Chapter – Five Techniques of Materials Adaptation for Developing Reading Proficiency

5.1 Reading Proficiency

Reading proficiency can be defined as the ability to read without any external help and to be able to comprehend the material simultaneously. While teaching the text books teachers often come across the problems when they are not able to explain the text to the student, sometimes many of the students are not proficient enough to read the text, it is beyond their level of competence. The other reasons are that some sections are too difficult, the text may contain unfamiliar vocabulary and complicated sentence structure or the content may not suit the educational contexts of the students. It is then that a teacher has to resort to ‘adaptation’ in teaching and apply the adaptation techniques that modifies the text and develops interest among the students by bringing the text to their level of reading competence. Adaptation increases the maximum utility of the textbook. Clark (1989) maintains that adaptation procedures can generate some useful and stimulating classroom work.

Adaptation along the lines suggested can not only make the existing materials more relevant to the learners’ interest, but also more motivating through the generation of greater degree of commitment. He takes learner involvement in the adaptation of teaching materials with external, imposed syllabuses particularly in mind. Learners may be involved in devising their own test.

Campbell (1987) suggest that adaptation of literary text is essential for less advanced learners, because their simple language will ultimately help learners develop fluent reading skills in the target language.

Allwright (1981) advocates materials may contribute in some way, but they cannot determine goals. The role of teaching materials must be relatively limited. No matter how comprehensively the materials cover learning goals, they can never even ‘look after’ everything to do with goals, let alone actually determine them.

Materials are pedagogic devices, i.e. an aid to teaching and learning foreign language.

(Tomlinson 1998:192)

While adapting text for reading proficiency, factors such as level of learners’ language proficiency, the level of difficulty, the comprehensibility of the text must be emphasized.
Glossary

diversed: separated and took a different direction
undergrowth: dense growth of plants and bushes
wanted worn: not worn
because: here is the future

1. Where does the traveller find himself? What problem does he face?

2. Discuss what these phrases mean to you.
   (i) a yellow wood
   (ii) it was gray and waded near
   (iii) the passing there
   (iv) leaves no step had broken black
   (v) how way leads us to way

3. Is there any difference between the two roads as the poet describes them?
   (i) in stanza two and there?
   (ii) in the last two lines of the poem?

4. What do you think the last two lines of the poem mean? (Looking back, does the poet regret his choice or accept it?)

5. Have you ever had to make a difficult choice for you think you will have difficult choices to make? How will you make the choice for what reasons?

6. After you have made a choice do you always think about what might have been, or do you accept the reality?

Time is not measured by the passing of years
but by what one does, what one feels, and what one achieves.

Johann Wolfgang

2. The Sound of Music

Part I

Evelyn Glennie Listens to Sound
without Hearing It

Before You Read

- "God may have taken her hearing but he has given her back something extraordinary. When we hear, she feels — far more deeply than any of us. That is why she expresses music so beautifully."

- Read the following account of a person who fought against a physical disability and made her life a success story.

1. Rush hour crowds jostle for position on the underground train platform. A slight girl, looking younger than her seventeen years, was nervous yet excited as she felt the vibrations of the approaching train. It was her first day at the prestigious Royal Academy of Music in London and daunting enough for any teenager fresh from a Scottish farm. But this aspiring musician faced a bigger challenge than most: she was profoundly deaf.

2. Evelyn Glennie's loss of hearing had been gradual. Her mother remembers noticing something was wrong when the eight-year-old Evelyn was waiting to play the piano. "They called her name and she didn't move. I suddenly realized she hadn't heard," says Evelyn. For quite a while Evelyn managed to conceal her growing deafness from friends and teachers. But by the time she was eleven her marks had deteriorated and her headmistress urged her parents to take her to a

push roughly
small and
frightening

Class IX—Urdu

5.1 The Sound of Music
and 5.3 as a model of adapted lessons for developing the reading proficiency of the students. Below the lessons have been presented in sections 5.1, 5.2.

The text should not be simplified to the extent that it loses adventure, it should retain an
specialist. It was then discovered that her hearing
was severely impaired as a result of gradual nerve
damage. They were advised that she should be fitted
with hearing aids and sent to a school for the deaf.

"Everything suddenly looked black," says Evelyn.

But Evelyn was not going to give up. She was
determined to lead a normal life and pursue her
interest in music. One day she noticed a girl playing
a xylophone and decided that she wanted to play it
too. Most of the teachers discouraged her but
perussionist Ron Forbes spotted her potential. He
began by tuning two large drums to different notes.

"Don't listen through your ears," he would say. "Try
to sense it some other way." Says Evelyn, "Suddenly
I realised I could feel the higher drum from the
waist up and the lower one from the waist down."

Forbes repeated the exercise, and soon Evelyn
discovered that she could sense certain notes in
different parts of her body. "I had learnt to open my
mind and body to sounds and vibrations," she said.
The rest was sheer determination and hard work.

4. She never looked back from that point onwards.

She toured the United Kingdom with a youth
orchestra and by the time she was sixteen, she had
decided to make music her life. She auditioned for
the Royal Academy of Music and scored one of the
highest marks in the history of the academy. She
gradually moved from orchestral work to solo
performances. At the end of her three-year course,
she had captured most of the top awards.

