for the battle ahead. We should prepare ourselves as early as possible so that we can perform the duties we have shouldered. I assure you that the time is not far off when you will have to put to use the military skill which you possess.

Today we are taking the vow of independence under the National Flag. A time will come when you will salute this flag in the Red Fort. But remember that you will have to pay the price of freedom. It has to be got by force. Its price is blood. We will not beg freedom from any foreign country. We shall achieve freedom by paying its price. It doesn't matter how much price we have to pay for it. I assure you that I will lead the army when we march to India together. The news of the ceremony that we are performing here has reached India. It will encourage the patriots at home, who are fighting empty-handed against the British. Throughout my life it had been my ambition to equip an army that would capture freedom from the enemy. Today I congratulate you because

the honour of such an army belongs to you. With this I close my speech. May God be with you and give you the strength to the pledge which you have taken voluntarily today.

Inquilab..... Zindabad!

Unit 7

Compering

Good evening, ladies and gentlemen. Welcome to the “A.P. Cultural Mela Week”. Well, there are melodious music, colourful decoration of the dais and the lighting of ceremonial flame, but it has nothing to do with the Hollywood Film Festival. Boys and girls from different districts of A.P. have gathered here to inaugurate the Mela tonight. Ladies and gentlemen, if you want to announce anything, any time, you just come on right up and let us know.

We are wrapping up with an interesting play, ‘Rani Bhagmathi’ by our Govt. School Students.

Perhaps you know, Bhagamati was a native of Chichlam, now it is called Shahalibanda, which is 10 miles away from Golconda in Hyderabad. Muhammad Quli Qutub Shah fifth sultan of former Qutub Shahi Dynasty fell in love with her.

The Sultan wanted to give something worthy to her ladylove.

He built a new city. He named it Bhagyanagar. In the year 1591 he laid the foundation stone of the new city. Under direct supervision of his Prime Minister, Mir Momin, the new city was built with the grandeur of heaven. He named the city Bhagyanagar after Bhagamati. Now we are calling it Hyderabad.

After they got married, she changed her name to Haider Mahal and that is how the city was named Hyderabad. Mohammed Quli Qutub Shah of the Shahi Dynasty named it Hyderabad.

Ladies and Gentlemen, put your hands together to declare the Mela open.

Unit 8

A Speech on 'Tourism in India'

“It gives me great pleasure to be present here today amongst all of you, the stalwarts of the Indian Travel and Tourism Industry, to celebrate the coming of a new era in the industry.

It is evidenced that tourism is a major driver of economic growth globally. For a country like ours, Tourism Sector is not only a major contributor to the growth of the economy but a generator of employment opportunities as well.

The Government primarily plays the role of a facilitator, acting as a catalyst for the development and promotion of tourism. It is absolutely imperative that we not only maintain the quality of facilities and services offered, but also bring them at par with the best in the world.

Realizing that development of infrastructure holds the key to the growth of tourism, the Government is investing heavily for integrated development of the Infrastructure Sector. All possible steps are being taken to promote tourism related infrastructure. We are encouraging the Hotel and Travel Industry, developing tourism circuits, working towards preservation of monuments, human resources development, and, upgradation of information technology.

As the minister of tourism, I would like to mention here that, in our effort to develop and promote tourism, we have also to keep in mind the importance of sustainable tourism and the need of protecting our environment. India, a region with the world's greatest bio-diversity and varied natural locales, is an ideal destination for eco-tourism. We recognize the importance of cleanliness, general hygiene and sanitation in making India a memorable tourist destination. In the longer run, this would ensure provision of a better quality of life to our own citizens.

Domestic tourism is a big contributor to the growth of this sector. The number of domestic tourists is increasing every year.

I would once again like to congratulate all of you who have won the Express Travel World Awards. I would also like to congratulate all those who have been nominated for the award and wish them all the best for the coming year so that they could also be in the list of recipients next year."

"Jaihind...."

Appendix II

A Note to the Teacher

‘Our World Through English’ Class IX has been prepared in accordance with the syllabus for a ten year course in English as a second / third language. This is an integrated textbook. It has in it the workbook component as well as the supplementary reader component. We hope you would supplement or complement this textbook with some other materials of your choice for effective teaching / learning of English.

THE GOALS

After the completion of the course, the students are expected;

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes,
- to develop his/her linguistic competence into an instrument for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary and script writing, profile writing, dramas, posters, slogans, letters, etc.

Each unit starts with a picture / quotation / poem followed by some questions. This is to warm-up the students and to generate genuine interest towards what they are going to learn in the unit. This is followed by nine sections as shown below:

A. Reading: This section contains some pre-reading questions, the main reading text, glossary, and some comprehension questions. You will find stories, narratives, biographical sketches, short plays, speeches, monologue, letters, interview and essays related to the theme of the unit. You will find questions that help students think critically, reflect on what they have read, and interpret the text in their own words.

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonym / antonym tasks, phrasal verbs, homographs, multiple shades of meanings, collocations, homophones and homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore language. You will also find activities that help students identify grammatical errors and correct them.

Writing: This section contains some writing tasks/activities/exercises. You will find the tasks that help your students write a short message, a diary entry, a letter, a paragraph, an essay, and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they write a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some tasks / activities that involve the use of dictionaries, encyclopaedias, thesauruses, etc. You will also find some tasks that involve the use of bar charts, pie-diagrams, route maps, tables, etc.

Listening : This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contain some tasks/activities to improve speaking competencies. In the section you will find some activities that encourage the children to participate in the discussions, debates, compeering, presenting reports, and speeches etc.

B. Reading(Poem / Text): This section contains one poem/ text based on the theme followed by a glossary and some comprehension questions. You will find interesting poems related to the theme of the unit. The aesthetic appreciation is facilitated with the help of some interesting questions. The students are encouraged to write their own poems. They are also encouraged to sing / recite / choreograph the poems they learnt.

C. Reading: This section contains a reading text and some comprehension questions. You will find texts of different genre related to the theme of the unit. The comprehension questions require the students to reflect on what they have read.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work on the project for more than a week, to organize their work, and to present what they have found out before the class.

Self Assessment Checklist: There is a checklist given at the end of each unit for helping the learner to assess his / her own learning. The self-assessment tools include all the sections in the unit.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of language is different from information about language, and that every child constructs this knowledge through interpreting the world around her, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

You may have noticed that the new textbooks have a few features which make them different from the ones that we have been using.

- Units are thematically organized with passages meant for listening and reading and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.

- Measures have been taken to help learners getting familiarised themselves with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though units have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment of these.
- A few questions and activities have been highlighted (marked with * mark) from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercises are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The general design of classroom transaction will be something like the following:

The Pre-Reading session

1. The teacher interacts with the learners in an informal way in order to instill in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (say a photograph, a visual clipping, a news report, etc.) that will work like a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.
2. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
3. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

1. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.
2. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand; and
 - The parts that they liked most in the passage.

3. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
4. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions, and so on.
These questions help the learners assimilate the text by virtue of localising and personalising it.
5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
6. A mind mapping activity may be carried out which will act as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.

The Post Reading Session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- individual construction;
- presentation by a few individuals;
- sharing in group for refinement;
- presentation by the groups; and,
- the presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

Apart from the main reading passage, each unit contains a poem and a passage for extensive reading. The interaction based on these also is very important for generating language.

The Plan

In an academic year, we get at least 180 periods for teaching English. Since there are 8 units, each unit can be taught in 21 periods saving 12 periods for revision. You can further divide these 21 periods among the nine sections. Here is an approximate scheme of work.

Section	Periods
A. Reading	4 periods
Vocabulary	2 periods
Grammar	3 periods
Writing	3 periods
Study Skills	1 period
Listening	2 periods
B. Reading	2 periods
C. Reading	2 periods
Project Work	2 periods

Depending upon the complexity of a section, the number of periods for each section can be increased or decreased.

Sometimes, it may so happen that you finish a section much faster than expected, so while planning a unit, design some additional tasks / activities / exercise beforehand. It is also possible that some exercises are too easy / difficult for your students. In this case you have to adapt the tasks / activities / exercises or design new tasks to suit the needs of your students.

The Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and

reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Self - Assessment tools given in the TB (e.g. English VIII, IX) for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
3. Recording assessment in terms of the indicators

Some Dos and Don'ts

Dos

- It is good to ask students to take dictation on alternate days. Let the students exchange their work, assess each other's work, and report to the group leader. You can supervise the process and intervene whenever necessary.
- Encourage collaborative learning by dividing the class into mixed ability groups.

- Some comprehension questions / tasks / activities are star marked. They have no fixed / correct answer, so never try to take sides and decide on a correct answer. Never insist on memorising answers to comprehension questions or memorising chunks of the texts given for reading / listening. However, you can ask students to say their favourite dialogues / lines / quotations.
- You can ask them to memorise and recite at least two poems of their choice. Encourage them to read and recite poems from library books / magazines / newspapers.
- Every lesson you teach should help students to read more, to learn more, and to become an autonomous learner. To achieve this, encourage students to use and contribute to 'Reading Corner', 'Poetry Corner', 'Wall Magazine', and 'English Club'.

Don'ts

- Never read and explain (in either English or the students' mother tongue) each and every sentence in a reading / listening text.
- Never follow the age-old practice of 'read a sentence and ask a question'.
- Never speak for more than three minutes at a stretch. The teacher talk should be interspersed with the learner talk.
- Allow students to speak in their mother tongue when they are stuck in the middle of a conversation / talk but never allow them to use it as liberally as they do outside the classroom. Encourage them to speak in English by supplying them with essential vocabulary.
- Encourage students to explore English by comparing it with their mother tongue or some other languages available in the classroom.
- Never use a guide and never allow the students to use one, since it arrests the teaching learning process resulting in no learning whatsoever.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, movies, models, art, craft dance, drama, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that. Happy teaching!

NOTE: Use Teacher's Handbook for Effective Classroom Transaction and Continuous Professional Development.

Appendix III

Expected outcomes at the end of the Class IX

The learner should attain the following competencies:

1. The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately.
2. The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.
3. The competence to understand and use various words, idioms, phrasal verbs, proverbs, etc., in speech and writing.
4. The competence to construct oral and written discourses in response to what is listened to or read.
5. The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres.
6. The competence to appreciate the beauty of literature and to develop a taste for literature
7. The competence to free their mind from prejudices against other cultures / religions and be sensitive to the issues presented in the textbook such as conservation of resources, population concerns, deforestation, and sustainable development.
8. The competence to study language and explore it the way a scientist does by making use of the multilingual classroom.
9. The competence to appreciate similarities and differences across languages in their classroom and in the society.
10. The competence to understand the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm.
11. The competence to use language as a tool for knowledge acquisition and its sharing
12. The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment.

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

- I have the Right to express my views freely, which should be taken seriously, and everyone has the Responsibility to listen to others. [Article-12,13]
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water. [Article- 24]
- I have to Right to good education, and everyone has the Responsibility to encourage all children to go to school [Article- 28,29,23]
- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. [Article-19]
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. [Article- 23]
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. [Article- 29,30]
- I have the Right to safe and comfortable home and everyone has the Responsibility to make sure all children have homes. [Article- 27]
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. [Article- 28]
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving. [Article- 24]
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. [Article- 29]
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. [Article- 28, 37]
- I have the Right to be protected from economic exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. [Article- 32, 34]

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.