

## I Was Bad at Cricket

Look at the photograph and answer the following questions.



1. Can you name the cricketers in the photograph?
2. In which event did they get the cup?

Listen to your teacher and answer the following questions.

(Note : Listening text is in Appendix-1)

1. Guess what made the young cricketer perform well?
2. What made this experience become memorable for the first time-cricketer?
3. How the experienced cricketer might have felt at his extraordinary performance?

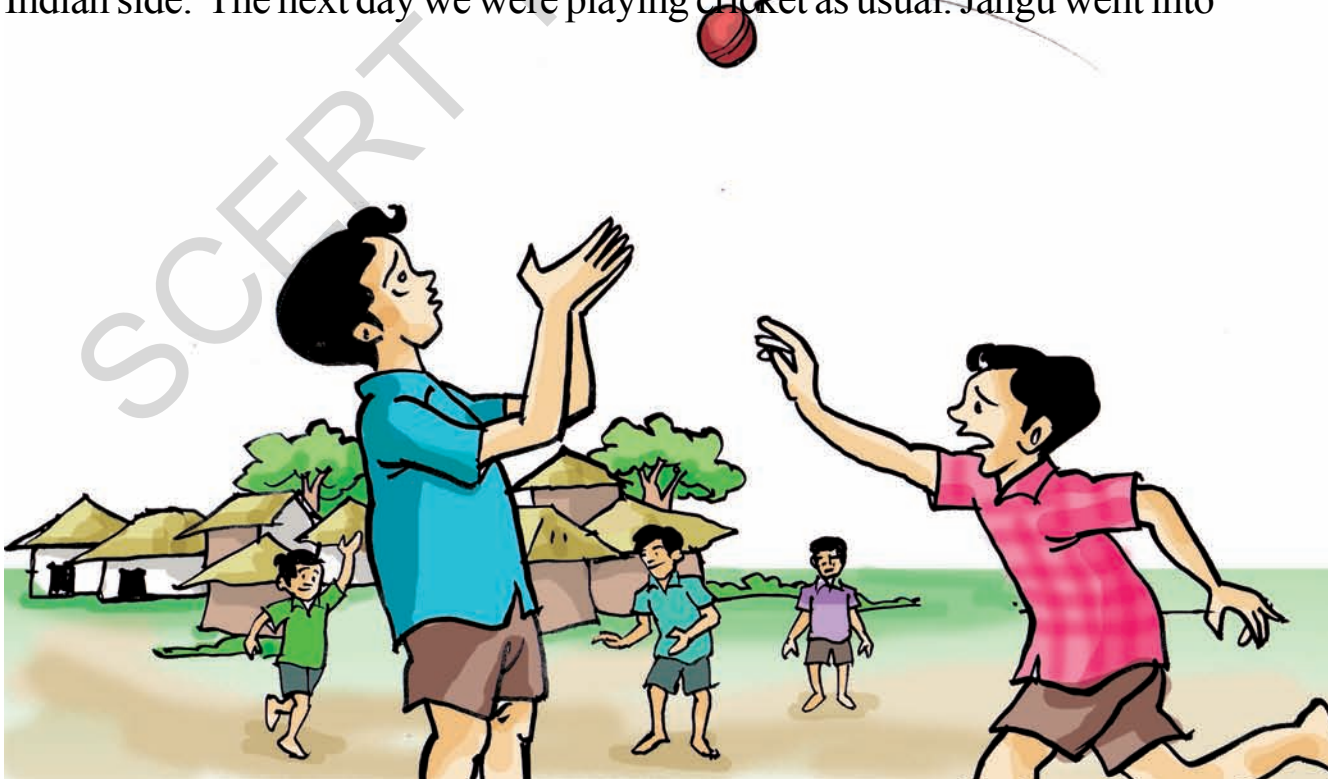


## I Was Bad at Cricket

Everybody at Bojyanaik Thanda was good at cricket, except myself. I tried my best, but it was no good. Every time I tried to catch the ball, it seemed to escape from my hands. It was the same if I tried to bat. My bat seemed to miss, or the ball flew off the edge of it. Each time I missed the ball, all the boys groaned. As for bowling, well, I was so bad that I was never asked to bowl.

One evening, an old man who sat on the verandah of a house near the ground watched me drop an easy catch. He shook his head slowly. 'That boy has got no eye for the ball,' he said. I bit my lip to hold back my tears. I had not always been bad. I used to be quite good. But over the past year or so, I had just got worse and worse.

At home, Jangu, my brother began to tease me. 'He dropped such an easy catch today,' he said to father. Even our little Isru could have done better. 'Well, Somla has butterfingers,' said Jangu. 'He's no eye for the ball.' But father said, 'I had a dream last night. It was about Somla playing for the Indian side.' The next day we were playing cricket as usual. Jangu went into



bat. ‘Don’t think you’re going to catch me out man. Why don’t you go and play with Isru? Get him to show you how to catch,’ he said to me. Harsha was the bowler. He bowled a slow delivery to Jangu. Jangu came forward and lofted the ball. The ball went straight up in the air. I saw I was right under the ball. I knew I must catch it. ‘Get back, butterfingers,’ yelled Vamsi. ‘Leave it, Someone will catch it.’ ‘I’ll take it.’ Vasu came running there. ‘Leave it for me,’ Vasu shouted. ‘Vasu go away. It’s mine,’ I cried. This was my chance to show them. I cupped my hands to catch the ball. I was right under the ball. I shouldn’t miss.



‘Ha!’ I screamed and fell down on the ground. Everyone ran towards me. I held my hand to my face. Blood ran down through my fingers. The ball hit me in the face. People around gathered and rushed me to hospital. The doctor observed and said to my parents, ‘Take him to the town hospital immediately. He needs a surgery.’ I was taken to a hospital in Hyderabad. Jangu was crying, ‘Why did I say Somla has no eye for the ball? Now it might come true!’ Mother consoled Jangu, ‘Don’t worry. Somla will be alright! He’ll play with you again.’

My father and mother looked after me carefully. After a week my father went to BojyanaikThanda. I sent a letter to my elder brother, Jangu.



Dear Jangu,

My eye is much better now. The doctors and nurses are very kind to me. They tested my eyes yesterday. Now, I'm alright. Of course, before surgery, there was something wrong with my left eye, the doctor said. After surgery it's alright now. Now, I can bowl and bat as you do. I'll never drop even a single catch. I miss you all. Hope, you are playing regularly. I'll join you soon. Give my love to grandma and little Isru.

With love,  
Somla.

I was in hospital for ten days. When I returned to my village, Jangu gave me a parcel. I was surprised. There was a beautiful ball in it.

‘A new cricket ball,’ I jumped with joy and hugged my brother. I practised hard day and night with the bat and the ball. Now I am a member of the Indian cricket team.



## Glossary

- groaned (v) : made a long deep sound because of pain or pleasure
- butter fingers (*n. phr*) : the hands that often drop things
- screamed (v) : gave a loud cry
- consoled (v) : gave comfort or sympathised with somebody who was unhappy or disappointed





## Comprehension

### I. Tick (✓) the right options to complete these sentences.

1. Somla was very bad at  
a) batting.   b) bowling.   c) fielding.   d) all these.
2. Somla bit his lip to hold back his tears because someone remarked  
a) 'Somla has butter fingers.'   b) 'The boy has got no eye for the ball.'  
c) 'Leave it,' someone will catch it.'   d) 'He'll play with you again.'
3. Everyone ran towards Somla  
a) to beat him for leaving the catch.   b) to tease him.  
c) to see what happened to him.   d) to take the ball from him.
4. Somla was surprised to see the parcel because  
a) he had not played with a new cricket ball.   b) it was his ball.  
c) he had seen the ball in the hospital.   d) he plays with the ball regularly.

### II. Fill in the blanks with the correct words.

1. BojyanaikThanda is famous for \_\_\_\_\_.  
(cricket/ hockey/ volley ball)
2. Somla was unable to play cricket because he had  
a problem with his \_\_\_\_\_. (hand/ leg/  
eye)
3. Somla was selected for the \_\_\_\_\_ cricket  
team. (Indian/ West Indian/ Australian)



**III. Answer the following questions.**

1. 'I tried my best, but it was no good.' What did the speaker try to do? What was the result?
2. In the sentence, 'That boy has got no eye for the ball,' what does 'no eye for the ball' mean?
3. Why did Jangu give a new ball to Somla when he returned from hospital?



**Vocabulary**

**I. Go through the story you have just read. List the unfamiliar words in the first column, their meanings you guess in the second column, and the meaning of the word as you get from a dictionary in the third column.**

Word	The meaning I guessed	The meaning I got from the dictionary

**II. Write the following words in the order of their appearance in the dictionary.**

groaned	verandah	watched	dropped	tease
butter fingers	forward	lofted	yelled	straight
hospital	immediately	consoled	alright	jumped
practiced	easy	missed	nurses	returned

1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	



## Grammar

### I. Observe the following sentences from the story.

1. I knew I must catch it.
2. Isru could have done better.
3. I was just under the ball. I shouldn't miss.
4. Now it might come true.