5. And for all this, Evelyn won't accept any hint of
heroeic achievement. "If you work hard and know
where you are going, you'll get there." And she got
to the top, the world's most sought-after
percussionist with a mastery of some thousand
instruments, and hectic international schedule.

6. It is intriguing to watch Evelyn function so
effortlessly without hearing. In our two-hour
discussion she never missed a word. "Men with
bushy beard give me trouble," she laughed. "It
not just watching the lips. It's the whole face,
especially the eyes." She speaks flawlessly with a
Scottish lilt. "My speech is clear because I could
hear till I was eleven," she says. But that doesn't
explain how she managed to learn French and master
basic Japanese.

7. As for music, she explains, "It pours in through
every part of my body. It tingles in the skin, my
cheekbones and even in my hair." When she plays
the xylophone, she can sense the sound passing up
the stick into her fingertips. Beating against the
drums, she can feel the resonances flowing into her
body. On a wooden platform she removes her shoes
so that the vibrations pass through her bare feet
and up her legs.
8. Not surprisingly, Evelyn delights her audiences. In 1991 she was presented with the Royal Philharmonic Society's prestigious Soloist of the Year Award. Says master percussionist James Blades, "God may have taken her hearing but he has given her back something extraordinary. What we hear, she feels — far more deeply than any of us. That is why she expresses music so beautifully."

9. Evelyn confesses that she is something of a workaholic. "I've just got to work ... often harder than classical musicians. But the rewards are enormous." Apart from the regular concerts, Evelyn also gives free concerts in prisons and hospitals. She also gives high priority to classes for young musicians. Ann Richlin of the Beethoven Fund for Deaf Children says, "She is a shining inspiration for deaf children. They see that there is nowhere where they cannot go."

10. Evelyn Glennie has already accomplished more than most people twice her age. She has brought percussion to the front of the orchestra, and demonstrated that it can be very moving. She has given inspiration to those who are handicapped, people who look to her and say, 'If she can do it, I can.' And, not the least, she has given enormous pleasure to millions.

Deborah Cowley

Thinking about it: Text

I. Answer these questions in a few words or a couple of sentences each.
1. How old was Evelyn when she went to the Royal Academy of Music?
2. When was her deafness first noticed? When was it confirmed?

II. Answer each of these questions in a short paragraph (30–40 words).
1. Who helped her to continue with music? What did he do and say?
2. Name the various places and causes for which Evelyn performs.

III. Answer the question in two or three paragraphs (100–150 words).
1. How does Evelyn hear music?

Part II

The Shehnai of Bismillah Khan

Before you read...

• Do you know these people? What instruments do they play?

• Think of the shehnai and the first thing you'll probably imagine is a wedding or a similar occasion or function. The next would probably be Ustad Bismillah Khan, the shehnai maestro, playing this instrument.

1. Emperor Aurangzeb burned the playing of a musical instrument called pungi in the royal residence for it had a shrill unpleasant sound. Pungi became the generic name for reeded noisemakers. Few had thought that it would one day be revived. A barber of a family of professional musicians, who had access to the royal palace, decided to improve the tonal quality of the pungi. He chose a pipe with a natural hollow stem that was longer and broader than the pungi, and made seven holes on the body of the pipe. When he played on it, closing and opening some of these holes, soft and melodious sounds were produced. A name given to a chorus or group as a whole. Old wind instruments which have reeds like the flute, the clarinet, etc.
produced. He played the instrument before royalty and everyone was impressed. The instrument so different from the pungi had to be given a new name. As the story goes, since it was first played in the Shah's chambers and was played by a nai (barber), the instrument was named the 'shehnai'.

2. The sound of the shehnai began to be considered auspicious. And for this reason it is still played in temples and is an indispensable component of any North Indian wedding. In the past, the shehnai was part of the naqbi or traditional ensemble of nine instruments found at royal courts. Till recently it was used only in temples and weddings. The credit for bringing this instrument onto the classical stage goes to Ustad Bismillah Khan.

3. As a five-year-old, Bismillah Khan played gilli-danda near a pond in the ancient estate of Dumraon in Bihat. He would regularly go to the nearby Bihartji temple to sing the Bhopuri Chaitta', at the end of which he would earn a big laddu weighing 1.25 kg, a prize given by the local Maharaja. This happened 80 years ago, and the little boy had travelled far to earn the highest civilian award in India — the Bharat Ratna.

4. Born on 21 March 1916, Bismillah Khan belongs to a well-known family of musicians from Bihat. His grandfather, Rasool Bux Khan, was the shehnainwaz of the Bhopur king's court. His father, Paigambar Bux, and other paternal ancestors were also great shehnai players.

5. The young boy took to music early in life. At the age of three when his mother took him to his maternal uncle's house in Benaras (now Varanasi), Bismillah was fascinated watching his uncles practise the shehnai. Soon Bismillah started accompanying his uncle, Ali Bux, to the Vishnu temple of Benaras where Bux was employed to play the shehnai. Ali Bux would play the shehnai and Bismillah would sit captivated for hours on end. Slowly, he started getting lessons in playing the instrument and would sit practicing throughout the day. For years to come the temple of Babaji and Mangala Mahya and the banks of the Ganga became the young apprentice's favourite haunts where he could practice in solitude. The flowing waters of the Ganga inspired him to improvise and invent ragas that were earlier considered to be beyond the range of the shehnai.

