7

Carrier of Words





Reflect and Respond

0903CH07

I Look at the pictures given below of persons engaged in the same profession.









Discuss in pairs and share your answers with your classmates and teacher.

1. Which profession do they belong to?
2. Do they face any difficulties while doing their duty?
3. How does their profession affect the people they meet?

II Discuss in groups.

1. How can 'words' be 'carried'?
2. Who could be a carrier of words?
3. What are the means for people to stay connected?

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III Read the words given in the box below and place them in their appropriate context in the following passage.

slumped	dunes	defying
hamlets	signals	devoid

We stepped out of the vehicle at the end of the road. Immediately, our body sent 1. _____ that our decision to visit the sand 2. _____ in the afternoon was insane. We had passed a few 3. _____ on our way to the desert. We could not find even a single soul outdoors, 4. _____ the blazing sun. Even the camels were 5. _____ in the little shade offered by the khejri trees. In this remote place people relied on Bharat Sanchar Nigam Limited (BSNL) to connect to the world as the area was 6. _____ of any other network service.



Reading for Meaning

I

Though we are just a click away from sending mail at present, can you imagine how it was before the internet became the way of life? The mail was dropped in the post box, then through the postal system finally it was delivered by the postman in our letter box. The areas beyond the last railhead and after the road crumbles into sand, *Gramin Dak Sewaks* still serve as the sole link between the oases of humanity in India's extremes and their faraway families.

sole: only

Khetaram is a *Gramin Dak Sewak*. His left shoulder slumped from years of carrying a mailbag, he is the **sole** postman of Somarad Branch Post Office. For the last 15 years, he has been a trusted link between the people attached to this *Rajasthani* village post office and their families. Defying all elements of the harshest desert of India, the Thar, he is the lone face of the state who reaches the

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far-flung **hamlets**, or *dhaanis*, of this remote area just 2.5 km short of the Indo-Pakistan border.

Some 120 km beyond the last railhead at Barmer, 50 km beyond the last phone and 10 km beyond where the Barmer–Chohtan road directionlessly crumbles into sand so soft that even bicycles can't **ply**, that's where Khetaram's footprints appear along sand beds and dunes. It is his bodily effort that ensures that the mail transferred from the mail train onto buses before being **hefted** onto his shoulders is delivered at the border, within 24 hours of dispatch from Jodhpur, around 330 km away.

Often, the impression of his footprints reveals the weight of his mailbag. Regulations **stipulate** that his load cannot exceed 28 kilos. But in the summers, when the sands sizzle under his ***mojri***-clad feet, Khetaram says, "Even a single delivery is tiring, as I have to cover 20 km for it."

He delivers even on days when his body sends blazing signals that the temperature has crossed 50 degrees celsius, but is recorded as 49.9 degrees celsius, since 50 degrees celsius would mean a state holiday. Sometimes severe heat forces him to postpone deliveries till after sundown.

