

What Can a Dollar and Eleven Cents Do?



Look at the picture and discuss the questions that follow:



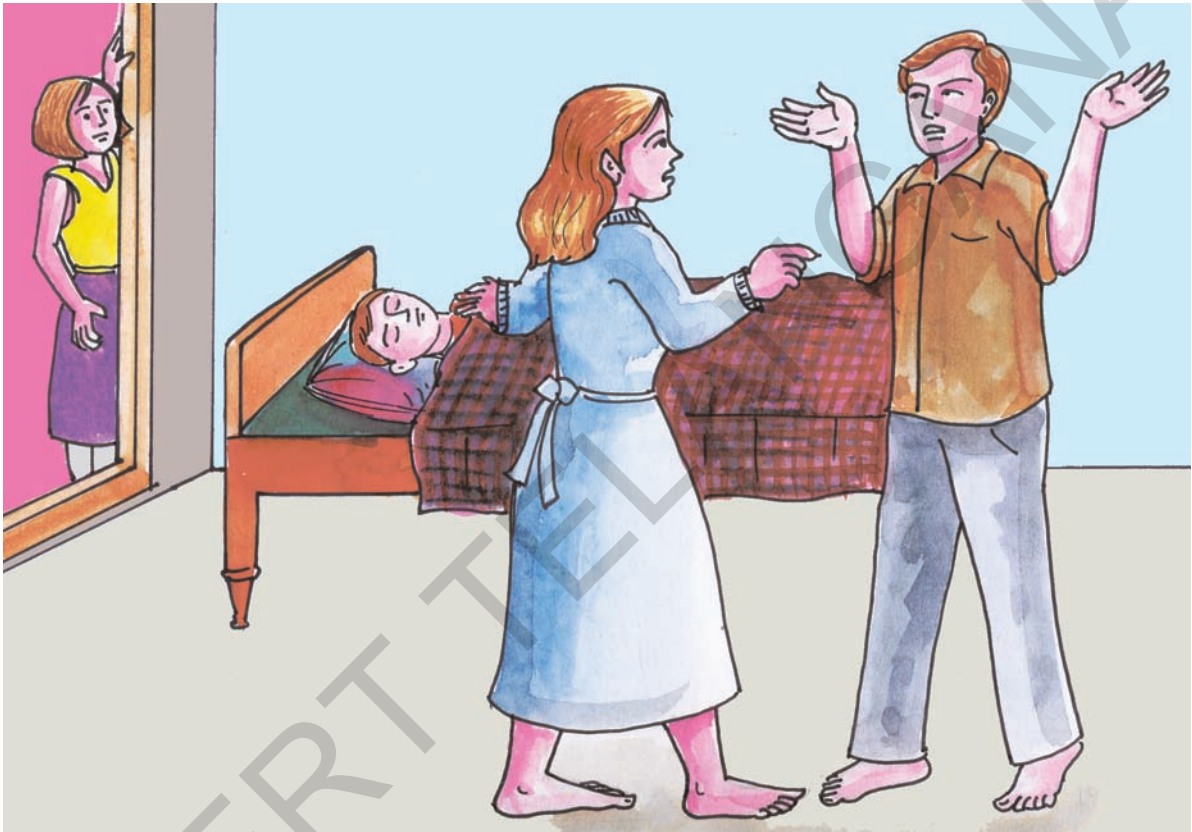
1. What can you say about the shop?
2. When does one go to such shops?
3. Why do you think the girl has come to the shop?
4. What do you think the girl is saying to the shopkeeper?
5. Does she look happy? What makes you think so?
6. Who might be ill?
7. Who do you think the man in the white coat is?

Oral Discourse: Role Play - Enact the scene depicted in the picture.

(Characters - the girl, the medical shopkeeper)

A. Reading

An eight-year-old child, Tess, heard her parents talking about her little brother, Andrew. All she knew was that Andrew was very sick and her parents did not have enough money for the treatment. They were moving into a smaller house because they could not afford to stay in the present house after paying the doctor's bills. He needed a costly surgery now and there was no one to loan them the money, so her parents lost their hope and gave up their efforts.