6. At the age of 14, Bismillah accompanied his uncle to the Allahabad Music Conference. At the end of his recital, Ustad Faiyaz Khan patted the young boy's back and said, "Work hard and you shall make it." With the opening of the All India Radio in Lucknow in 1938 came Bismillah's big break. He soon became an often-heard shehnai player on radio.

7. When India gained independence on 15 August 1947, Bismillah Khan became the first Indian to greet the nation with his shehnai. He poured his heart out into Raag Kafi from the Red Fort to an audience which included Pandit Jawaharlal Nehru, who later gave his famous 'Tryst with Destiny' speech.

8. Bismillah Khan has given many memorable performances both in India and abroad. His first trip abroad was to Afghanistan where King Zahir Shah was so taken in by the maestro that he gifted him priceless Persian carpets and other souvenirs. The King of Afghanistan was not the only one to be fascinated with Bismillah's music. Film director Vijay Bhatt was so impressed after hearing Bismillah play at a festival that he named a film after the instrument called Gurf Uthi Shehnai. The
film was a hit, and one of Bismillah Khan's compositions, "Dil ka khilonga hat toot gaya..." turned out to be a nationwide chartbuster! Despite this huge success in the celluloid world, Bismillah Khan's ventures in the film music were limited to two: Vijay Bhatt's Gunj Uthi Shehnai and Vidyam Srinivas's Kannada venture, Santadhi Aparna. "I just can't come to terms with the artificiality and glamour of the film world," he says with emphasis.

9. Awards and Recognition came thick and fast. Bismillah Khan became the first Indian to be invited to perform at the prestigious Lincoln Centre Hall in the United States of America. He also took part in the World Exposition in Montreal, in the Cannes Art Festival and in the Osaka Trade Fair. So well known did he become internationally that an auditorium in Tehran was named after him --- Tahir Mosquee Ustad Bismillah Khan.

10. National awards like the Padma Shri, Padma Bhushan and the Padma Vibhushan were conferred on him.

11. In 2001, Ustad Bismillah Khan was awarded India's highest civilian award, the Bharat Ratna. With the coveted award resting on his chest and his eyes glistening with rare happiness he said, "All I would like to say is: Teach the children music; this is Hindustan's richest tradition; even the West is now coming to our music."

12. In spite of having travelled all over the world --- Khansaaab as he is fondly called --- he is exceedingly fond of Benaras and Dumnaan and they remain for him the most wonderful towns of the world. A student of his once wanted him to head a shehnai school in the U.S.A., and the student promised to recreate the atmosphere of Benaras by replicating the temples there. But Khansaaab asked him if he would be able to transport River Ganga as well. Later he is remembered to have said, "That is why whenever I am in a foreign country, I keep yearning to see Hindustan. While in Mumbai, I think of only Benaras and the holy Ganga. And while in Benaras, I miss the unique mattha of Dumnaan."

13. Ustad Bismillah Khan's life is a perfect example of the rich, cultural heritage of India, one that effortlessly accepts that a devout Muslim like him can very naturally play the shehnai every morning, at the Kashi Vishwanath temple.

(Readers' Digest, October 2006)

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<th>Thinking about the Text</th>
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<tr>
<td>I. Tick the right answer.</td>
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<tr>
<td>1. The (shehnai, pungi) was a strideloos maker.</td>
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<tr>
<td>2. Bismillah Khan, a barber, Ali Bux transformed the pungi into a shehnai.</td>
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<td>3. Bismillah Khan's paternal ancestors (barbers, professional musicians).</td>
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<td>4. Bismillah Khan learnt to play the shehnai from Ali Bux, a famous Bux, Ustad Faiyaan Khan.</td>
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<td>5. Bismillah Khan's first trip abroad was to (Afghanistan, U.S.A., Canada).</td>
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II. Find the words in the text which show Ustad Bismillah Khan's feelings about the items listed below. Then mark a tick ($) in the correct column. Discuss your answers in class.
**Why adapt this lesson?**
The story is based on the moral of determination, strong will power and firm attitude. Students may not be able to relate the character of the musician girl with the people in their immediate environment. The circumstance that the challenged people had to face to overcome the hurdles should be presented as a challenge to students to teach them the lesson that if they ever had to face the challenge to achieve their goal they should be ready to overshadow it to succeed in life.

**Part -I**

**Pre-reading activity**
Does music appeal to you? Why do you listen to music?

1. Name some famous musicians and discuss about their life.
2. Have you ever met a person who has achieved extraordinary success, in spite of his disabilities?
3. Teacher can give some examples of challenged successful personalities.