hamlets: settlements

ply: move

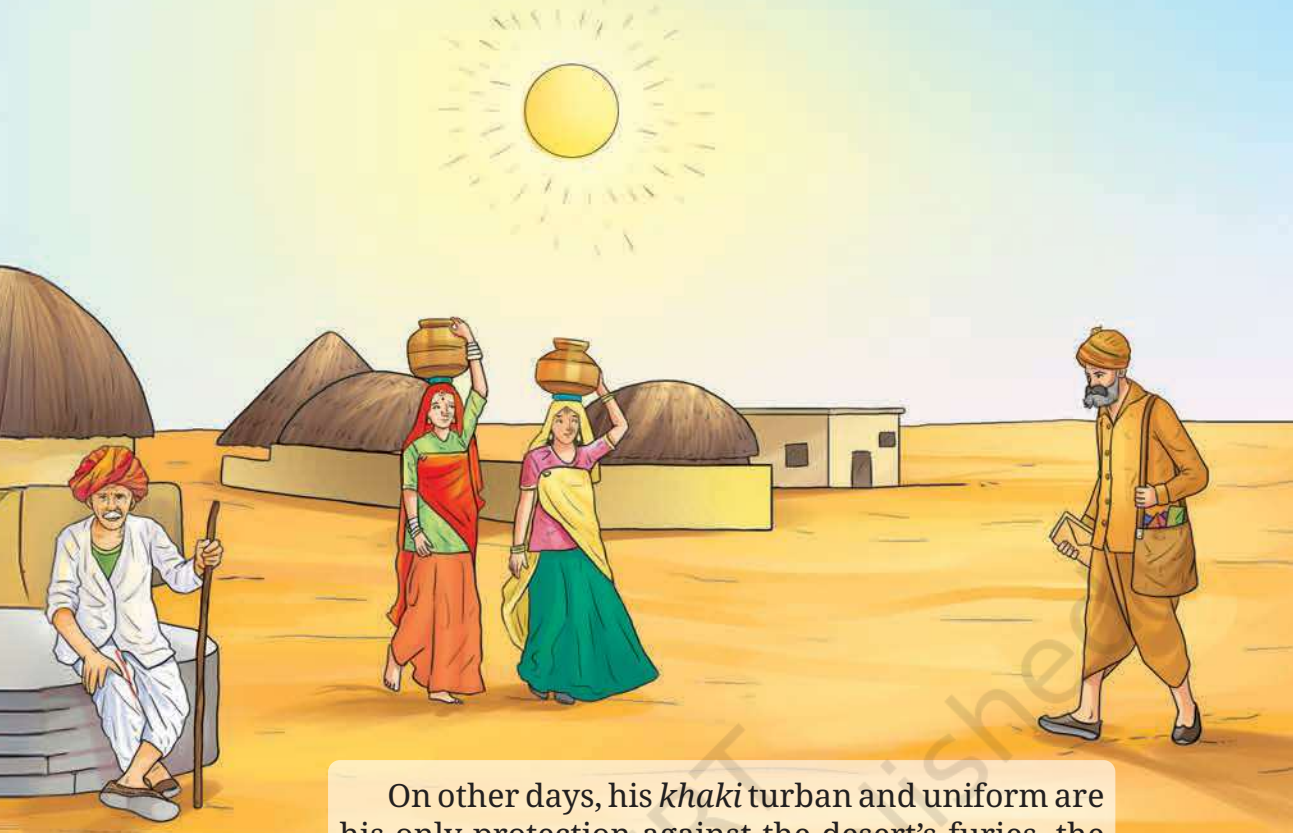
hefted: lifted

stipulate: specify

***mojri*:** traditional footwear of Rajasthan



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On other days, his *khaki* turban and uniform are his only protection against the desert's furies, the scorching summer winds and swirling sandstorms which turn him into a walking sandman. "Water is too precious to waste on washing, so I can only wipe my body. When I finish, there is a sand dune at my feet every evening," he says.

Till 2001, Khetaram was known as a 'delivery agent', **operating** in rural areas devoid of schools and primary healthcare centres. Since then, India's three lakh plus delivery agents like Khetaram were accepted as *Gramin Dak Sewaks* (GDS), who constitute more than 50 per cent of the total workforce.

The frozen desert of Ladakh, the isles of Lakshadweep, and the **riverine** communities of the northeast are all GDS territories. "The role of GDS is invaluable, since they deliver in interior areas that are often **inaccessible** by any means besides foot," explains the Postmaster-General of Rajasthan Western Region.

operating: working

riverine: situated on river bank

inaccessible: unreachable

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Unlike the British postal system set up in India to relay company *dak* between administrative centres, after independence, the mandate of India Post was to bring the entire population within the mailing **ambit**. Compared to 25,000 post offices in 1947, today we have about more than a lakh and a half post offices throughout the country.

Through the GDS, India Post has also been able to reach rural depositors, who entrust their monthly savings to the post office in their area. Every post office in the country has many operational accounts of the people which reflects their trust in the postal system.

ambit: range



Check Your Understanding

I Khetaram needs to submit information about himself for getting an identity card. While reading the text, fill up the following information sheet for Khetaram.

Name	Khetaram
Position	
Employer	
Official address	
Mode of transport used	
Key responsibilities	❁ _____ ❁ _____ ❁ _____ ❁ _____

II Discuss with your teacher.

1. Why do you think Khetaram has taken up this challenging job?
2. How do you think Khetaram would feel about taking up this challenging task every day?

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II

access: opportunity

The essential criterion for GDS selection is **access** to another means of livelihood. They are required to work only five hours in a day and are also allowed to serve after the age of 60, till the age of 65. All this is so that they can be paid a salary to enable them to have an assured income. The salary of regular postmen gets revised as the other government employees. "Only by applying such different conditions could we retain a large workforce of *Gramin Dak Sewaks* to serve remote outposts," explains a postmaster.