When Tess heard her daddy say to her tearful mother, “Only a miracle can save him now,” she went to her room and pulled a jar of coins from a cupboard. She poured all the money out on the floor and counted it carefully. Holding the jar tightly, she made her way to the medical store and placed it on the glass table.

“What do you want?” asked the chemist. “It’s for my little brother,” Tess answered, “He’s really, really sick and I want to buy a miracle.”

“We don’t sell miracles here, child. I’m sorry,” the chemist said, smiling sadly at the little girl. “Listen, I have the money to pay for it. If it isn’t enough, I can try and get some more. Just tell me how much it costs.”

At the shop there was a well-dressed customer. He bent down and asked the little girl, “What kind of miracle does your brother need?” “I don’t know,” she replied with her eyes welling up. “He’s really sick and Mummy says he needs an operation. But my Daddy can’t pay for it, so I have brought my savings.” “How much do you have?” asked the man. “One dollar and eleven cents, but I can try and get some more,” she answered barely audible.

“Wonderful,” smiled the man. “A dollar and eleven cents, the exact price of a miracle for your little brother!” He took her money in one hand and held her hand with the other. He said, “Take me to your home. I want to see your brother and meet your parents. Let’s see if I have the kind of miracle he needs.”

That well-dressed man was Dr. Carlton Armstrong, a famous neurosurgeon. He had Andrew admitted to hospital where he operated on him without any charges. Within a few weeks Andrew was back at home and doing well.

“That surgery,” her Mum whispered, “was a real miracle. I wonder how much it would have cost.”



Tess smiled. She knew exactly how much the miracle cost - one dollar and eleven cents.....plus the love of a little child.

Glossary

miracle (n):	a wonderful event that seems impossible and that is believed to be caused by god
chemist (n):	a person who is qualified to prepare and sell medicines
whisper (v):	murmur / to speak very softly to somebody so that others cannot hear what you are saying
audible (adj):	loud enough to be heard
neurosurgeon (n) :	a doctor who performs operations on the nervous system especially on the brain

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. Do you think Tess can buy the miracle with her savings? Why?
2. Why did the mother say that the surgery was a real miracle?
3. What did the little girl understand by the word “miracle”?
4. What kind of a man was Dr. Armstrong?
5. Why did the doctor say that one dollar and eleven cents was the exact price of the miracle?
6. Find out the words that have been used to describe Tess. Would you like to add some from your side?
7. Can you suggest another title for the story? Give reasons.

II. Write whether the following statements are True or False. Give reasons for your answer. Correct the false statements.

1. Andrew’s parents had very little money. ()
2. Tess’s parents were very poor. ()
3. Tess’s parents were not interested to take her little brother, Andrew, to the hospital. ()
4. Andrew was seriously ill. ()
5. Tess thought that “a miracle” was the medicine that was available in a medical store. ()

III. Tick the correct answer.

1. "I'm sorry," the chemist said, because the miracle the girl had asked for
 - a) was not available in his shop.
 - b) was very costly.
 - c) was not a medicine.
2. Dr. Armstrong wanted
 - a) to help the child.
 - b) to collect a lot of money.
 - c) to make fun of the child.

Vocabulary

- I. Given below is a paragraph written by a 6th class student. Some words are wrongly spelt in it. Circle them and write the correct spellings.

Food and Nutrition

We need a balanced diet to be healthy. Balanced diet provides us major nutrients such as carbohydrates, fats, vitamins, minerals, and proteins. There are two different types of source of proteins – animal sources and plant sources. Animal sources include fish, eggs, meat, etc. Peas and beans are important sources of protein.

- II. Given below are group of words. Find the odd one out and circle it. Give justification for your answer. The first one is done for you.

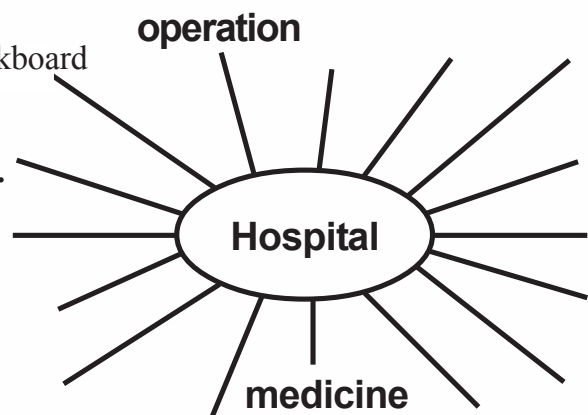
1. **hospital, nurse, patient, passenger.**

Hospital, nurse and patient are related to medical profession, whereas "passenger" is not related to the medical profession. So, passenger is the odd one out.

2. shop, customer, cost, temple
3. dollars, things, rupees, cents
4. treatment, operation, surgeon, blackboard
5. exam, question, answer, chocolate

- III. Write words related to "Hospital".

Write as many words as possible.



Grammar

I. Question mark (?) and Exclamation mark (!)

Read the following conversation paying special attention to the use of question marks, and exclamation marks.

“Where’s the champion of Israel?” shouted Goliath.

“Let him come and fight with me!”

“Who is this man?” said David.

“I’ll go and fight him.”

“How stupid you are!” Goliath exclaimed.

You understand from the above sentences that a question ends with a question mark (?) and an exclamatory sentence with an exclamation mark (!)

Now read the following conversation and use question mark or exclamation mark wherever necessary.

Tess : I want to buy a miracle. How much does it cost

The Shopkeeper : I am sorry.

Tess : Why

The shopkeeper : Because we don’t have any medicine like “a miracle”.

Tess : What a pity

II. Apostrophe (') in possessive case of nouns and contractions

Read the following passage.

Andrew’s disease worried **Tess’s parents** because they did not have enough money for the treatment. Tess heard her **father’s words**. She decided to buy a miracle to cure her **brother’s disease**. She went to the medical store to buy the medicine. The shopkeeper said, “**We don’t** sell miracles here. **I’m** sorry.”

As you can see from the words / expressions in bold, the apostrophe is used to indicate the following.

Possessive form

Contracted form

Andrew’s disease

don’t

brother’s disease

I’m

Here, Tess’s parents means, the parents of Tess. Similarly, Andrew’s disease means the disease of Andrew.

The apostrophe is used here to talk about something that belongs to somebody or something. But it is also used to indicate the omission of a few letters, thus forming short forms or contractions. **Don't** is the short form of **do not**. Similarly, **I'm** is the short form of **I am**. June'09 is the short form of June 2009. In this case, apostrophe indicates that some letters/ numbers are omitted.

Read the following sentences and identify the contracted forms. Rewrite them in long form.

1. "I don't know" she replied. "He's really sick and Mummy says he needs an operation."
2. But Daddy can't pay for it.
3. Let's see if I've the kind of miracle he needs.

III. Read the following story:

Two rats fell into a milk pot. The first rat stopped making attempts to swim thinking that no one would save it. So, it drowned and lost its life. The other rat decided to continue swimming in the pot round and round. After some time, the milk turned into curd, the rat sat on it, and thus saved its life.

Look at the verbs underlined above. They fall into two categories as shown below.

Regular verbs		Irregular verbs	
Present Tense	Past Tense	Present Tense	Past Tense
decide	decided (d)	fall	fell
stop	stopped (ed)	lose	lost

The past tense forms of regular verbs are formed by adding 'd' or 'ed' to their present tense forms. Irregular verbs have different forms for the present and past tenses. Here are some irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
fall	fell	sing	sang
give	gave	leave	left
rise	rose	teach	taught
speak	spoke	drink	drank

Read the table given below and fill in the blanks with the correct forms of the verbs. Write “regular” or ‘irregular’ in the third column.

Present tense	Past tense	Regular or Irregular
.....	bought	
clean	-----	
close	-----	
.....	danced	
.....	ate	
swim	-----	
take	-----	
.....	thought	

IV. Read the following sentences.

Andrew needed a costly surgery now and there was no one to loan them money. Dr.Armstrong operated on Andrew without any charges, and within a few weeks he was back at home doing well.