![Satish Gujral (painter)](image)

A famous painter he is dumb and deaf. His works contribute to famous art galleries of national and international repute. He is brother of former Prime Minister I.K. Gujral.
Sudha Chandran (Classical Dancer)

She is the example of courage in destitute. After facing an accident at a young age in which she lost her leg. She has gained popularity in the field of Acting and Classical dancing.
While-reading activity

1. Underline difficult words and guess the meaning in context. Few are given below

Jostle, approaching, daunting, aspiring, deteriorated, impaired, pursue, percussionist, potential, vibrations, sheer, determination, auditioned, heroic, achievement, hectic, intriguing, tinges, resonance, workaholic, enormous, pleasure.

2. Find out more about ‘Royal Philharmonic Society’ and its awards.
3. What is a Xylophone? Discuss its present counterparts.
4. Teacher may ask students to share their experience if they had ever met successful challenged persons. (to raise their consciousness and develop speaking ability)

Post-reading activity

1. Collect information about the institutions working for the disabled children.
2. Paste a cutting of the organizations.

Part-II

1. Have you ever heard of playing gilli-danda? What is the latest developed extension of this game?
2. How many ragas are there in Indian Music?
3. Do you know what Bharat Ratna is? To whom this award is granted?
4. Why the Vishwanath temple is famous? Where is it located?

While-reading

1. Underline the difficult words and find the meaning.
2. What is the significance of music in Indian culture?

Post-reading activity

1. Discuss achievements of A.R. Rehman.
2. Dealing with physically challenged people
Nelson Mandela

Long Walk to Freedom

Nelson Rolihlahla Mandela

Apartheid is a political system that separates people according to their race. Can you say which of the three countries named below had such a political system until very recently?

(a) United States of America
(b) South Africa
(c) Australia

Have you heard of Nelson Mandela? Mandela, and his African National Congress, spent a lifetime fighting against apartheid. Mandela had to spend thirty years in prison. Finally, democratic elections were held in South Africa in 1994, and Mandela became the first black president of a new nation.

In this extract from his autobiography, Long Walk to Freedom, Mandela speaks about a historic occasion, the inauguration. Can you guess what the occasion might be? Check your guess with this news item (from the BBC) of 10 May 1994.

Mandela Becomes South Africa's First Black President

Nelson Mandela has become South Africa's first Black President after more than three centuries of White rule. Mr Mandela's African National Congress (ANC) party won 252 of the 400 seats in the first democratic elections of South Africa's history.

The inauguration ceremony took place in the Union Buildings amphitheatre in Pretoria today attended by politicians and dignitaries from more than 140 countries around the world. "Never, never again will this beautiful land experience the oppression of one by another," said Nelson Mandela in his address.

Jubilant scenes on the streets of Pretoria followed the ceremony with blacks, whites and coloureds celebrating together. More than 100,000 South African men, women and children of all races sang and danced with joy.

Terms May dawned bright and clear. For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil.

The ceremonies took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria. For decades, this had been the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic non-racial government.

On that lovely autumn day I was accompanied by my daughter Zenani. On the podium, Mr de Klerk was first sworn in as second deputy president. Then
Thabo Mbeki was sworn in as first deputy president. When it was my turn, I pledged to obey and uphold the Constitution and to devote myself to the wellbeing of the Republic and its people. To the assembled guests and the watching world, I said:

Today, all of us do, by our presence here...confess glory and hope to newborn liberty. Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

We who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

Never, never, and never again shall it be that this beautiful land will again experience the oppression of one by another.

The sun shall never set on so glorious a human achievement.
Let freedom reign. God bless Africa!

Oral Comprehension Check

1. Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

2. Can you say how 10 May is an 'autumn day' in South Africa?

3. At the beginning of his speech, Mandela mentions "an extraordinary human disaster". What does he mean by this? What is the "glorious...human achievement" he speaks of at the end?

4. What does Mandela thank the international leaders for?

5. What ideals does he set out for the future of South Africa?

A few moments later we all lifted our eyes in awe as a spectacular array of South African jets, helicopters and troop carriers roared in perfect formation over the Union Buildings. It was not only a display of pinpoint precision and military force, but a demonstration of the military's loyalty to democracy, to a new government that had been freely and fairly elected. Only moments before, the highest generals of the South African defence force and police, their chests bedecked with ribbons and medals from days gone by, saluted me and pledged their loyalty. I was not unmindful of the fact that not so many years before they would not have saluted but arrested me. Finally a chevron of Impala jets left a smoke trail of the black, red, green, blue and gold of the new South African flag.

The day was symbolised for me by the playing of our two national anthems, and the vision of whites singing 'Nkosi Sikelel' (Afrika' and blacks singing 'Die Stem', the old anthem of the Republic. Although that day neither group knew the lyrics of the anthem they once despised, they would soon know the words by heart.