Khetaram's appointment more than a decade ago gave him a new lease of life. "*Akaal* or famine is a way of life here. In a good year, I get one crop of *bajra*. That cannot feed my family of five. We would starve without this job," he says. And for each family which resides in this arid land, survival is partly dependent on money orders **remitted** by a relative.

remitted: sent as gift

When writing about the social significance of the money order in his book, *Story of the Indian Post Office*, Mulk Raj Anand says, "In no other country a person in remote villages is so dependent on the post office for transmission of small sums of money ... It reflects the absolute confidence which most Indians place in the post office." In fact, a few years ago, a scheme to **scrap** the GDS and transfer the job to patwaris (village record keepers) was proposed and summarily rejected. "We knew they would not be able to do the job," says Budh Singh, a village elder.

scrap: remove

dwell: to stay on for sometime

threshold: entrance to a home

Such aspects of trust make Khetaram a warmly received man. He can **dwell** on any **threshold**, read out letters and write replies in his slightly shaky hand.

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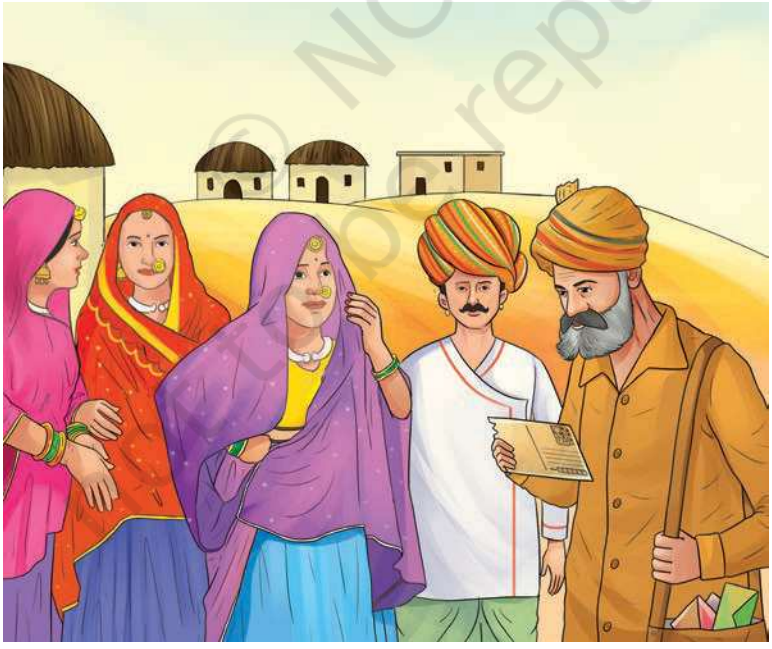


Everyone feels comfortable asking him to read the letters and draft the replies.

"People are kind to me; the **BSF** always gives me a lift. Since their camp came here last year, when I distribute their *dak*, I get a cup of tea." In the village, a piece of jaggery is all that can be offered when he brings news of a birth or weddings.

There is one letter delivery he **dreads**. The envelope with the right corner torn off, which signifies that the **missive** bears news of death. "*Ashubh Samachar* cannot be carried into the house," says Khetaram. So, he stands outside, reads out the letter twice, then tears it to bits. "Bad news must be destroyed," he mutters philosophically.

Today, after more than a decade and a half of bearing words across this desolate geography, Khetaram says his spine is strong. "I am grateful that as a *Gramin Dak Sewak*, I can serve the people even after 60." He is waiting for the arrival of



BSF: Border Security Force

dreads: fears

missive: letter

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entail: involve

striding: walking with long steps

phone lines, now only 50 km away, for then he might become *Gramin Sanchar Sewak*, when his duty will **entail** carrying a cell phone and the post, from home to home. "*Main tayyar hoon*" (I'm ready), he says, before **striding** off with his sack on his shoulder to deliver Panna Devi's *dak* before sundown.

People like Khetaram are a part and parcel of our social fabric, and are a great support! Our salute to all the people like Khetaram!



Check Your Understanding

I Complete the table given below with the situations given in Column 1 and the reasons in Column 2.

Column 1	Column 2
	When the temperature is recorded as 50 degrees celsius and above, a state holiday has to be declared.
Khetaram can dwell on any threshold.	
BSF always gave Khetaram a lift.	

II Why was a piece of jaggery offered in the village when he brought news of a birth or weddings?

III How would phone lines help Khetaram in his job?



Critical Reflection

I Read the extracts given below and answer the questions.