Observe the underlined words. They do not specify the exact amount or number but quantify things. They are called **quantifiers**. The words **no, none, any, a lot of, much, many, a little, a few**, etc. come under this category.

1. We use no or none of to indicate not or not any in order to emphasise the negative idea in a sentence.
2. We use a few and a little to talk about a small number and quantity.
3. Much is used with uncountable nouns like sugar, and many is used with countable nouns like pen, book, etc.

Examples:

1. Chandu has so much interest in English that he reads one book a week.
2. He has many friends in school.

- V. Study the table of marks secured by students of class X in English carefully. The minimum marks required to pass is 35.

Sl. No.	Name of the student	Marks scored in English	Sl. No.	Name of the student	Marks scored in English
1	Rani	65	16	Bhanu	67
2	Lata	60	17	Ramya	73
3	Kamala	73	18	Saleem	80
4	Lakshmi	80	19	Sai	71
5	Krishna	64	20	Ruchira	85
6	Bharat	75	21	Nandu	67
7	Ganesh	82	22	Mary	62
8	Meghana	63	23	Usha	64
9	Meenakshi	67	24	Sarada	75
10	Nithya	73	25	Bujji	82
11	Sindhu	80	26	Sandhya	63
12	Chandu	71	27	Sridhar	67
13	Mani	85	28	Jyothi	73
14	Chinni	67	29	Kumar	80
15	Ravi	62	30	Swarna	71

1. Answer the following questions using 'no', 'none', 'any', 'a few' and 'many'. Write them down in your notebook. The first one has been done for you.

1. How many students have scored more than 70 marks?

Ans. **Many** students have scored more than 70 marks.

2. Are there any students who have scored 90 marks?

3. How many students have failed in English?

4. How many students have scored below 60 marks?

5. How many students have scored between 64 and 75?

Writing

- I. Tess had the habit of writing a diary. On the day when she heard the news that her little brother Andrew had a serious illness, she began writing the entry in her diary like this:

'Today is a very bad day. What a terrible news! Mummy and Daddy are worrying so much about Andrew. My poor brother, Andrew! Why such big illness? Shocked to know that he was in a danger'.

Continue the diary entry in your notebook.

II. Letter writing

Imagine that you were Tess and write a letter to Dr. Armstrong in your notebook thanking him for saving the life of your brother.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

Study Skills

Look up the word 'miracle' in the following two dictionary entries.

miracle /ˈmɪr.ɪ.kl/

► **noun** [C] **A** an unusual and mysterious event that is thought to have been caused by a god, or any very surprising and unexpected event: [+ **that**] *Looking at the state of his car, it's a miracle (that) he wasn't killed!* ○ *I can't promise a miracle cure, but I think we can improve things.*

Collins Cobuild Advanced Illustrated Dictionary, 2009

mira|cle /ˈmɪrəkəl/ (**miracles**) **1** **N-COUNT** If you say that a good event is a **miracle**, you mean that it is very surprising and unexpected. □ *It is a miracle no one was killed.* **2** **ADJ** [**ADJ** n] A **miracle** drug or product does something that was thought almost impossible. [**JOURNALISM**] □ *...a miracle drug that is said to be a cure for Aids and cancer.* **3** **N-COUNT** A **miracle** is a wonderful and surprising event that is believed to be caused by God. □ *...Jesus's ability to perform miracles.*

Cambridge Advanced Learner's Dictionary, Third Edition

1. What do you understand by the word 'miracle'? Write a brief note.
2. Use the word "miracle" as a noun and an adjective in a few sentences.
3. What do N-COUNT and ADJ mean?

Listening and Speaking

Your teacher will read the story “Glenn Cunningham.” Listen carefully and answer the questions given below.

1. What was Glenn’s ambition?
2. How was he burnt?
3. What did he shout?
4. How long was Glenn in bed?
5. What was Glenn’s achievement?
6. What qualities of Glenn do you like? Do you have them in you? Speak about them.
7. Which qualities would you like to develop?
How can you develop them?