On the day of the inauguration, I was overwhelmed with a sense of history. In the first decade of the twentieth century, a few years after the bitter Anglo-Boer war and before my own birth, the white-skinned peoples of South Africa patched up their differences and erected a system of racial domination against the dark-skinned peoples of their own land. The structure they created formed the basis of one of the harshest, most inhumane societies the world has ever known. Now, in the last decade of the twentieth century, and my own eighth decade as a man, that system had been
overturned forever and replaced by one that
recognized the rights and freedoms of all peoples,
regardless of the colour of their skin.
That day had come about through the
unimaginable sacrifices of thousands of my people,
people whose suffering and courage can never be
counted or repaid. I felt that day, as I have on so
many other days, that I was simply the sum of all
those African patriots who had gone before me. That
long and noble line ended and now began again
with me. I was pained that I was not able to thank
them and that they were not able to see what their
sacrifices had wrought.
The policy of apartheid created a deep and lasting
wound in my country and my people. All of us will
spend many years, if not generations, recovering
from that profound hurt. But the decades of
oppression and brutality had another, unintended,
effect, and that was that it produced the Oliver
Tambo, the Walter Sisulu, the Chief Luthuli, the
Yusuf Dadoo, the Bram Fischer, the Robert
Sobukwe of our times — men of such extraordinary
courage, wisdom and generosity that they live may
never be known again. Perhaps it requires such
depths of oppression to create such heights of
character. My country is rich in the minerals and
genius that lie beneath its soil, but I have always
known that its greatest wealth is its people, finer
and truer than the purest diamonds.
It is from these comrades in the struggle that I
learned the meaning of courage. Time and again, I
have seen men and women risk and give their lives
for an idea. I have seen men stand up to attacks
and torture without breaking, showing a strength
and resilience that defies the imagination. I learned
that courage was not the absence of fear, but the
threshold over it. The brave man is not he who does
not feel afraid, but he who conquers that fear.
No one is born hating another person because of
the colour of his skin, or his background, or his
religion. People must learn to hate, and if they can
learn to hate, they can be taught to love, for love
comes more naturally to the human heart than its
opposite. Even in the grimmest times in prison, when
my comrades and I were pushed to our limits, I would
see a glimmer of humanity in one of the guards,
perhaps just for a second, but it was enough to
reassure me and keep me going. Man’s goodness is
a flame that can be hidden but never extinguished.

Oral Comprehension Check

1. What do the military generals do? How has their attitude changed,
and why?
2. Why were two national anthems sung?
3. How does Mandela describe the systems of government in his country
(a) in the first decade, and (b) in the final decade, of the twentieth century?
4. What does courage mean to Mandela?
5. Which does he think is natural, to love or to hate?

In life, every man has two obligations —
obligations to his family, to his parents, to his wife
and children; and he has an obligation to his people,
his community, his country. In a civil and humane
In a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated. In South Africa, a man who tried to fulfill his duty to his people was inevitably ripped from his family and his home and was forced to live a life apart, a twilight existence of secrecy and rebellion. I did not in the beginning choose to place my people above my family, but in attempting to serve my people, I found that I was prevented from fulfilling my obligations as a son, a brother, a father and a husband.

I was not born with a hunger to be free. I was born free — free in every way that I could know. Free to run in the fields near my mother's hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honourable freedoms of achieving my potential, of earning my keep, of marrying and having a family — the freedom not to be obstructed in a lawful life.

But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress, and that is when the hunger for my own freedom became the greater hunger for the freedom of my people. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk. I am no more virtuous or self-sacrificing than the next man, but I found that I could not even enjoy the poor and limited freedoms I was allowed when I knew my people were not free.

Freedom is indivisible; the chains on anyone of my people were the chains on all of them. The chains on all of my people were the chains on me. I knew that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man's freedom is a prisoner of hatred; he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else's freedom, just as surely as I am not free when my freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.
Why adapt this lesson?
The chapter is too long and historical in nature. It is not related to the present scenario. The problem of ‘Apartheid’ should be related to the present condition of people. Discrimination by people on the basis of caste, creed, and color could be discussed in the class. The issue of present living standard of Dalits in Indian society needs to be raised. Theme of the chapter is serious it provides students awareness for discrimination within their community. The differences to be rectified to bring harmony in the nation and the world.

Eg. Barrack Obama
(President, USA)
American president originally belongs to Kenya; the land of Negroes. Obama has been the first black President in the country of whites. There are many instances of whites suppressing blacks in USA. Winning of Barrack Obama proves that if the vision is clear, one can do everything that seems impossible at the beginning.
Mayawati

(Chief Minister of UP, India).

She belongs to dalit class which has been categorized as a backward class in India. She has been a prominent figure in Indian politics and serves a great example for woman emancipation.

**Warm up activity:**

While discussing Apartheid Policy the teacher may give examples of

(i) Ram and Kevata (Indian context)

(ii) Barrack Obama (International context)

(iii) Can also raise question to know whether students see any discrimination of human beings on the basis of status, caste, or any other base in their vicinity.

(iv) Can also talk about India before independence, or African and American history, supremacy of whites over blacks.

(v) What needs to be done to overcome such problems?
Show the above picture and let the students guess who’s picture is this?

All the above activities will encourage speaking skill, as well as reading skill. The student may be engaged in reading articles and internet resources. It would also relate to students’ schemata, they would be able to know the theme of the chapter.

While-reading activity:

- Teacher may ask student to find out the meanings of words in the context. It would cultivate the habit of independent finding for the meanings and analyzing. Teacher may use the adaptation techniques of simplification to help students deal with unfamiliar words in a text.
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<tr>
<th>Difficult Words</th>
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<tr>
<td>Digniteries</td>
<td>persons of high rank</td>
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Page -3

<table>
<thead>
<tr>
<th>Extraordinary</th>
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<tr>
<td>Distinguish</td>
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<td>Possession</td>
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<td>Oppression</td>
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<td>Glorious</td>
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Page -4

<table>
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<tr>
<th>Awe</th>
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<tr>
<td>Erected</td>
<td>raise, put up</td>
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<td>Inhumane</td>
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Page-5

<table>
<thead>
<tr>
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<td>Counted</td>
<td>to rely</td>
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<tr>
<td>Repaid</td>
<td>reimburse, pay back</td>
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Page-6

<table>
<thead>
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<th>Generosity</th>
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<td>make suffer</td>
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<tr>
<td>Triumph</td>
<td>Victory</td>
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<tr>
<td>Grimmest</td>
<td>Gloomy</td>
</tr>
<tr>
<td>Reassure</td>
<td>Support, Restore confidence</td>
</tr>
<tr>
<td>Extinguished</td>
<td>Quench</td>
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</tbody>
</table>

Page -7
Obligations Duty, responsibility
Abilities Capability
Isolated remote, lonely
Yearned Desire, want very much

Page-8
Animated Energetic, active
Attorney Lawyer, Public prosecutor
Prejudice Preconception
Robbed Deprive, steal something

Post-reading Activity:
- The teacher may ask students or provide them with pictures and information relating to the life of Nelson Mandela.
- On the basis of information provided by the teacher, group could be formed where the students could prepare charts depicting life and work of dignitaries who stepped forward to eradicate discrimination.
- In paragraph -3, page-18. One of the students could be asked to read the speech with proper intonation.
John McCain

He has been actively involved in eradicating the menace of discrimination. Ask students about such dignitaries who had served the nation in bringing harmony.

M.K. Gandhi (Mahatma Gandhi)

Mahatma Gandhi has fought for the racial discrimination he faced in South Africa. He is the father of the nation and preached non-violence in the country.
Matilda is invited to a grand party. She has a beautiful dress but no jewellery. She borrows a necklace from a friend... and loses it. What happens then?

**READ AND FIND OUT**

- What kind of a person is Mme Loisel — why is she always unhappy?
- What kind of a person is her husband?

She was one of those pretty, young ladies, born as if through an error of destiny, into a family of clerks. She had no dowry, no hopes, no means of becoming known, loved, and married by a man either rich or distinguished; and she allowed herself to marry a petty clerk in the office of the Board of Education. She was simple, but she was unhappy.

She suffered incessantly, feeling herself born for all delicacies and luxuries. She suffered from the poverty of her apartment, the shabby walls and the worn chairs. All these things tortured and angered her.

When she seated herself for dinner opposite her husband who uncovered the tureen with a delighted air, saying, "Oh! the good potpie! I know nothing better than that...," she would think of elegant dinners, of shining silver; she thought of the exquisite food served in marvellous dishes. She had neither frocks nor jewels, nothing. And she loved only those things.

She had a rich friend, a schoolmate at the convent, who she did not like to visit — she suffered so much when she returned. She wept for whole days from despair and disappointment.

One evening her husband returned elated bearing in his hand a large envelope.

"Here," he said, "here is something for you."
She quickly drew out a printed card on which were inscribed these words:

_The Minister of Public Instruction_
_and_
_Madame George Ramponneau_
_ask the honour of M. and Mme Loisel's company, Monday evening, January 18, at the Minister's residence._

Instead of being delighted, as her husband had hoped, she threw the invitation spitefully upon the table murmuring, "What do you suppose I want with that?"

"But, my dearie, I thought it would make you happy. You never go out, and this is an occasion, and a fine one! Everybody wishes one, and it is very select: not many are given to employees. You will see the whole official world there."

She looked at him with an irritated eye and declared impatiently, "What do you suppose I have to wear to such a thing as that?"

He had not thought of that; he stammered, "Why, the dress you wear when we go to the theatre. It seems very pretty to me..." He was silent, stupefied, in dismay, at the sight of his wife weeping. He stammered, "What is the matter? What is the matter?"

By a violent effort, she had controlled her vexation and responded in a calm voice, wiping her moist cheeks. "Nothing. Only I have no dress and consequently I cannot go to this affair. Give your card to some colleague whose wife is better fitted out than I."

He was grieved, but answered, "Let us see, Matilda. How much would a suitable costume cost, something that would serve for other occasions, something very simple?"

She reflected for some seconds thinking of a sum that she could ask for without bringing with it an immediate refusal and a frightened exclamation from the economical clerk. Finally she said, in a hesitating
voice. "I cannot tell exactly, but it seems to me that four hundred francs ought to cover it."

He turned a little pale, for he had saved just this sum to buy a gun that he might be able to join some hunting parties the next summer, with some friends who went to shoot larks on Sunday. Nevertheless, he answered, "Very well. I will give you four hundred francs. But try to have a pretty dress."

The day of the ball approached and Mme Loisel seemed sad, disturbed, anxious. Nevertheless, her dress was nearly ready. Her husband said to her one evening, "What is the matter with you? You have acted strangely for two or three days."

And she responded, "I am vexed not to have a jewel, nothing to adorn myself with. I shall have such a poverty-stricken look. I would prefer not to go to this party."

He replied, "You can wear some natural flowers. In this season they look very chic."

She was not convinced. "No", she replied, "there is nothing more humiliating than to have a shabby air in the midst of rich women."

Then her husband cried out. "How stupid we are! Go and find your friend Mme Forestier and ask her to lend you her jewels."

She uttered a cry of joy. "It is true!" she said. "I had not thought of that."

The next day she took herself to her friend's house and related her story of distress. Mme Forestier went to her closet, took out a large jewel-case, brought it, opened it, and said, "Choose, my dear."

She saw at first some bracelets, then a collar of pearls, then a Venetian cross of gold and jewels of admirable workmanship. She tried the jewels before the glass, hesitated, but could neither decide to take them nor leave them. Then she asked, "Have you nothing more?"

"Why, yes. Look for yourself. I do not know what will please you."

Suddenly she discovered, in a black satin box, a superb necklace of diamonds. Her hands trembled as she took it out. She placed it about her throat against her dress, and was ecstatic. Then she asked, in a hesitating voice, full of anxiety, "Could you lend me this? Only this?"

"Why, yes, certainly."

---

The Necklace 41
She fell upon the neck of her friend, embraced her with passion, then went away with her treasure.

The day of the ball arrived. Mme Loisel was a great success. She was the prettiest of all — elegant, gracious, smiling and full of joy. All the men noticed her, asked her name, and wanted to be presented.

She danced with enthusiasm, intoxicated with pleasure, thinking of nothing but all this admiration, this victory so complete and sweet to her heart.

She went home towards four o'clock in the morning. Her husband had been half asleep in one of the little salons since midnight, with three other gentlemen whose wives were enjoying themselves very much.

He threw around her shoulders the modest wraps they had carried whose poverty clashed with the elegance of the ball costume. She wished to hurry away in order not to be noticed by the other women who were wrapping themselves in rich furs.

Loisel detained her, “Wait,” said he. “I am going to call a cab.”

But she would not listen and descended the steps rapidly. When they were in the street, they found no carriage; and they began to seek for one, hailing the coachmen whom they saw at a distance.

They walked along toward the river, hopeless and shivering. Finally they found one of those old carriages that one sees in Paris after nightfall.

It took them as far as their door and they went wearily up to their apartment. It was all over for her. And on his part, he remembered that he would have to be at the office by ten o'clock.

She removed the wraps from her shoulders before the glass, for a final view of herself in her glory. Suddenly she uttered a cry. Her necklace was not around her neck.

**READ AND FIND OUT**
- What do M. and Mme Loisel do next?
- How do they replace the necklace?

Loisel already half undressed, asked, “What is the matter?”

She turned towards him excitedly, “I have — I have — I no longer have Mme Forestier’s necklace.”

He arose in dismay. “What! How is that? It is not possible.”

And they looked in the folds of the dress, in the folds of the cloak, in the pockets, everywhere. They could not find it.

He asked, “You are sure you still had it when we left the Minister’s house?”
"Yes, I felt it as we came out."

"But if you had lost it in the street, we should have heard it fall. It must be in the cab."

"Yes, it is possible. Did you take the number?"

"No. And you, did you notice what it was?"

"No."

They looked at each other utterly cast down. Finally Loisel dressed himself again.

"I am going," he said, "over the track where we went on foot, to see if I can find it."

And he went. She remained in her evening gown, not having the force to go to bed.

Toward seven o'clock her husband returned. He had found nothing.

He went to the police and to the cab offices, and put an advertisement in the newspapers, offering a reward.

She waited all day in a state of bewilderment before this frightful disaster. Loisel returned in the evening, his face pale; he had discovered nothing.

He said, "Write to your friend that you have broken the clasp of the necklace and that you will have it repaired. That will give us time."

She wrote as he dictated.

At the end of a week, they had lost all hope. And Loisel, older by five years, declared, "We must replace this jewel."

In a shop of the Palais-Royal, they found a chaplet of diamonds, which seemed to them exactly like the one they had lost. It was valued at forty thousand francs. They could get it for thirty-six thousand.

Loisel possessed eighteen thousand francs, which his father had left him. He borrowed the rest. He made ruinous promises, took money from usurers and the whole race of lenders. Then he went to get the new necklace, depositing on the merchant’s counter thirty-six thousand francs.

When Mme Loisel took back the jewels to Mme Forestier, the latter said to her in a frigid tone, "You should have returned them to me sooner. for I might have needed them."
Mme Forestier did not open the jewel-box as Mme Loisel feared she would. What would she think if she should perceive the substitution? What should she say? Would she take her for a robber?

Mme Loisel now knew the horrible life of necessity. She did her part, however, completely, heroically. It was necessary to pay this frightful debt. She would pay it. They sent away the maid, they changed their lodgings; they rented some rooms in an attic.

She learned the odious work of a kitchen. She washed the dishes. She washed the soiled linen, their clothes and dishcloths, which she hung on the line to dry; she took down the refuse to the street each morning and brought up the water, stopping at each landing to catch her breath. And, clothed like a woman of the people, she went to the grocer's, the butcher's and the fruitier's, with her basket on her arm, shopping, haggling to the last sou of her miserable money.

The husband worked evenings, putting the books of some merchants in order, and nights he often did copying at five sous a page. And this life lasted for ten years. At the end of ten years, they had restored all.

Mme Loisel seemed old now. She had become a strong, hard woman, the crude woman of the poor household. Her hair badly dressed, her skirts awry, her hands red, she spoke in a loud tone, and washed the floors with large pails of water. But sometimes, when her husband was at the office, she would seat herself before the window and think of that evening party of former times, of that ball where she was so beautiful and so flattered.

How would it have been if she had not lost the necklace? Who knows? How singular is life, and how full of changes! How small a thing will ruin or save one!

One Sunday as she was taking a walk in the Champs-Elysees to rid herself of the cares of the week, she suddenly perceived a woman walking with a child. It was Mme Forestier, still young, still pretty, still attractive. Mme Loisel was affected. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all. Why not?

She approached her. "Good morning, Jeanne."

Her friend did not recognise her and was astonished to be so familiarly addressed by this common personage. She stammered, "But, Madame — I do not know — you must be mistaken—"

"No, I am Matilda Loisel."

Her friend uttered a cry of astonishment. "Oh! my poor Matilda! How you have changed!"
"Yes, I have had some hard days since I saw you; and some miserable ones — and all because of you ..."

"Because of me? How is that?"

"You recall the diamond necklace that you loaned me to wear to the Minister's ball?"

"Yes, very well."

"Well, I lost it."

"How is that, since you returned it to me?"

"I returned another to you exactly like it. And it has taken us ten years to pay for it. You can understand that it was not easy for us who have nothing. But it is finished and I am decently content."

Mme Forestier stopped short. She said, "You say that you bought a diamond necklace to replace mine?"

"Yes. You did not perceive it then? They were just alike."

And she smiled with proud and simple joy. Mme Forestier was touched and took both her hands as she replied, "Oh! My poor Matilda! Mine were false. They were not worth over five hundred francs!"

GUY DE MAUPASSANT
Warm Up Exercise:

1) A realia of ‘Diamond Necklace’ be brought in the class and the students could be asked about their comments.

2) Ornaments of natural flowers could also be shown and questions could be asked like
   - Do you prefer diamond or natural jewellary?
   - Natural flowers are used when, why and by whom?
   - What is your opinion about ‘being rich’?
   - How would you plan if you are invited to a party of distinguished personalities?

3) A video/picture could also be shown to the students on either

‘Honesty is the best policy’
or ‘Greed leads to gloom’.

4) Students could be asked for silent reading in the class or reading before coming to class finding the words, sentences or paragraph that are difficult could be discussed before actual teaching in the class.

5) Difficult words could be discussed in English and Urdu, while loud reading aloud in the class. Students could be asked to find the meaning in context, before telling the meaning.

Some of the words are:

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<tbody>
<tr>
<td>destiny</td>
<td>spiteful</td>
<td>larks</td>
<td>embrace</td>
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<tr>
<td>clerk</td>
<td>delightful</td>
<td>adorned</td>
<td>passion</td>
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<td>chic</td>
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<td>humiliating</td>
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<td>shabby</td>
<td>dismay</td>
<td>trembled</td>
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<td>Incessantly</td>
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<td>Delicacies</td>
<td>vexation</td>
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<tr>
<td>Elated</td>
<td>responded</td>
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<td>Despair</td>
<td>consequently</td>
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<td>Disappointment</td>
<td>colleague</td>
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<thead>
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<th>v) Page 43</th>
<th>vi) Page 44</th>
<th>vi) Page 45</th>
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<tr>
<td>cab</td>
<td>substitution</td>
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<td>chaplet</td>
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6) A group discussion could be held on the “Parties in Indian and Western Culture“. Effect of western culture on Indian society. Pictures could be shown of parties in both the cultures. This strategy would help the learners to visualize the dresses worn in parties.

7) Showing some charts or models with stories of few Moral lessons like “Be realistic and ensure success in life”. “Work is worship”.

**Activities:**

1) Pronounce the words with proper articulation of vowels and consonants. Danger, returned, marvelous, elated, satin,
Necklace, perceive, francs, heroically.

2) Asking the students to prepare 5 columns and noting down the words Starting with different vowels on page-44. The students could also be asked to pronounce the words to check the difference in spelling and pronunciation.

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3) Find words of single syllable from the lesson, leaving prepositions and determiners. Make a list of nouns, verbs and adjectives

<table>
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<th>Verb</th>
<th>Adjective</th>
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4) Prepare a model or chart on any of the following topic.( to check perception and creativity).
   a) Cab Scene
   b) Matilda’s necklace

5) WORD GAME: In the block below there are hidden words, across, down and also zigzag way both from left to right and right to left. Encircle the words after finding them.

```
MBASKETO
WALKSTRP
LRPOMEPE
CEWRYFNO
REHTIENS
YRSQUEII
HUXAUDDT
JTREMBLE
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Reference