The underlined words in the above sentences express expectations, possibility and necessity.

These words are called Modals or Modal verbs .

From sentence (1), it is clear that '**must**' expresses necessity. The modal '**must**' also expresses obligation, duty, determination, as shown in the following sentences.

He **must** tell the secret. (shows obligation)

We **must** look after our parents. (shows duty)

I **must** complete the work today. (shows determination)

From sentence (2), it is clear that the modal '**could**' expresses possibility. The modal '**could**' also be used to make a polite request:

**Could** you tell me the way to Post Office?

The modal '**could**' is used to seek permission:

**Could** I talk to your headmaster?

Some other modals are: **can, dare, may, might, ought to, will, would, shall and need.**

Remember, every modal is followed by another verb.

**Rewrite the following sentences using 'modals' given in brackets.**

1. It is likely to rain. (may)
2. Will you permit me to open the door? (may)
3. The bus is going to start in a few seconds. (will)
4. Don't touch the live wire, it may kill you. (must)
5. It is his duty to help his brother. (ought to)
6. It is necessary for us to protect the trees. (should)



**II. What does each of the following sentences mean? Tick (✓) the correct option given in brackets.**

1. Could I use your pen? (ability/ possibility/ polite request)
2. He can climb the tree. (capacity/ possibility/ request)
3. Will you have a cup of coffee? (capacity/ offer/ request)
4. We shall visit Hyderabad next week. (ability/ permission/ futurity)
5. We must do this now. (obligation/ futurity/ request)





## Writing

- I. Somla was confident after surgery. He was now on his way home with his parents. He kept thinking about cricket. Write what thoughts might have come into his mind.**

SCENE TELANGANA

- II. Write about your favourite game. You may include the following points.**

1. Name of the game.
2. Why do you like it?
3. How long have you been playing?
4. How often do you play that game?
5. Any memorable experience you have.



SCENE TELANGANA



## Project Work

**Our Skill Diary : Work in groups and make a list of the different skills that girls and boys in your class have. Skills are what we are able to do.**

**To do anything well, we need intelligence.**

Scientists believe that we have various kinds of intelligence. All intelligence are equally valuable and present in every individual, girls and boys. Some intelligences are better developed than others in each one of us. Here is a list of 9 intelligences.

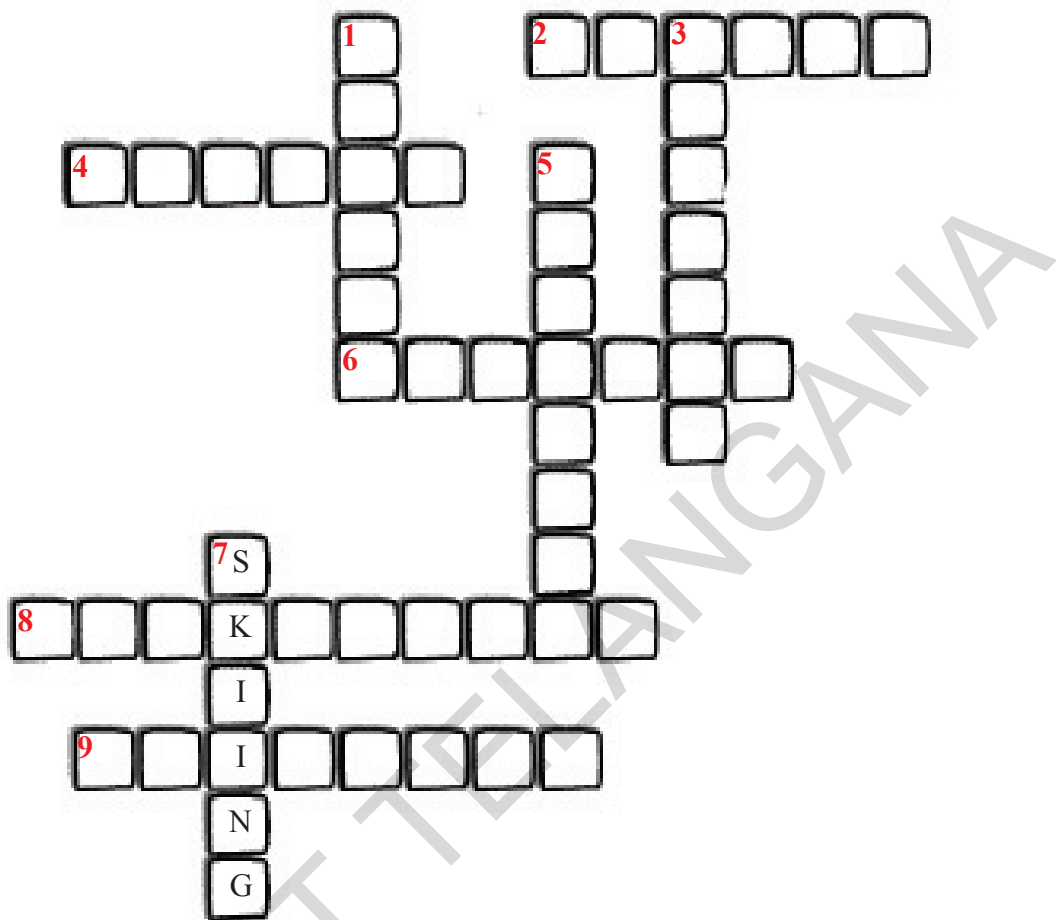
**Tick the intelligences that are well developed in you. Ask your family members to tick the ones that are well developed in them. Is there a difference?**