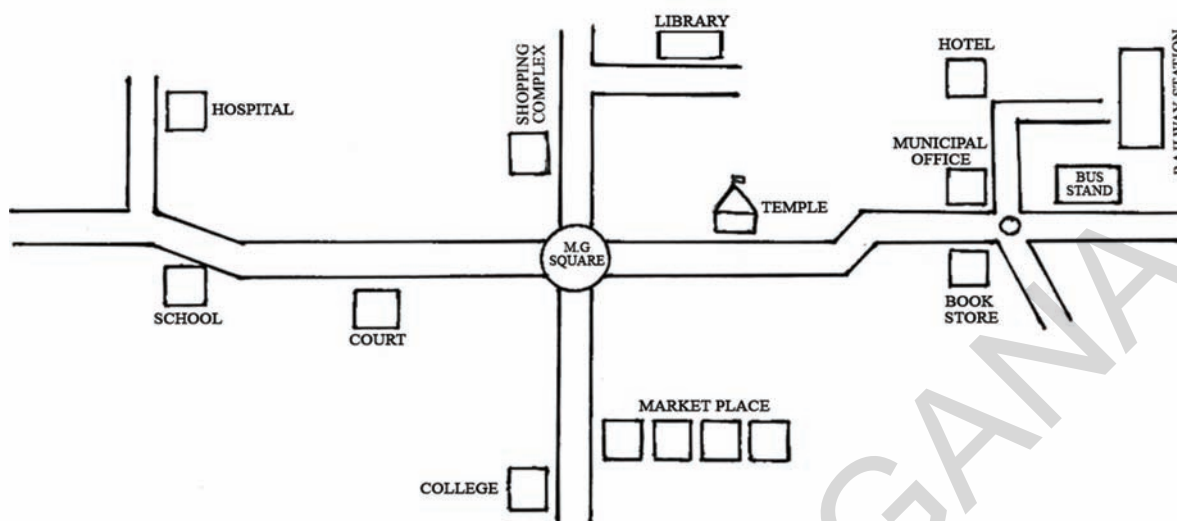
Examples of some qualities are: Compassion, Competitiveness, Empathy, Courage, Affection, Friendliness, Honesty and so on. All qualities are present in all of us though some are better developed than others. All qualities are equally valuable. They help us solve problems.

Oral Activity

- I. Tess wanted to buy a medicine for her brother, Andrew. But she didn’t know the way to reach the medical store. She approached the traffic policeman for help. Now read the following conversation between Tess and the Traffic Policeman:**

- Tess : Excuse me, Sir. I want to buy some medicines. Could you please tell me the way to a medical store nearby?
- Traffic Policeman : Sure, go straight up to the Municipal Office. Then turn left, and walk straight. You’ll find a medical store there.
- Tess : How far is it from here?
- Traffic Policeman: Not very far. It’s just one kilometre away from here.
- Tess : Can I catch a city bus to reach there?
- Traffic Policeman : Oh, yes. Take the bus 17M. It’ll take you there.
- Tess : Thank you very much.
- Traffic Policeman : You’re welcome.

II. Study the route map given below:



You are at the court and want to go to the railway station. How do you ask for the way? Work in pairs and develop a conversation between you and a stranger.

You : Excuse me, _____ the railway station?

Stranger : Sure, _____

You : _____

Stranger : _____

You : _____

Stranger : _____

III. Enact the story “What Can a Dollar and Eleven Cents Do?” as a playlet. Follow the procedure given below.

(Group work – Let the students form 3 or 4 groups)

- Read the story once again.
- Identify the characters.
- Pick out the dialogues of the characters.
- Identify the locations of the events.
- Decide scenes and setting accordingly.
- Assign roles to the members of the groups.
- Enact the drama before the whole class.

IV. Have a discussion in the whole class on how the performance could be improved in terms of delivery of dialogues, costumes, action, settings, etc.

How well did I write the skit?

