

UNIT - 1

Writing about Writing

ACTIVITY - 1

Read the story.

“Strong Desire – Wise Action”

from *The Adventures of Tom Sawyer*, by Mark Twain (Part 1)



Saturday morning came. All the summer world was bright and fresh and full of life. Tom appeared in front of the house with paint and a big brush. He looked at the fence, and all joy left him. A deep sadness settled upon his heart. The fence was long and high. He wet the brush and moved it along the top board. He did it again, and did it again. He looked at what he had done. The painted part was very, very small. The whole fence was very large. He sat down. He felt that he could not continue.

Jim, a boy who worked for the family, came through the gate. He was going to get water, and he was singing happily. Tom said, “Jim, I will get the water, if you will paint.” Jim said, “No. I must get the water.”

“Are you afraid of Aunt Polly? She won’t hurt you. She talks about it, but talk never hurts. It never hurts except when she weeps, also. You should not be afraid of her. Jim, I will give you one of my play things. And I will show you my foot. I will show you where I hurt it.”

Jim was only human. He took the plaything and he put his head down to look at the foot. In another moment he was running down the street. Tom was painting as fast as possible. And Aunt Polly was returning to the house.

Notice that the writer does not tell us what happened that made Jim run away and Tom start painting “as fast as possible”.

The writer does tell us that Aunt Polly was returning to the house. This means that Aunt Polly must have been outside with Jim and Tom.

What do you imagine happened when Aunt Polly was outside?



Write your idea of what happened.

Share your idea with classmates. Find one classmate who has a different idea from yours. Write your classmate's idea.

ACTIVITY - 2

Read the story.

‘Strong Desire - Wise Action’

from The Adventures of Tom Sawyer, by Mark Twain (Part 2)

Tom kept working, but soon he began to think of the fun planned for this day. He and Huck had planned to race down to the river and go swimming. His hands moved more slowly. Soon the other boys would come and laugh at him for working. From his pocket he took everything that he owned. He looked at it. There was nothing of real value. It was not enough to buy another boy's help.

At this dark moment, a wonderful idea came to him. It was like a great, bright light.

He took his brush and went quietly to work.

Ben Rogers appeared soon. Tom had been especially afraid of Ben's laugh.

Ben was eating an apple. Also as he walked, he was making noises like those of a big riverboat. He would shout loudly. Then he would say, “Dingdongdong,” like a bell. Then he would shout again, and say, “Dingdongdong,” again, and make other strange noises. He was

Help line

The textbook offers many opportunities to stimulate student thinking and language by encouraging students to have different ideas and to share those ideas with their classmates. The teacher's role in this book is to encourage variation in answers to open-ended questions and look for opportunities to allow students to collaborate on tasks and to share information whenever possible. The teacher is important in helping students feel comfortable participating in the many speaking and writing activities. Teachers can find more resources, materials, and training videos on www.onlinetextbook.info and www.StudyDo.asia.



the boat, and he was the captain of the boat, and he was the boat bell.

“Turn her!” he shouted. “Slow her! Stop!” He made a slow, careful turn, came close beside Tom, and stopped.

Tom continued his painting. He did not look at the boat.

Ben said, “Hello! You are in trouble.” No answer. Tom moved his brush gently, and looked at the result.

Ben came nearer. Tom wished for the apple, but he did not turn from his work.

Ben said: “Hello, you must work, must you?”

Tom turned suddenly. “Oh, Ben, it’s you, is it? I did not see you.”

“I am going swimming, I am. Do you wish you could go with me? Or would you rather work?”

Tom said, “What do you mean? Work?”

“That is work.”

Tom returned to his painting. “It may be work and it may not be. But it is fine for Tom Sawyer.”

“Do you mean that you enjoy it?”

“Enjoy it? Does a boy have a chance to paint a fence every day?” Here was a new idea. Ben stopped eating his apple. Tom moved his brush—stepped away to look at the result—added a little paint here and there—stepped away again. Ben watched. He was more and more interested. Then he said: “Tom, let me paint a little.”

Tom thought. Then he said, “No, Ben. Aunt Polly wants this fence to be perfect. If it was the fence behind the house, you could help. But this fence, beside the street, must be done very carefully. There is not one boy in a thousand who can do it well.”

“Oh, Tom, let me try. Only a little. I will be careful. Tom, I will give you part of my apple.”

“No, Ben. I am afraid—”



“I will give you all of it!”

Tom gave the brush to Ben slowly, but with joy in his heart.