1. "Akaal *or famine is a way of life here. In a good year, I get one crop of* bajra. *That cannot feed my family of five. We would starve without this job," he says.*

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And for each family which resides in this arid land, survival is partly dependent on money orders remitted by a relative.

(i) Complete the sentence given below with an appropriate reason.

One crop of *bajra* makes a little difference for people like Khetaram because _____.

(ii) Why did Khetaram term famine as 'a way of life'?

(iii) Give one reason why Khetaram had to take up a job to help his family to survive.

(iv) Complete the analogy given below with a word from the extract.

Other families: Money orders:: Khetaram: _____

(v) What would 'a good year' signify?

2. *There is one letter delivery he dreads. The envelope with the right corner torn off, which signifies that the missive bears news of death.* "Ashubh Samachar *cannot be carried into the house," says Khetaram. So, he stands outside, reads out the letter twice, then tears it to bits. "Bad news must be destroyed," he mutters philosophically.*

(i) Choose the correct option for the following question.

Who could have torn the right corner of the envelope?

A. Khetaram

B. Sender of the letter

C. Receiver of the letter

D. The postmaster

(ii) Complete the sentence with an appropriate reason.

The most likely reason for Khetaram reading the letter twice is because _____ _____.

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(iii) What was Khetaram's philosophy regarding bad news, and how did he act upon it?

(iv) State whether the following sentence is true or false.

Khetaram's action of tearing the letter differed from his beliefs.

(v) Mention any one aspect of Khetaram's temperament which is revealed through this extract.

II Answer the following questions.

1. Justify the statement made by Postmaster-General, Rajasthan Western Region stating that the role of GDS is 'invaluable'.
2. How was the purpose of India Post different from that of the British postal system?
3. People trusted *Gramin Dak Sewaks*. Support this statement with any two instances from the text.
4. Infer the most likely reason that Khetaram was grateful to continue as GDS, even after the age of 60.
5. Explain why the author pays tribute to people like Khetaram.



Vocabulary and Structures in Context

I Study the phrases given in Column 1 and match them with their meanings in Column 2.

Column 1	Column 2
1. crumbles into sand	(i) get a chance to continue living
2. give a new lease of life	(ii) carrying letters to less populated areas
3. turn into a trickle before drying out	(iii) disappears in the desert
4. bearing words across this desolate geography	(iv) lessen gradually and then finally stop

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Now, use the phrases from Column 1 in sentences of your own.

II Identify examples of alliteration and metaphor in the extract given below.

Khetaram's khaki turban and uniform are his only protection against the desert's furies, the scorching summer winds and swirling sandstorms which turn him into a walking sandman.

III Match the words in Column 1 to what they suggest in Column 2 in the context of the chapter.

Column 1	Column 2
1. arid	(i) interest rate for the farmers
2. concessional	(ii) corner of the world
3. gaunt	(iii) farmland without much yield
4. remote	(iv) desert stretching far and wide
5. desolate	(v) farmer waiting for the rains

Now, use the words from Column 1 in sentences of your own.

IV Read the underlined verbs in the sentences given in Column 1 and their functions in Column 2.

Column 1	Column 2
1. She <u>has found</u> her book.	(i) finished actions (past event — present result)
2. I <u>have</u> just <u>eaten</u> a mango.	(ii) recently completed action
3. <u>Have</u> you ever <u>seen</u> a play before?	(iii) life experiences



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4. I <u>have finished</u> my project.	(iv) accomplishment
5. Ajay <u>has become</u> a good bowler in five years.	(v) changes over time
6. I <u>have seen</u> this book in the library many times.	(vi) multiple actions at different times
7. I <u>have studied</u> in this school for six years.	(vii) action completed in the past but has its impact in present

All the verbs in the sentences in Column 1 are in **present perfect tense.**

The structure is: has/have + past participle (third form of the verb).

Now, fill in the blanks by using the present perfect form of the verbs given in the brackets to complete the following paragraph.

1. I _____ (has/have) just _____ (get) a collection of postage stamps from my grandfather. He 2. _____ (collect) these stamps over a period of 20 years. I 3. _____ (study) most of the stamps in his collection and loved all of them. I 4. _____ (begin) my own collection of postage stamps. Grandfather 5. _____ truly _____ (inspire) me.

V Study the sentences given below.

1. GDS delivers the mail at the border.

   When the subject does the action, the sentence is in active voice.

2. The mail is delivered by the GDS at the border.

   This implies that the 'mail' receives the action 'deliver'.

   This sentence is in passive voice because the subject is receiving the action.

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3. Khetaram's nephew wants to join the GDS. He asks Khetaram how to prepare for it. Khetaram gives him the following advice.

   (i) You will need a lot of stamina for this job.

   (ii) Practise reading clearly as some of the villagers will expect you to read out the letters.

   (iii) Write words neatly as some villagers will ask you to draft replies.

   (iv) Wear full-sleeved shirts and trousers to protect yourself from the heat.

   Now, complete the following paragraph about the advice given by Khetaram. One example has been done for you.

   To begin with, a lot of stamina will be needed for this job. Next, reading clearly A. _____, as you B. _____ to read out the letters by some of the villagers. Words C. _____ neatly as you D. _____ to draft replies by some villagers. Full sleeved-shirts and trousers E. _____ to protect yourself from the heat.



Listen and Respond

I You will listen to a girl talking about an event. As you listen, fill in the blank with the suitable word from the brackets. (Transcript for teacher on page 272)

The speaker concluded her talk with a _____. (suggestion/request/advice)

II You will listen to the girl talking about the event again. As you listen, choose the correct option for the following questions.

1. What was the occasion that the speaker was talking about?

   (i) Letter writing carnival

   (ii) Philately day

   (iii) Indian Postal Day

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2. India Post is famous for having the most extensive network _____.
   (i) in India
   (ii) in the world
   (iii) among design institutes
3. Letter writing is being revived as this art form has been _____.
   (i) celebrated
   (ii) appreciated
   (iii) forgotten
4. Which of the following will be a part of the letter writing carnival?
   (i) calligraphy and graphology
   (ii) origami and designing
   (iii) letter posting and philately
5. What will the postal department add to the event?
   (i) interactive demonstrations
   (ii) theatre and dance
   (iii) workshop for letter writing



Speaking Activity

I The postcard, inland letter, envelope, and money order form were engaged in a discussion on who the most important one was.






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In groups of four, select one each and reason with each other logically. You may use the points for discussion given in Column 1 and the cues given in Column 2 to express your opinion.

Column 1 (Points for discussion)	Column 2 (Verbal cues to present opinion)
❁ utility ❁ cost effective ❁ privacy ❁ space to write ❁ possibility of enclosures	It seems to me that... Some people say that... I would like to point out that... I totally agree that... That's one way to look at it but...



Writing Task

A condolence message communicates your feelings to someone whose relative or a person close to them has just passed away. It mentions how sorry you feel for the loss and your prayers for strength to the family members.

I Khetaram saw a letter with a torn corner. It had news about Bhawar Singh's uncle passing away. Read the condolence message that Sawant Singh sent to his cousin as a reply to the letter.

16 July 20XX

Dear Bhawar Bhai,

I am deeply saddened to hear about the loss of Kunwar uncle. Please accept my condolences. I extend my deepest sympathy to you and your family in this hour of grief. May God give eternal peace to the departed soul and courage to the family to bear the loss.

Yours sincerely,
Sawant Singh

SAVETHROUGH PEERLESS

15 भारत INDIA

Bhawar Singh
Village: Veer Nagar
Jodhpur, Rajasthan
3 4 2 0 0 1
पिन PIN

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Now, on behalf of your parents draft an imaginary condolence message for your aunt on the recent passing away of her father.



Learning Beyond the Text

I The unique 'Daakroom' carnival was conceptualised by the Ministry of Culture to re-introduce children and larger audiences to letter writing in innovative, creative, and engaging ways. It also hosted competitions and workshops around writing and post. The one-of-a-kind letter writing event, supported by India Post, Ministry of Culture, Gandhi Smriti and Darshan Samiti is aimed to give a digital detox with the aim of reviving the art of letter writing in India.



Source: https://www.pib.gov.in/PressReleasePage.aspx?PRID=1880828

II Did you know? The study of postage stamps and postal history is called philately. It is possible to be a philatelist without owning any stamps. The stamps that you study may be rare ones and found only in museums.

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1. Study the postage stamps given below and discuss who or what they depict.





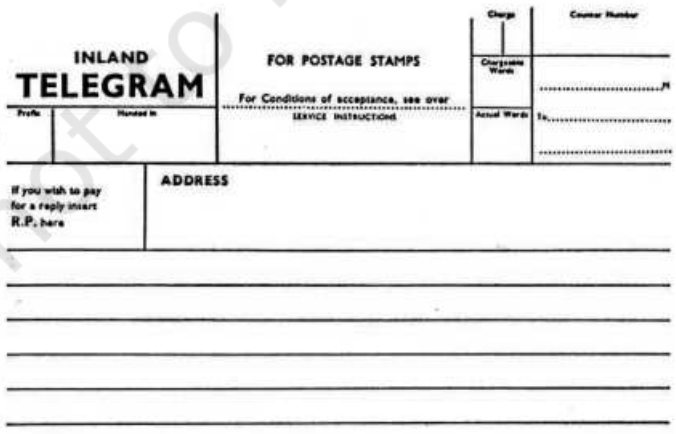


2. Work in groups of five. Find information about stamps on the following categories and note details as directed.

- personalities: name and the field they belong to
- celebrations: festivals/national events—name and significance
- centenaries: name of person/occasion and significance
- nature: name and significance
- our heritage: monuments/music/dance—name and significance

Now, prepare a class board on 'Philately–Upholding Our Heritage' with your findings.

III In the past, telegram was a mode of fast communication, commonly used to quickly send short and specific messages, such as greetings and condolences. Its pricing structure was based on the number of words to be transmitted, and therefore, needed to be precise. The following form was used for sending such telegrams.


INLAND
TELEGRAM
FOR POSTAGE STAMPS
For Conditions of acceptance, see over
SERVICE INSTRUCTIONS
Charge
Counter Number
Prefix
Number in
Chargeable Words
Actual Words
To
If you wish to pay for a reply insert R.P. here
ADDRESS

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Words





Reflect and Respond

I Why are words important? Can we communicate without words? How? Share your answers with your classmates and teacher.

II Use the given sentences as clues to find words from the grid and fill the blanks. One example has been done for you.

My mother summoned me to introduce her friends.

Column 1 Horizontal →	Column 2 Vertical ↓
1. We eat food to _____ our hunger. 2. The train will _____ from the station at 5.00 p.m. 3. The gardener was removing the _____ to clean the flower beds.	4. The view from the top of the hill was _____ the difficult climb. 5. The herbs and spices _____ flavour to food. 6. Flowers _____ in spring. 7. We enjoyed a delicious _____ after the ceremony.

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A	S	A	T	I	S	F	Y	T	B
L	U	Y	G	B	K	C	U	L	L
D	M	A	N	D	G	J	F	O	O
B	M	H	I	W	W	E	E	D	S
A	O	C	M	L	O	H	A	F	S
U	N	Z	L	A	R	L	S	E	O
D	E	P	A	R	T	G	T	A	M
G	D	D	R	I	H	A	K	O	R
E	N	P	F	D	F	S	E	T	D
N	B	O	E	L	S	N	I	A	T



Reading for Appreciation



If words could satisfy the heart,
The heart might find less care;
But words, like summer birds, depart,
And leave but empty air.

The heart, a pilgrim upon earth,
Finds often, when it needs,
That words are of as little worth
As just so many weeds.

A little said, and truly said,
Can deeper joy impart
Than hosts of words, which reach the head,
But never touch the heart.

The voice that wins its sunny way,
A lonely home to cheer,
Hath oft the fewest words to say;
But, oh! those few, how dear!

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If words could satisfy the chest,
The world might hold a feast;
But words, when summoned to the test,
Oft satisfy the least!

Like plants that make a gaudy show,
All blossom to the root;
But whose poor nature cannot grow,
One particle of fruit!

CHARLES SWAIN



Check Your Understanding

I Fill in the blanks with one word from the poem. One example has been done for you.

In this poem, the poet reflects that words fail to truly satisfy what the heart wants to convey. Words are compared to summer birds who 1. _____, leaving nothing behind. The heart, is equated to a 2. _____ who finds that words are as worthless as 3. _____ when needed. He feels that a few sincere words can bring more 4. _____ than many meaningless ones. He adds that a voice that brings happiness to a 5. _____ place does not say much, but the few words it does, are very precious. Moreover, if words could satisfy us, the 6. _____ would celebrate but words often fail to do that. The poem ends on the note that empty words may look impressive with lots of flowers, but they cannot produce anything valuable, like a 7. _____.

II Let us appreciate the poem.

1. Read the poem again. Find any four sets of rhyming words and also write the rhyme scheme of the poem.
2. Read the following phrases and sentences taken from the poem. Identify the poetic device in each of them and explain what the poet wants to communicate through their usage.

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(i) But words, like summer birds, depart...

(ii) heart, a pilgrim upon earth...

(iii) words are of as little worth

As just so many weeds

(iv) If words could satisfy the chest ... Oft satisfy the least!

(v) The world might hold a feast...

(vi) Like plants that make a gaudy show

All blossom to the root

(vii) But whose poor nature cannot grow

One particle of fruit!

3. Which words are repeated in the poem? Why does the poet use repetition?

4. The stanzas 4, 5, and 6 end with exclamation marks. Choose the option that displays the emotions being expressed through them.

(i) 4. disillusionment 5. admiration and 6. frustration

(ii) 4. frustration 5. admiration and 6. disillusionment

(iii) 4. admiration 5. frustration and 6. disillusionment

(iv) 4. frustration 5. disillusionment and 6. admiration

III Identify examples of hyperbole from the given lines.

If words could satisfy the chest,
The world might hold a feast.

Work in pairs. Complete the sentences given below with hyperboles. Use the hints given in the brackets.

1. I have _____ things to do on this weekend. (lots of/tonnes of)

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2. The player missed the basket by _____. (a mile/ an inch)
3. My mother is so tired that she can sleep for a _____. (night/decade)
4. I will be back in _____. (five minutes/two seconds)

IV Rhythm gives a lyrical quality to a poem. The rhythm (pattern of beats) in a line of poetry is described by a metrical form. A metre is formed by a stressed and an unstressed syllable. Syllable is the name given to a single unit of speech/beats of spoken language.

The metrical form in the first four lines is given below. The stressed syllables have been underlined.

If words could sa tis fy the heart,
The heart might find less care;
But words, like sum mer birds, de part,
And leave but emp ty air.

Now, listen to the teacher read the poem. As you listen, underline the syllables that are stressed in all the lines of the poem. Share your answers with the teacher.



Critical Reflection

I Read the following lines and answer the questions.

1. *The heart, a pilgrim upon earth,*
   Finds often, when it needs,
   That words are of as little worth
   As just so many weeds.

   (i) Why has the poet referred to the heart as 'a pilgrim'?

   (ii) When would a heart 'need' words?

   (iii) Complete the sentence with an appropriate reason.

   The words are like weeds because _____.

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(iv) Mention two emotions the heart might be experiencing when it finds words to be of 'little worth'.

(v) What do these lines suggest about the nature of communication?

2. *If words could satisfy the chest,*
The world might hold a feast;
But words, when summoned to the test,
Oft satisfy the least!

(i) How can words 'satisfy the chest'?

(ii) How can words be 'summoned to the test'?

(iii) What does 'the world' holding 'a feast' imply?

(iv) Complete the sentence with an appropriate reason.

The poet mentions that words satisfy the least because _____.

(v) Select the word that does not mean the same as 'oft'.

A. always

B. usually

C. frequently

D. often

II Answer the following questions.

1. What is the comparison that the poet draws between words and 'empty air'?
2. According to the poet meaningful words are more precious than a lot of them. Explain.
3. Do you agree that the poet presents contrasting ideas related to 'words' in the poem? If yes, why? If no, why not?
4. The theme of loneliness hovers over the poem. Support this statement with examples from the text.
5. How does the poet convey the superficial nature of words? What ought to be done to address this?

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Vocabulary in Context

I The poet has used some figurative phrases. Match the phrases in Column 1 with their correct meanings in Column 2. Use each phrase in a sentence of your own.

Column 1	Column 2
1. satisfy the heart	(i) many words
2. depart and leave but empty air	(ii) cheers up a person
3. hosts of words	(iii) there is no outcome
4. never touch the heart	(iv) makes one happy
5. wins its sunny way	(v) does not appeal to our emotions
6. plants that cannot grow fruit	(vi) makes no impact

II Create a 'Word Map' for each of the words from the poem given in the box.

depart pilgrim cheer word
sunny satisfy heart

To complete the word map include:

- Meaning (in your own words)
- Synonyms of the word
- Antonyms of the word
- Sentence using the word
- A quick sketch or symbol that represents the word

One example has been done for you.

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Word: cheer

Meaning: to give a loud shout of approval or encouragement

Synonym: comfort

Antonym: sadden

Sentence: The audience cheered her for great performance.



Sketch: Picture of sunshine, sunflower, or a smiling face



Listen and Respond

I You will listen to a conversation between a girl and a boy. As you listen, mark four statements from 1–6 that are true. (Transcript for teacher on page 273)

1. The girl was excited to participate in the declamation contest.
2. The boy was doubtful about the suitability of the topic chosen for the contest.
3. The girl explained that people prefer to keep their personal experiences to themselves.
4. The boy was unaware of the role played by body language in reflecting the speaker's confidence.
5. According to the girl, body language had an insignificant role to play in communication.
6. The girl had issued the book on body language earlier from the library.