Fill in the boxes using yes/ somewhat/ no.	
I was able to fix the events of the skit well.	
I fixed the characters of the skit.	
I used appropriate dialogue in my skit.	
I was able to express the feelings of the characters.	
I concluded my skit well.	
I was able to express my ideas in apt words.	
The sentences I used were properly connected.	
I used proper punctuation and spacing.	

B. Reading

A Nation's Strength

Not gold, but only men, can make
A people great and strong
Men who for truth and honour's sake
Stand fast and suffer long.
Brave men who work while others sleep
Who dare while others fly-
They build a nation's pillars deep
And lift them to the sky.

-Ralph Waldo Emerson

Glossary

stand fast:

dare (v):

refuse to give up

face difficulty



How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. What kind of people can make a nation great and strong?
2. What do you think the word “men” refers to?
3. What does “sleep” mean here?
4. What does “fly” mean here?
5. In what sense can you call, for example, Gandhiji a pillar of the nation?

Project

Visit a doctor/primary health centre/medical shop and collect the information about the common diseases given below and present it before the class.

Name of the doctor -

Medical practitioner -

Medical shopkeeper -

Common disease	Medicine to be taken	Precautions to be taken
cold fever headache stomach ache cough indigestion diarrhoea		

C. Reading

- I. We have seen how the little girl, Tess, with strong faith and determination saved her little brother, Andrew. Let's read a poem on faith.**

Faith is the success in life
Faith is the catalyst within
Faith is the belief to begin
Faith is the foundation and the frame
Faith is the power that helps you win
Faith is the concentration of your brain
Faith is the power to know and to do
Faith is the cure for 'NO' and those that 'Lose'
Faith is your spirit, your sinews, your soul
Faith is the body that truly has all control
Faith is the beginning and the end
Faith is everything therein
Faith can move mountains and valleys and hills
But faith can do NOTHING..
Unless YOU are there.

- II. Can you imagine a disabled person winning a gold medal in Olympics? Let's read a story about an extraordinary girl who has done that.**

Wilma Rudolph



Wilma Rudolph was born in a poor family in Tennessee. At the age of four, she had pneumonia with scarlet fever which left her paralyzed with polio. She had to wear a brace and the doctor said she would never put her foot on earth. But her mother encouraged her. She told Wilma that with God-given ability, persistence and faith she could do anything she wanted. Wilma said, "I want to be the fastest woman runner in the world." At the age of nine, against the advice of the doctor, she removed the brace and took the first step. At the age of 13, she entered her first race and came way, way last. And then she entered her second, and third, and fourth races, and came way, way last until a day came when she came in first.

At the age of 15 she went to Tennessee State University where she met a coach by the name of Ed Temple. She told him, “I want to be the fastest runner in the world.” Temple said, “With your spirit nobody can stop you and besides I’ll help you.”

The day came when she was at the Olympics – and at the Olympics, you are matched with the best of the best. Wilma was matched against a woman named Jutta Heine who had never been beaten. The first event was the 100-metre race. Wilma beat Jutta Heine and won her first gold medal. The second event was the 200-metre race and Wilma beat Jutta a second time and won her second gold medal. The third event was the 400-metre relay and she was racing against Jutta one more time. In the relay, the fastest person always runs the last lap and they both anchored their teams.

The first three people ran and changed the baton easily. When it came to Wilma’s turn, she dropped the baton. But Wilma saw Jutta shoot up at the other end; she picked up the baton, ran like a machine, beat Jutta a third time, and won her third gold medal. It became a history: that a paralytic woman became the fastest woman on this earth at the 1960 Olympics.



Answer the following questions:

1. What was Wilma’s dream?
2. What did the doctor advise Wilma?
3. Who won the gold medal in 100 metre race?
4. How was Jutta Heine matched with Wilma?
5. What qualities of Wilma helped her win the Olympic medals?
6. What skill do you see in Wilma? What skills would you want to develop in yourself? How will you do that?



Golden Words

**A man who wants to do something will find a way;
a man who doesn’t, will find an excuse.**

- Stephen Dolley