And, while the boy who a few moments before had been a riverboat worker became hot in the sun, Tom sat under the tree, eating the apple and planning how to get more help.

There were enough boys. They came along the street, stopped to laugh, but remained to paint. After Ben, Bill Fisher painted. Then Johnny Miller came. Each one paid to be allowed to work. In the middle of the afternoon, Tom was very rich. He had many playthings, a small cat with one eye, a piece of broken blue glass, and much more.

And he had not worked, and the whole fence had been painted three times. There was no more paint. With more paint, Tom would soon have owned everything belonging to the other boys. And the other boys in the village would have owned nothing.

Tom had discovered a great law of human action. A man or a boy will desire something if it is not easy to get.



ACTIVITY - 3

Read the sentences. There are sentences in the story that have the same idea. Work with a partner to find and underline them.

1. Tom showed up on the sidewalk with a bucket of whitewash and a long-handled brush.
2. Tom and Huck would have gone swimming if he weren't working.
3. When things seemed darkest, Tom thought of an idea to solve his problem.
4. Tom resumed his whitewashing.
5. Tom seemed to give up the brush with reluctance, but he was actually quite happy.
6. If he hadn't run out of whitewash, he would have bankrupted every boy in the village.

Help line

In order to acquire language, students need time to notice the language. Students read more carefully when they are curious about the text, when they need to know what will happen next in the story. The teacher's role to build curiosity about the text before giving them time to read on their own. More easy-to-read chapters and audio recordings of Mark Twain's, "Adventures of Tom Sawyer", are available on <http://americanenglish.state.gov/resources/adventures-tom-sawyer>. This reading is an edited version from that public domain source.

ACTIVITY - 4

Who was the first boy to take over Tom's painting?

Imagine you are the boy. You enjoyed painting very much. Go home and tell your sisters all about painting the fence.

Write the story that you would tell your sisters. Include many details to make your writing interesting.

For example, how did the paint feel when you dipped in the brush? How did the brush feel on the wooden fence? How did you feel in the hot sun?



Share your paragraph with your classmates. Find out one detail that a classmate wrote to describe painting that you did not. What is the detail that you learned from a classmate?

ACTIVITY - 5

In the last activity, you were pretending to be a character in the story, so you invented a story of your own. Your paragraph was about your experience of painting. **It was not about ‘Strong Desire – Wise Action’ by Mark Twain.**



A ‘source’ is writing that you are writing about!

When we write about a story, poem, newspaper article, or any other kind of writing, we call the writing we are writing about a **source**. In this book, we will learn the proper way to write about other people’s writing. In other words, we will learn to write about sources.



If your teacher or an exam asks you to write about ‘Strong Desire – Wise Action’ by Mark Twain, Mark Twain’s story would be your **source**. Your writing would be **about** Mark Twain’s story. We will write about “Strong Desire – Wise Action” in the next unit.

The following sentences are from the story, ‘After Twenty Years’, by O. Henry. For this example, ‘After Twenty Years’, by O. Henry, is the source.

Tick the sentence which is about the source.	<i>What's the sentence about?</i>	For sentences NOT about the source: what are they about?
<input type="checkbox"/>	One night when I was patrolling the street, I saw a man waiting in the shadows.	
<input type="checkbox"/>	People should be loyal to their friends even if their loyalty might get them in trouble.	
<input type="checkbox"/>	Duty is always more important than friendship.	
<input type="checkbox"/>	In the story, ‘After Twenty Years,’ a policeman does his duty, but betrays his friend.	

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NEW WORDS I LEARNED IN THIS ACTIVITY:



Activity - 6

Tom and his friends painted Aunt Polly's fence to beautify their home. There are many beautiful arts in India for decorating homes as well. Rangoli is one popular decoration.



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On festivals, Rangolis are made with many substances and colours to welcome God and Guests.

Work with a partner or group. Imagine the most beautiful rangoli in the world! What would it be made from? What shapes and colours would be used? What meaning might it have?

Share your explanation with your classmates. Listen for new ideas. Write one idea you heard from a classmate that you think is interesting.

My classmate, named _____ had an interesting idea. It is

Help line

An easy-to-read version of O. Henry's story, 'After Twenty Years', is in the appendix of this volume. Additional resources are available on www.onlinetextbook.info and www.StudyDo.asia where there is a downloadable bridge text designed to support teachers in helping students to notice and use language.



ACTIVITY-7

A 'summary' is a short piece of writing that tells the main ideas of the author of a source. One kind of summary is a 'neutral summary'. A neutral summary tells the ideas of the source's author without including any of the ideas or feelings of the person writing the summary.