### Multiple Intelligences

1. Good with words - solving crosswords, writing poems, stories. ( )
2. Good with numbers and science - solving mathematical problems. ( )
3. Good at arrangement and placement of objects - arranging my room.( )
4. Good with dance, acrobatics. ( )
5. Good with music - singing, playing musical instruments. ( )
6. Good with people and making friends. ( )
7. Feeling good about myself. ( )
8. Love for animals, plants. ( )
9. Belief in God, thinking about life and its purpose. ( )

**Girls and boys are capable and equally intelligent and can do whatever task or work they choose to do.**

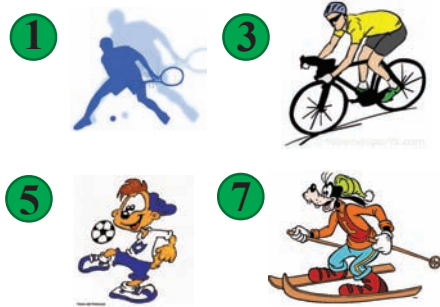
Complete the following crossword using the pictures as clues.



Across →



↓ Down





## B. Reading

Read the following poem.



### Our Legacy

We are a team,  
Of courage and heart.  
Every member,  
Holds a critical part.  
No matter what,  
We shall never quit,  
Tough and determined,  
With plenty of grit.

Now is the time  
For us to excel.  
Forget about past mistakes,  
No point to dwell.  
Only one thing  
Should remain in our mind,  
Victory!  
And how we shall find.



It's all inside of us  
Obvious and clear.  
There is nothing,  
We should hold back or fear.

Let's go out there,  
And release our fury,  
We won't need a judge,  
Or a jury.

Through our victory,  
Justice shall be served,  
At the end of the day,  
Our legacy,  
Will be forever preserved.

*-Anita*







## Glossary

- critical (*adj*) : important  
 determine (*v*) : decide strongly  
 grit (*n*) : courage  
 excel (*v*) : be very good at doing something  
 obvious (*adj*) : clear  
 fury (*n*) : extreme anger  
 legacy (*n*) : something that we carry over from the past  
 preserve (*v*) : keep a particular quality or feature



## Comprehension

**Answer the following questions.**

1. Which line from the poem says that every member has equal responsibility?
2. Which stanza talks about will/determination of the team?
3. Why doesn't a team need a judge or a jury?
4. What legacy is the poet talking about?

## Enrich your English

**Know what these prefixes mean.**

- |          |                  |
|----------|------------------|
| 1. pre   | before           |
| 2. over  | too much         |
| 3. mis   | wrong, incorrect |
| 4. inter | between          |
| 5. dis   | opposite         |
| 6. co    | with, together   |
| 7. re    | again            |
| 8. under | not enough       |



## Fun Time

Somla knocked at the door of his friend, Harsha's house. When his friend's mother answered, he asked,

'Can Harsha come out to play?'

'No,' said the mother. 'It's too cold.'

'Well, then,' said Somla, 'can his cricket ball come to play?'



**Take turns and tell jokes to the whole class.**

## How well did I understand this unit?

**Read and tick (✓) in the appropriate box.**

*	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the text;			
	a) I Was Bad at Cricket			
3.	I talked about Cricket.			
4.	I completed a cross word puzzle.			
5.	I understood and did the exercises on modal auxiliaries.			
6.	I understood and recited the poem, 'Our Legacy'.			
7.	I was able to write;			
	a) a reply letter			
	b) thoughts of Somla			
	c) a description			