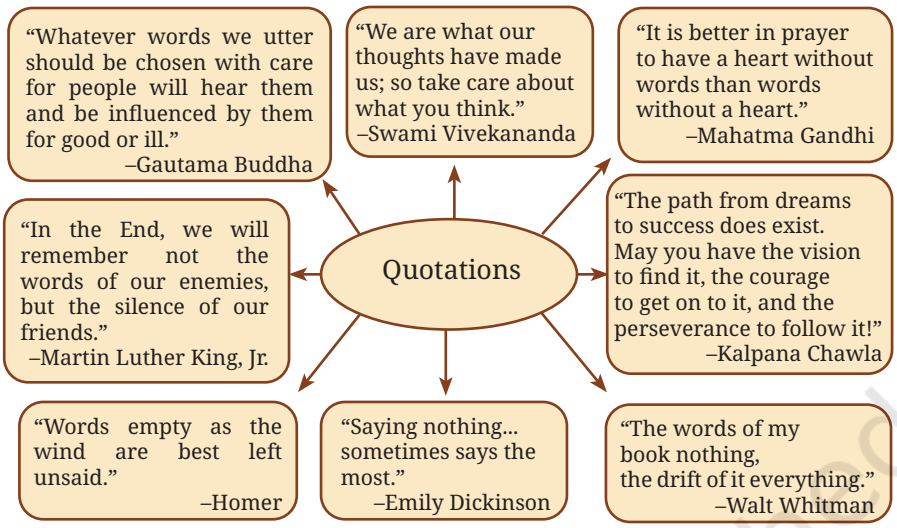


Speaking Activity

I Read the following quotations and select the one you like the most. Explain the quotation and share the reason for your choice with your classmates and teacher. You may talk about a connected personal experience too.

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You may use the cues given below to state your choice and the reason.

- I chose_____ because...
- I selected _____ since...
- I decided on _____due to...
- I picked _____as...
- I settled for _____ because...



Writing Task

I Write an essay on any one quotation from speaking activity. Follow the guidelines given below while drafting the essay.

Column 1 Paragraph Division	Column 2 Paragraph Content
1. Introduction	• Mention the quotation and the speaker. • Briefly mention the reason why it appealed to you. • State the purpose of the essay.

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2. and 3. Body of the essay	❁ Each paragraph to explain a specific point or idea related to the quotation. ❁ Begin with a topic sentence that introduces the main point of the paragraph. ❁ Provide evidence, examples, or narratives to support the main point. ❁ Ensure a smooth flow between paragraphs by using transition words. For example: In addition to..., For instance..., However..., Consequently..., Finally...
4. Counterargument	❁ Think about any possible criticism for the quotation. ❁ Give reason why that criticism is baseless.
5. Conclusion	❁ Summarise the main points discussed in the body paragraphs. ❁ End with a concluding statement that leaves a lasting impression.



Learning Beyond the Text

I In groups of six, follow the instructions to play the 'Non-verbal' game.

- Each student writes or makes an emoji with an expression on one slip and a gesture on the other.
- Jumble the slips and keep them upside down.
- Pick the slips in turns and enact it in 30 seconds.
- The person who can identify the expression or gesture first, gets 10 points.
- Continue it for two rounds and find the Non-verbal Champion.

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For example, an expression to denote tired could be:



and a gesture to denote united could be:



This game is like Dumb Charades. Dumb Charades is a word-guessing game where players act out words, phrases, or movie titles using gestures and body language without speaking. One person acts, and their teammates try to guess what's being mimed.

II Do you know?

The French priest Charles-Michel de l'Épée (1712–89) is recognised as 'The Father of Sign Language and Deaf Education'.

III You must have read poems and songs in English and in your own language. Now, read and enjoy the poem given below.

Weigh Your Words

If we would "weigh" the words we say,
And speak but those we mean,
We'd save a lot of talk each day,
And keep our conscience clean.

The idle words we often speak,
And promises we make,
If given credence, by the weak,
May cause some heart to ache.

We never know the pain and sting
An idle word may start;
We never can erase one thing,
We've written on a heart.

'Tis best to "weigh" each sentence well,
And as I've said before,
Tho "we'd not have so much to tell,
'Twould mean a whole lot more.

E. F. Hayward

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