For example, if you write a neutral summary about O. Henry's story, 'After Twenty Years', you should include O. Henry's main idea, not yours. One way to check your writing is to think, "If O. Henry read my summary, would he agree with the way I expressed his main idea?"

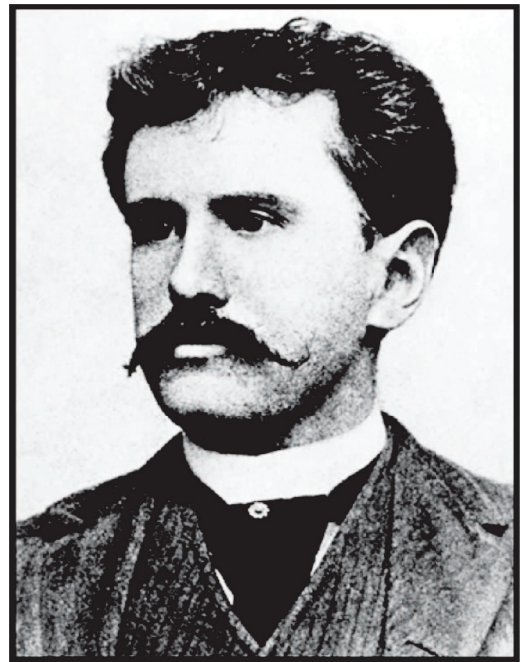
'Neutral Summary' is one common way of writing about sources.

When you write a good neutral summary, you are describing someone else's ideas, so you need to read carefully and understand the ideas of the author before you write.

When you write about a source, ask yourself, "Would the author agree with me?"

Here are sentences from three different summaries of 'After Twenty Years' by O. Henry.

Which sentence is probably from a neutral summary? Which one do you think that O. Henry would agree expresses his main idea?



**O. Henry,
AUTHOR of 'After Twenty Years'**

- 1) 'After Twenty Years' is a great story and it teaches a very important lesson that I agree with. One should never put friendship above duty. I think that one must do what is right even when it's unpleasant. The policeman in the story sees a suspicious stranger on the street and stops to talk to him. The reader can tell the stranger is not a good man when the stranger describes....

Help line

It can be confusing to talk about the writer of a source at the same time that we are talking about student writers. One way to avoid some of this confusion is to call the writer of the source an 'author', while the student is the 'writer'. That way you can say, "In summarizing a source, the writer needs to be careful to accurately express the ideas of the source's author."

- 2) The story, 'After Twenty Years,' has the typical O. Henry twist at the end; in this one, one friend betrays another. The story begins with a conversation between a policeman and a man who is waiting outside a restaurant for a man he hasn't seen in twenty years. The two discuss the friend that the man is waiting for. Neither the man nor the reader know that the policeman is, himself, the man's friend....
- 3) O. Henry writes some good stories, but "After Twenty Years" is not one of them. In this one, a good friend shows up after twenty years only to be betrayed by the other friend. The story starts when a policeman questions a man on the street who is waiting for a friend. The man doesn't know that...

The sentences that are not from a neutral summary are not neutral because they show the summary writer's thoughts and feelings.

Choose one of the paragraphs about O. Henry's story that is NOT neutral. Underline the words and phrases that seem to show the writer's thoughts and feelings. How many words did you underline? _____

Compare your answer with a classmate. Find one classmate who has an idea that is different from yours. Use what you find out to fill in the paragraph below.

I underlined [number] _____ words because they seem to show the thoughts and feelings of the writer. My classmate had a different answer. My classmate underlined these words:

NEW WORDS I LEARNED IN THIS ACTIVITY:

ACTIVITY - 8

Look back at the story, "Strong Desire – Wise Action". List all the characters that are named in the story.



You're going to use one of the characters to write a poem, called a cinquain. Cinquains are a kind of poem that has five lines and a certain pattern. Here is one type of cinquain pattern:

Line 1: Title (noun) - 1 word

Line 2: Description - 2 words

Line 3: Action - 3 words

Line 4: Feeling (phrase) – 4 words

Line 5: Title (synonym or antonym for the title) - 1 word

Here is an example cinquain about our author, Mark Twain:

Mark

Talented writer

Penned Tom Sawyer

Enjoyed humour and mischief

Twain

Write a cinquain about Tom Sawyer or any one of the other characters that were named in the story.

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Hint: Notice that your poem is about a character, not about the story as a source!

ACTIVITY - 9



Since a summary is about a source, the summary needs to tell which source you are writing about.

We call this “referencing” the source.

You can identify the source with the title, author’s name, date of publication, place of publication, etc.

“Referencing identifies the source.”

You don't need to put *all* the information; you only need to put *enough* information for your reader to find the source.

EXAMPLE 1: The play, “Romeo and Juliet,” written by William Shakespeare and first performed around 1595, tells the story of....

EXAMPLE 2: The 2013, Hindu Times article, “New Bill Puts People First,” essentially said that India would treat the problem of....

EXAMPLE 3: The poem, “The Road Not Taken,” by Robert Frost tells....

Who is your source?



There are many ways to reference a source when you write a summary. Look at these examples that use date, title, and author in different ways:

1. The 1922 story, “After Twenty Years,” by O. Henry, shows...
2. The story, “After Twenty Years,” written by O. Henry, tells....
3. O. Henry writes in “After Twenty Years,”...
4. O. Henry’s story, “After Twenty Years,” describes ...

Look carefully at the sentences above and notice the patterns for giving information about the source. For example:

1. The 1922 story, “After Twenty Years,” by O. Henry, shows...

uses this pattern:

The **DATE** story, “**TITLE**,” by **AUTHOR**, shows....

Look at this sentence. What pattern it use?

2. The story, “After Twenty Years,” written by O. Henry, tells...

Fill in the pattern for sentence 2.

The story, “_____,” written by _____, tells....

Make patterns for the remaining two sentences:

Fill one of your patterns with the details for referencing “Strong Desire – Wise Action” by Mark Twain. The story is a chapter in a book called *The Adventures of Tom Sawyer* that was published in 1876.

NEW WORDS I LEARNED IN THIS ACTIVITY:



ACTIVITY - 10

Summaries start with the main idea of the source. Many people think they can write about a source if they just start at the first paragraph of a source, write something, then go to the next paragraph and write something, then go on, but this is not a good way to write about the author's ideas.

The main idea of the author might be in the middle or the end of a story. **Imagine that you are Sunil and you are worried about your friend, Ankita. You have an idea for helping her and you want to tell Sameer about it:**

Sunil: Sameer, I've been worried about Ankita, but I think I have an idea of how to help.

Sameer: What's her problem?

Sunil: Well, at first I thought she might be sick, but now I know she's not, because--

Sameer (*calling Ankita on his mobile*): Ankitaben! Sunil said you're sick!



Sameer summarized your ideas too soon, didn't he? He told your friend, Ankita, about your idea before he understood it all! Writing a summary of a source is telling someone else about the author's ideas. Since a summary should start with the main idea of the author, it's important to read and understand everything first!

Help line

The role of the language teacher is to stimulate thinking and to build confidence. One way that we do this is to encourage students to play with ideas. Help students develop an awareness of other people's ideas by playing with dialogues like this one. How many funny ways can they "misunderstand" or interrupt the way Sameer does. Play as long as students are exploring ideas and speaking.

O. Henry's main idea does not come until the end of the story. Tick the sentence that is a good beginning for a summary of "After Twenty Years".

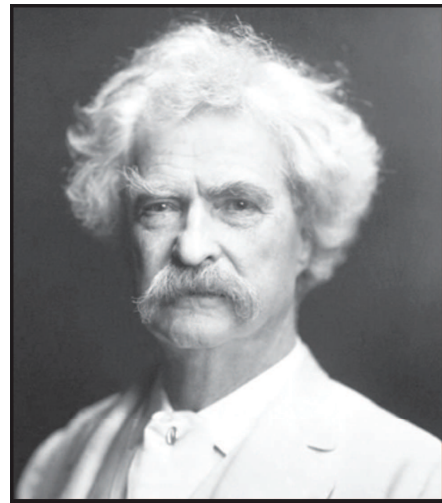
<input type="checkbox"/>	In the O. Henry story, "After Twenty Years," a policeman moves up the street checking doors until he sees a man...
<input type="checkbox"/>	The story, "After Twenty Years," is typical of O. Henry's work in that its ending surprises both the reader and the main character...

Activity - 11

Write Mark Twain's main idea in "Strong Desire – Wise Action" in just one sentence?

Stop, think...

“Would the author agree that I have expressed the main idea?”



Mark Twain,
AUTHOR of
Adventures of Tom Sawyer

Combine the reference you wrote for “Strong Desire – Wise Action” by Mark Twain in Activity 9 and your main idea sentence to make one strong sentence to start your summary. You only need one sentence, but be sure that your sentence seems to be about the source!

NEW WORDS I LEARNED IN THIS ACTIVITY: