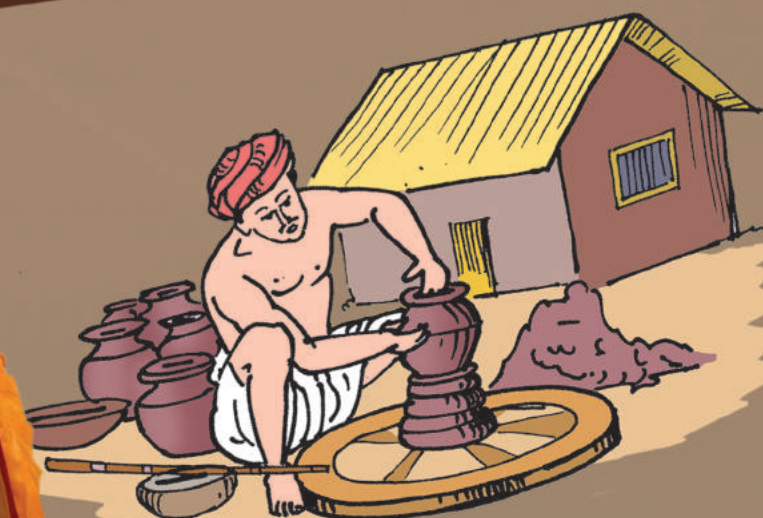


FREE

ur World through English

Class VIII



Published by
THE GOVERNMENT OF TELANGANA
Department of School Education



The State Council of Educational Research and Training (SCERT)
Telangana.

Free distribution by T.S. Government

Free distribution by T.S. Government

Mid Day Meal Scheme

Upper Primary Classes (VI - VIII)

I. Menu :

Day	Menu
Monday	Egg and Sambar
Tuesday	Vegetables
Wednesday	Dal and Green leaves
Thursday	Egg and Sambar
Friday	Vegetables
Saturday	Dal and Green leaves

II. Food Norms :

Sl. No.	Food item	Upper Primary (VI - VIII)		
		Quantity (in gms.)	Calories	Protein content (in gms.)
1	Food Grains (Wheat/Rice)	150	510	12
2	Pulses	30	100	4
3	Vegetables	75	30	—
4	Oil & Fat	7.5	55	4
5	Any other item [Egg/Banana]	Twice a Week	160	12

III. Cooking cost w.e.f. 01-04-2012 :

Upper Primary		
Central	State	Total
3.49	1.16	4.65

Age-wise Height and Weight for Boys and Girls

Sl. No.	Class	Boys		Age in years	Girls	
		Height (Cm.)	Weight (Kg.)		Height (Cm.)	Weight (Kg.)
1	VI	137.5	31.4	11	138.3	32.5
2	VII	140.0	32.2	12	142.2	33.5
2	VIII	147.0	37.0	13	148.0	38.7

Government of Telangana

Department of Women Development & Child Welfare - Childline Foundation

When abused in or out of school.

CHILD LINE 1098
NIGHT & DAY
24 HOUR NATIONAL HELPLINE

To save the children from dangers and problems.

When the children are denied school and compelled to work.

When the family members or relatives misbehave.

1098 (Ten...Nine...Eight) dial to free service facility.

Our World through English

Class VIII

TEXTBOOK DEVELOPMENT & PUBLISHING COMMITTEE

Chief Production Officer : **Sri A. Satyanarayana Reddy**
Director, SCERT, Hyderabad.

Chief Production Organiser : **Sri B. Sudhakar**
Director, Govt. Textbook Press,
Hyderabad.

Organising Incharge : **Dr. Nannuru Upender Reddy**
Prof. & Head, Curriculum and Textbooks
Department, SCERT, Hyderabad.

**Advisor - Gender Sensitivity :
and Child Sexual Abuse** : **Ms. Charu Sinha, I.P.S.,**
Director, ACB, Telangana,
Hyderabad.



Published by
The Government of Telangana, Hyderabad.

© **Government of Telangana, Hyderabad.**

First Published 2013

New Impressions 2014, 2015, 2016, 2017, 2018, 2019

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means without the prior permission in writing of the publisher, nor be otherwise circulated in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

The copyright holder of this book is the Director of School Education, Hyderabad, Telangana.

This book has been printed on 70 G.S.M. Maplitho
Title Page 200 G.S.M. White Art Card

Free Distribution by T.S. Government 2019-20

Printed in India
at the Telangana Govt. Textbook Press,
Mint Compound, Hyderabad,
Telangana.

Textbook Development Committee

English - Class VIII

Members

Sri M. Chakradhar, S.A., ZPHS, Mudakpally, Nizamabad Dist.
Sri G. Sreenivasa Rao, S.A., ZPHS, Kankipadu, Krishna Dist.
Sri K. Nagendra, S.A., ZPHS, Kanukur, Ananthapur Dist.
Smt B. Asha Rani, S.A., ZPHS, Neredmet, R.R. Dist.
Sri M. Kishan Reddy, Staff Tutor., ELTC., Govt. DIET., Adilabad Dist.
Smt K. Sudha, Officer- in-Charge, ELTC, DIET, Neredmet, Hyderabad.
Smt K. Lavanya, Staff Tutor, ELTC, DIET, Neredmet, Hyderabad Dist.
Sri G. Srinivasa Rao, S.A., ZPSS, Gowthampur, Khammam Dist.
Smt G. Rajanikantha Kumari, Tutor, DCE, Guntur Dist.

Member Coordinators

Sri M. Raghuram, S.A., ZPHS, Manikonda, Mahabubnagar Dist.
Sri K. Srinivas Reddy, S.A., ZPSS, Kasimdevipet, Warangal Dist.

Chief Coordinator

Dr. P. Jani Reddy, Lecturer, DIET, Vikarabad, Ranga Reddy Dist.

Advisors

Dr. D. Kanaka Durga, Rtd. Prof. Osmania University, Hyderabad.
Dr. D. Vasundara, Principal, Govt. Degree College, Shadnagar, Mahabubnagar.
Miss. Saloni Jain, Vidya Bhavan Society, Udaipur, Rajasthan.

Editors

Dr. Amrit Lal Khanna, ELT Consultant, Rtd. Associate Prof., University of Delhi.
Dr. K. N. Anandan, Linguist and ELT Consultant, Kerala.
Dr. P. K. Jayaraj, Faculty, RIESI, Bengaluru.

Chief Editor

Dr. Rama Kant Agnihotri, Rtd. Professor, University of Delhi.

Illustrators

Sri Syed. Hashmatullah, DM, GHS Kazipet (Jageer), Warangal Dist.
Sri J. Venkata Swamy, SA, Govt High School, Farooq Nagar, Mahabubnagar Dist.
Sri K. Ramana Murthy, BFA, Mahabubnagar.

Layout Design

Sri Kurra Suresh Babu, B.Tech., M.A, M.Phil (Journalism).

Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. In the year 2013-14 for the remaining classes IV, V, VIII and IX textbooks have been developed. Practising teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools also. In the year 2012-13, English has been introduced in class II in all Non-English Medium Schools. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium, a common English Textbook is introduced in all media from June 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the child in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala. Further, students of all media have a common English Textbook at Intermediate level in our state.

This textbook, **“Our World through English”** class VIII, is an integrated one in the sense it has The Main Reader component, The Supplementary Reader component and The Workbook component interwoven into a single textbook. Hence, these components are found in each and every unit. The language skills like listening, speaking, reading, and writing are integrated in the larger context of the themes as suggested in NCF - 2005. The activities are so designed as to ensure the holistic treatment of language.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF are taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

I thank all the institutions and experts at the state and national level, the members of the Textbook Production and Development Committees, the staff members of the SCERT, T.S, Hyderabad and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

12-11-2012
Hyderabad

Director,
SCERT, Hyderabad

CONTENTS

Unit Theme	Contents	Syllabus Coverage	Page No.
Readiness Programme	Bridging gap activities	June	
1 Family	A. The Tattered Blanket B. My Mother (Poem) C. A Letter to a Friend	June-July	1-14
2. Social Issues	A. Oliver Asks for More B. The Cry of Children (Poem) C. Reaching the Unreached	July	15-30
3. Humanity	A. The Selfish Giant I (One act play) B. The Selfish Giant II (One act play) C. The Garden Within (Poem)	August	31-48
4. Science and Technology	A. The Fun They Had B. Preteen Pretext (Poem) C. The Computer Game (One act play)	September	49-68
5. Education and Career	A. The Treasure Within (Part I) B. The Treasure Within (Part II) C. They Literally Build the Nation	October November	69-84
6. Art and Culture	A. The Story of Ikat B. The Earthen Goblet (Poem) C. Maestro with a Mission	December	85-104
7. Women Empowerment	A. Bonsai Life (Part I) B. Bonsai Life (Part II) C. I Can Take Care of Myself	January	105-122
8. Gratitude	A. Dr. Dwarakanath Kotnis B. Be Thankful (Poem) C. The Dead Rat	February	123-141
Appendices			142-152
Listening Texts			142-146
About the Textbook and Assessment Procedures			147-152

ACKNOWLEDGEMENTS

The State Council of Educational Research and Training, Telangana is most grateful to the following for their valuable contributions in the development of this book - Professor R.K.Agnihotri, Dr.A.L.Khanna, Dr. K.N.Anandan and Dr. P.K. Jayaraj.

The Council also thanks the following authors, copyright holders for permission to use stories, articles, and poems included in this book.

The Tattered Blanket by Dr. Sherrif; *The Cry of the Children* poem from www.classiclitt.about.com; *Reaching the Unreached* from www.ilo.org; *The Fun They Had* by Isaac Asimov; *The Computer Game* by Steven Otfinoski; *Preteen Pretext* by Linda Ann Nickerson; *Bonsai Life* by Katha New Delhi; *The Treasure Within* from the Resource Centre, Valley School, Bangalore; *They Literally Build the Nation* an article from The Hindu written by S.S.Rao; *The Selfish Giant* by Ryan Taylor; *The Garden Within* by Celia Borrell; *Maestro with a Mission* by Andavilli Satyanarayana; *The Story of Ikat* by Dr. B. Shyama Sundari; *The Dead Rat* story by P.C. Roy.

It has not been possible to trace the copyright in all the cases. The publishers apologise for any omissions and would be glad to hear from any such unacknowledged copyright holders.

OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Vanga
Uchchhala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

- Pydimarri Venkata Subba Rao

“India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.”

Note to the students

Dear Student,

- As you all know, your English textbook is student-friendly and interactive in nature.
- The new teaching methods and the activities given in the textbook demand your active participation.
- The questions the teacher asks at various stages of learning may have more than one answer;
- You are expected to express your ideas and thoughts freely.

What you have to do

- You learn most of the things through interactions, discussions and sharing; better learning takes place when you participate in them actively.
- Try to understand the main ideas by guessing the meaning of words and sentences. You may use the glossary given at the end of the text or use a dictionary.
- Try to identify the features of the text (such as story, essay, poem, etc.) you are reading and share them with your classmates.
- While working in groups, take turns to share what you could understand, what you could not understand and the parts you liked the most.
- Think critically (offer multiple points of view) to answer the questions the teacher asks you.
- Your teacher will give you a possible writing task (conversation, description, narrative, etc.) after reading a part of the text. Brainstorm the task in the whole class and then attempt it individually and present it before the group /class.
- After getting further inputs/feedback from your teacher / group, work individually to improve your writing. Share your writing with your group to refine it.
- The project work and the study skills are as important as the other components in a unit.
- Most of the examination will be text independent. You will get unseen texts to answer writing tasks relating to language.
- At the end of each unit you will find a page meant for self assessment. You are expected to read the statements and respond to them.
- Since most of the examination will be text independent, the guides and question banks may not be of much use to you for your examinations.
- You can improve your language by interacting in English with your friends and teachers and by reading stories, newspapers, etc. and by listening to and watching, English programmes on TV.
- If you are not able to express your ideas in English, you can share them in your mother tongue. Later, collectively decide how to say it in English.

Wish you happy learning!

Unit 1

Family

Reading A : The Tattered Blanket

Reading B : My Mother (Poem)

Reading C : Letter to a Friend



Family

Look at the pictures and answer the questions that follow.



1. What do you observe in the pictures?
2. What type of families do we find in our present society? Why?
3. Which family do you like? Why?

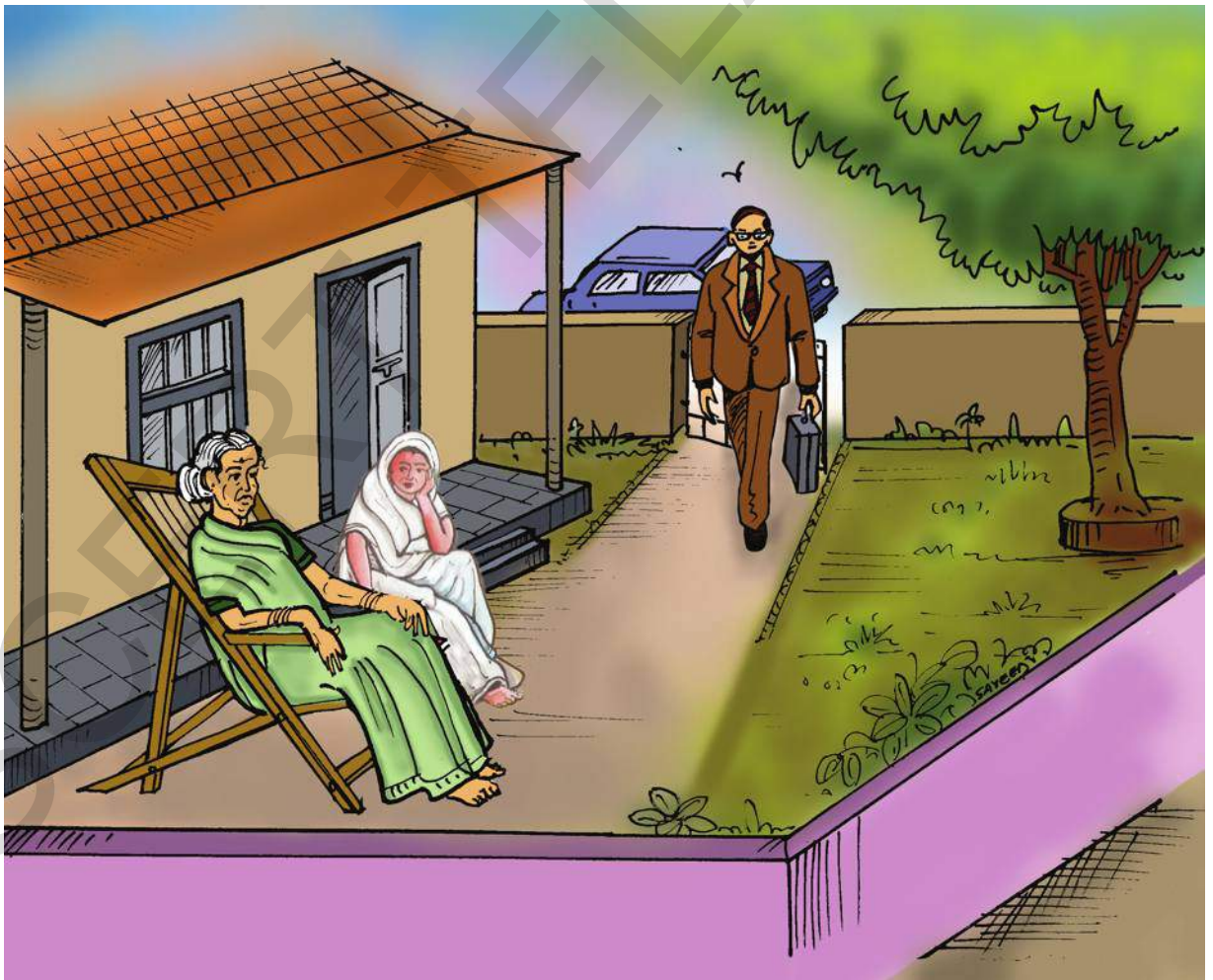
Oral Discourse: Debate - “Small families are happy families”.

The Tattered Blanket

When he arrived unexpectedly at his home in the countryside in his office car and got down at the gate, his mother, who was lying in an armchair on the veranda, made a futile attempt to get up.

‘Kamala, there is somebody at the gate,’ she said, ‘somebody is in a car.’

Kamala, her eldest daughter, a widow, who was sitting huddled up on the *thinna* on the veranda, her head and ears covered with a thin bath towel, got up reluctantly, walked slowly to the gate and screwing up her eyes peered into the darkness.



She saw a bald, fat, middle-aged man walking in through the gate.

‘Oh, Gopi!’ She said in her grating voice. ‘Why this sudden unexpected visit?’

‘Kamala, who is it?’ Her mother asked loudly from the *veranda*.

‘Gopi,’ the man said. ‘There was a meeting in Thiruvananthapuram. I just dropped in on my way back.’

‘Who? Kamala, who is it?’ There was a note of alarm in *Amma*’s voice.

‘*Amma*, why are you so scared?’ Kamala, Gopi’s eldest sister, asked her a little awkwardly. ‘As if you are seeing Gopi for the first time!’

‘*Amma*, it’s me, Gopi,’ he said again.

He bent down and brought his face close to her wrinkled cheeks. ‘*Amma*, it’s me.’

‘Gopi? Kamala, I can’t believe it! Has his school closed for vacation?’

‘*Amma* is often like this these days. She doesn’t recognize anybody,’ Gopi’s sister explained. ‘But sometimes her memory is quite sharp. Then she asks me if you have sent any letter. I tell her everything is fine with you, Vimala and the kids. What is the point of telling her that you haven’t written for a year? Poor thing! I wouldn’t dream of making her unhappy.’

‘I got a promotion last year. After that I am always on my toes. And there are tours quite often. I don’t get any time to write letters.’

‘Why don’t you ask Vimala to write, or doesn’t she get any time too?’

‘What are you mumbling over there?’ *Amma* said loudly.

‘I heard somebody coming in a car. Who is it?’

‘I told you, it’s Gopi.’

‘But Gopi is in Delhi, isn’t he?’

‘Yes, *Amma*, it’s me. I’ve come from Delhi.’

‘Who did Gopi marry?’ *Amma* said, suddenly lowering her voice. ‘I mean, what’s his wife’s name?’

‘Don’t say you’ve forgotten her name too. Don’t you remember, Vimala, District Collector Nambiar’s eldest daughter?’ Gopi’s sister said.

‘Oh, I forgot the name. Was there a letter from Gopi today?’

‘There was. He writes every day.’

‘I’m terribly upset if I don’t get a letter from him every day.’

‘He knows it. That’s why he writes every day.’

‘Look at the way she talks,’ Gopi’s sister turned to him. ‘Just as I told you. You know nothing about what’s going on here, do you?’

‘Who is that?’ *Amma* said again. ‘Who is that in a car?’

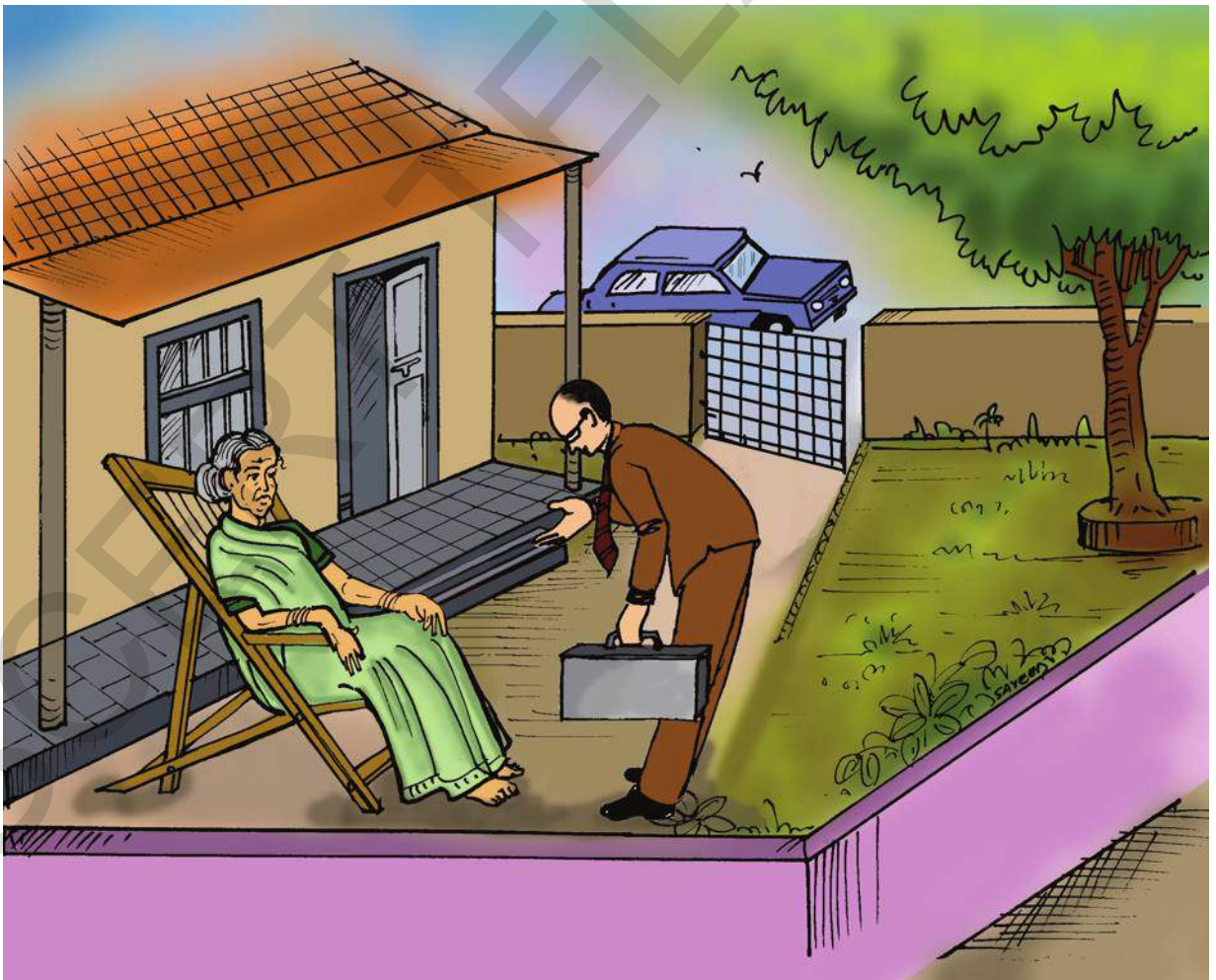
‘It’s me,’ Gopi said. ‘I had to come to Thiruvananthapuram. I thought I should drop in to see you, *Amma*.’

‘Who is your *Amma*? What is her name? Where does she live? Is it far from here?’

‘No, it is quite near.’

‘I don’t know how I can bring back her memory’, Gopi’s sister said to him exasperatedly.

Gopi placed his briefcase on the *thinna*. He opened it and pulled out the contents. Clothes, files, a shaving set....



‘Do you know my son, Gopi?’ *Amma* asked him. ‘He is in Delhi... a Government Officer. He has *Kesariyogam*.... He draws a salary of two thousand five hundred rupees. Do you know him?’

‘Yes, I know him.’

‘Tell him to send me a blanket. There is a cold mist in the mornings. If I catch cold it doesn’t leave me for a long time. Tell him to send a blanket, won’t you? A red one. I had a blanket, the one he brought for me when he was studying in Madras. It is all tattered now, just a ball of knotted yarn. Tell him to send me a red blanket, will you?’

‘I’ll tell him,’ he nodded.

‘Please don’t forget to tell him. The mist is not good for me. I think I’ll stretch myself out for a bit. I have been sitting too long in the armchair. I have a pain in the neck.

Gopi’s sister put *Amma* to bed and came back to the *veranda*.

‘You didn’t come to see *Amma*, did you?’

‘Delhi is too expensive. You know I have four children to look after now. I can’t make both ends meet with my salary. And one has to keep up one’s status. It will be a great help if I can raise some money by selling my share of the family property. I came to talk it over with you.’

‘You’ll sell your land and go away with the money. I know you won’t come here anymore after that.’

‘Don’t say that. I’ll come when I get time.’

‘Your time!’

He saw the irritation on his sister’s face.

‘It took you more than five years to find time to come here. *Amma* is eighty three now. I don’t think she will pull on much longer. It took you so long to visit her after the last time.’

‘But *Amma* can’t remember who I am’, he said smiling feebly.

‘But do you remember your *Amma*?’

- Written by Kamala Das (Madhavi Kutty)

(Translated from Malayalam by K.M.Sherrif)

About the author

Kamla Das (1932-2009) is the daughter of the famous Malayalam poet– Balamani Amma and V.M. Nair. She is an internationally known poet, short story writer and novelist who writes effortlessly both in English and Malayalam. She has received many awards for her literary work. Some of them are Asian Poetry Prize, Kent Award for English Writing from Asian Countries, Asian World Prize, Sahitya Academy Award and Vayalar Rama Varma Sahitya Award .



Glossary

thinna (n)	:	sit out (elevated place on the veranda)
futile (<i>adj</i>)	:	unsuccessful
huddled (v)	:	held arms and legs close because of fear or cold
reluctantly (<i>adv</i>)	:	not willing to do something
screwing up eyes (v)	:	narrowing the eyes to look more carefully
on toes (<i>idm</i>)	:	busy, ready to work
mumbling (v)	:	speaking unclearly and quietly
exasperatedly (<i>adv</i>)	:	very annoyed
kesariyogam (n)	:	well settled (in Malayalam)
tattered (<i>adj</i>)	:	torn
irritation (n)	:	annoyance



Comprehension

Answer the following questions.

1. Why didn't the mother recognise Gopi? How did he feel?
2. Why do you think Gopi didn't get anything for his mother?
3. The mother could not remember Gopi. Do you think Gopi remembered his mother? What does it suggest?
4. What is meant by the expression 'the tattered blanket'?
5. Why didn't Gopi answer his sister's question, 'Do you remember your Amma'?
6. If you were Gopi's sister, how would you respond to his behaviour?



Vocabulary

I. Fill in the blanks with the most appropriate words.

irritation	huddled	awkwardly	futile
vacation	reluctantly	exasperatedly	mumbling

- All my attempts to make him happy proved _____.
- It was very cold. So, I _____ in a corner.
- Forced by her parents, Sita _____ took the diploma course.
- What are you _____? I can't hear you.
- The news that he was denied promotion caused _____ to him.

II. Tick (✓) the words that are similar in meaning to the underlined words.

- His mother made a futile attempt to get up.
 - barren
 - limited
 - useless
 - empty
- It's all tattered now.
 - spoiled
 - old
 - dirty
 - torn
- There is a cold mist in the mornings.
 - ice
 - snow
 - fog
 - win
- It's just like a ball of knotted yarn.
 - very small
 - rounded tightly
 - joined
 - tied.
- I can't make both ends meet with my salary.
 - earn a lot of money
 - spend a lot of money
 - earn just enough money
 - give all that one has



Grammar

Phrases and Noun Phrases.

I. Look at the following sentence from the text and observe the underlined part.

She saw a bald, fat, middle – aged man.

Discussion :

Which word in the underlined part is important ?

The underlined part in the above sentence has more than one word. It is called **a phrase**.

The underlined part 'a bald, fat middle – aged man' functions as a Noun Phrase. Here the word 'man' is important and all other words add more information to that word. So it is called a **Noun Phrase**.

a	bald	fat	middle-aged	man
↓	↓	↓	↓	↓
article	adj	adj	adj	noun

Identify some more noun phrases from the story and write them below.

1) _____ 2) _____ 3) _____

Complete the sentences with noun phrases using the words given in brackets.

1. I bought _____ (beautiful/a/umbrella/red).
2. We saw _____ in the zoo. (baby/a/elephants/of/couple).
3. Our grandfather lives in _____ (big/house/a/stone-built).
4. Ramya has _____ (nice/a/sari/silk).



Writing

Read the following paragraph, taken from the story.

Delhi is too expensive. You know I have four children to look after now. I can't make both ends meet with my salary. And one has to keep up one's status. It will be a great help if I can raise some money by selling my share of the family property. I came to talk it over with you.

Now, write a short essay on how to keep up family ties despite economic pressures (You may use the hints given below).

- Impact of economic pressures
- Lack of time to spend with the family
- Lack of love and affection
- Absence of healthy human relationships



Listening

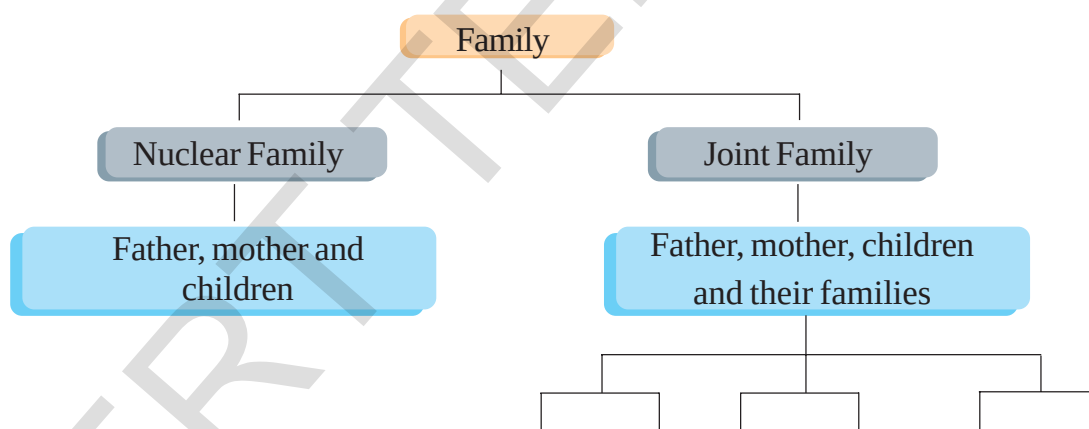
Listen to your teacher making an announcement and answer the following questions.

1. What is the announcement about?
2. What are the features of Prashanth?
3. Where do you generally listen to such announcements?
4. Think of some announcements you may make or listen at school.
5. What are the other ways to trace the missing persons or things?



Study Skills

Family related information.



Is yours a nuclear or joint family ?

Now write a paragraph describing the types of families using the information given in the above tree diagram.

Which type of family do you prefer and why?

My Mother



I cannot remember my mother,
only sometime in the midst of my play
a tune seems to hover over my playthings,
the tune of some song that she used
to hum while rocking my cradle.

I cannot remember my mother,
but when in the early autumn morning
the smell of the shiuli flowers floats in the air,
the scent of the morning service in the temple
comes to me as the scent of my mother.

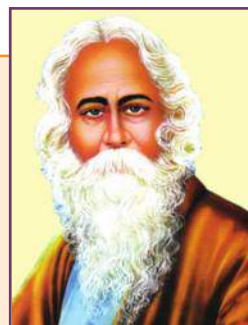
I cannot remember my mother,
only when from my bedroom window I send my
eyes into the blue of the distant sky,
I feel that the stillness of my mother's gaze
on my face has spread all over the sky.

- **Rabindranath Tagore**



About the poet

Rabindranath Tagore (1861-1941) is popularly known as Vishwa Kavi and Gurudev. He was the founder of *Shantiniketan*, an experimental school. He was awarded the Nobel Prize in literature for his *Gitanjali*, the *Song of Offerings*. Each of his poems reflects Indian vision and love towards his Mother Land. He is considered the Voice of Indian Heritage and Spiritualism.



Glossary

hover (v)

: remain in the air

shiuli (n)

: small, white or orange flowers that bloom in autumn

scent (n)

: perfume/good smell



Comprehension

Answer the following questions.

- How does the poet feel the presence of his mother?
- What do you understand from the statement – ‘I cannot remember my mother’?
- Does the poem convey sadness? If yes, pick out the suggestive expressions.
- What imagery do you find in each stanza? To which sense does it appeal to you?

Stanza	Images	Sense it appeals to
1	Mother rocking the cradle and singing a song	ears
2		
3		

- Read the poem ‘My Mother’ again and complete the table.

Questions	Stanza 1	Stanza 2	Stanza 3
Who are the persons involved ?			
Where does the action take place?			
What is the mother associated with?			
What is the theme?			

- We all love our mother, don't we? We love her because of certain qualities. Think and write about her qualities.

- How would you choreograph the first stanza? (Group work)
 - What settings do you arrange?
 - What are the characters and their actions?
 - What is the sequence of actions?

Stanza	Action of the main character	Action of the supporting team / characters
1		
2		
3		

Each group may choreograph different stanzas of the poem.

A Letter to a Friend

Hyderabad.
12-11-2012.

Dear Suresh,

This is Ramesh. I apologise for not meeting you during your visit to Hyderabad last week. Unfortunately, I had a meeting in my office. I remember how we enjoyed our childhood days in Manikonda village. Every day we played together in our garden. Our family was very big. There were twelve members in our family. I remember how we played in the moonlight. Our grandma used to give us fruits and biscuits. Our grandpa used to tell us fairy tales, about the princes, warriors and the village boys.....

Now I am working at Microsoft, a software company, Hyderabad, as a Computer Programmer. I am married and we have a child. My wife works at Dell, Hyderabad as a System Analyst. You know city life is quite busy. We start in the morning; leave our child at the baby care centre and come back in the evening with faded faces. We hardly find time to sit together. How disgusting! We work with computers, think like computers and live like computers. We have forgotten our family.

I remember how we played *gilli-danda*, hide and seek and *kabaddi*. We went for swimming in our local tank every Sunday. Here we live in an apartment where there is no room to play. Our flat is our world, just like a well for a frog! (The world remains unheeded.)

How happy we were in our school! We used to sit in the same row, did all the work together and took part in the events. I remember how Padmanabhaiah Sir, our class teacher, appreciated us when we got the first prize in District Science Fair. I remember how we went on a picnic to Koil Sagar. There we went boating. Our tour to Srisailem was memorable. Still I remember the green hills full of trees that almost touched the sky! I remember the roaring of the Krishna River at the dam. There is nothing here! I wonder at my child's silence. He always sits in front of the computer and plays games, never caring for anyone.

I remember the happy moments when our uncle visited us. He brought toys and fruits for us. Our aunt brought me a new dress for *Dasara*. How we enjoyed *Deepavali*! Still I hear the sound of crackers, I can see the rockets flying into the sky making the night full of light! Where are those days? My child doesn't know his uncle or aunt. For him, uncle and neighbour are the same.

Sometimes I think of our childhood days. I think of grandparents, uncles, brothers, sisters

We missed them. We missed the joy of the family. We missed their company. We are missing many things in this busy life.

Suresh, I don't know where those gardens have gone, those fairy tales, those fruits, those words of love and affection..... We have lost our real life in this unreal world.

Anyhow I am happy that I have found time to write to you. Please come to me. Let's remember our childhood days of joy.

Your loving friend,
Ramesh.



Comprehension

Answer the following questions.

1. How did Suresh and Ramesh spend their childhood?
2. Why did Ramesh's family move to the city?
3. What change did you observe in Ramesh?
4. Do you think Ramesh is happy in the city? Why?
5. What made Ramesh write to Suresh?



Project Work

Observe any five families in your neighbourhood and draw your conclusions, advantages and disadvantages of living in a joint / nuclear family.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text :			
A. The Tattered Blanket			
B. My Mother			
C. Letter to a Friend			
I was able to do the exercises given under 'Vocabulary'.			
I was able to use the Phrases and Noun Phrase.			
I was able to write a short essay given under 'Writing'.			
I was able to write a paragraph describing the types of families given under 'Study Skills'.			
I was able to understand and choreograph the poem 'My Mother'.			
I listened to and understood 'An Announcement on the Radio' and answered the questions given under 'Listening'.			
I was able to complete the 'Project Work'.			

Unit 2

Reading A : Oliver Asks for More

Reading B : The Cry of Children (Poem)

Reading C : Reaching the Unreached

Social Issues



Social Issues

Read the saying given below and answer the questions that follow.

**Home is the happiest place in
the world.**

1. What does the sentence mean ?
2. Do you agree / disagree with the view expressed in the saying? Why?
3. Do you like your home? Why?

Oral Discourse: Talk on - “The feelings of a homeless child.”

Oliver Asks for More

(This is an extract from the novel 'OLIVER TWIST' written by the British novelist Charles Dickens (1812- 70). It is the story of an orphan boy named Oliver, who is brought to a children's home.)

Mr. Bumble walked on with long strides. Little Oliver, firmly grasping his gold – laced cuff, trotted beside him.

Oliver had not been within the walls of the workhouse a quarter of an hour, when Mr. Bumble informed him that the board had said he was to appear before it forthwith.

Not having a very clearly defined notion of what a live board was, Oliver was rather astonished by this information, and was not quite certain whether he ought to laugh or cry. He had no time to think about the matter. Mr. Bumble asked Oliver to follow him into a large white – washed room where eight or ten fat gentlemen were sitting round a table.

At the top of the table, seated in an armchair rather higher than the rest, was a particularly fat gentleman with a very round, red face.

'Bow to the board,' said Bumble. Oliver brushed away two or three tears that were lingering in his eyes; and seeing no board but the table, bowed to that.

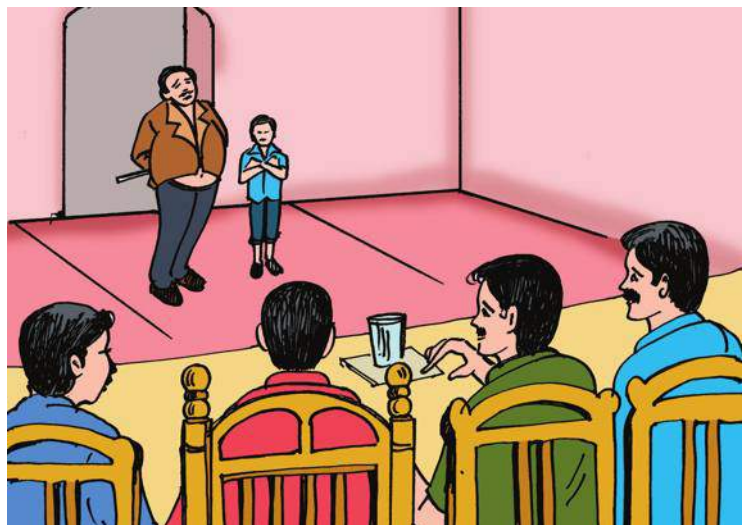
'What's your name, boy?' said the gentleman in the high chair.

Oliver was frightened at the sight of so many gentlemen, which made him tremble. The beadle gave him a tap on his back with his cane, which made him cry.

'Boy,' said the gentleman in the high chair, 'listen to me. You know you're an orphan, I suppose?'

'What's that, sir?' inquired poor Oliver.

'The boy is a fool - I thought he was,' said the gentleman in the white waistcoat.



‘Hush!’ said the gentleman who had spoken first. ‘You know you’ve got no father or mother, and that you were brought up by the parish, weren’t you?’

‘Yes, sir,’ replied Oliver, weeping bitterly.

‘What are you crying for?’ inquired the gentleman in the white waistcoat.

‘I hope you say your prayers every night,’ said another gentleman in a gruff voice; ‘and pray for the people who feed you, and take care of you-like a Christian.’

‘Yes, sir,’ stammered the boy.

‘Well! You have come here to be educated and taught a useful trade,’ said the red-faced gentleman in the high chair.

‘So you’ll begin to pick oakum tomorrow morning at six o’clock,’ added the surly one in the white waistcoat.

Oliver bowed low, directed by the beadle, and was then hurried away to a large ward; where, on a rough, hard bed, he sobbed himself to sleep.

Poor Oliver! As he lay sleeping, unconscious of everything around him, the board had taken a decision that would change the course of his life.

The members of this board were very wise and philosophical men. As they turned their attention to the workhouse, they discovered that it was the regular place of public entertainment for the poorer classes. It was the place where they had breakfast, dinner, tea, and supper all the year round and free; where it was all play and no work. This was really a shocking state of affairs. They were of the opinion that the poor should be given only two alternatives - either to starve quickly outside the workhouse, or gradually inside the house. With this view, they decided that the inmates of the workhouse would be issued three meals of thin gruel a day, with an onion twice a week.

For the first six months after Oliver Twist was moved in, the system was in full operation. As a result, during this period, the number of workhouse inmates got smaller, and the inmates themselves shrank in size and became thinner.

The room in which the boys were fed, was a large stone hall, with a big copper bowl at one end, out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtime. Of this festive composition each boy had one basinful and no more-except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The basins never wanted washing. The boys polished them with their spoons till they shone again. When they had performed this operation they would sit staring at the copper bowl, with such eager eyes, as if they could have devoured the big bowl itself and everything in it. At the same time they sucked their fingers most carefully to catch up any stray splashes of gruel that might have stuck thereon. Boys have generally excellent appetite. Oliver Twist and his companions suffered the tortures of slow starvation for three months; at last they

got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per day, he was afraid he might some night happen to eat the boy who slept next to him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they believed him. A council was held; lots were cast as to who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his assistants ranged themselves behind him; the gruel was served out. The gruel disappeared; the boys whispered to each other, and winked at Oliver, while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own courage.

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralyzed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master aimed a blow at Oliver's head with the ladle; and shrieked aloud for the beadle.

The board was sitting in solemn meeting, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said, 'Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!'

There was a general start. Horror was depicted on every countenance.

'For more!' said Mr. Limbkins. 'Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the board?'

'He did, sir,' replied Bumble.



‘That boy will be hung’, said the gentleman in the white waistcoat. ‘I know that boy will be hung.’

Nobody contradicted the prophetic gentleman’s opinion. An excited discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.

- Charles Dickens

About the author

Charles Dickens (1812-1870) is a well known English novelist. Due to his father’s imprisonment, Charles left school and worked in a shoe factory. While he was working as an office boy, he launched his writing career. His novels *Oliver Twist*, *Great Expectations*, *Pickwick Papers*, *Bleak House*, *A Tale of two Cities* and *David Copperfield* brought him name all over the world. He went on lecture tours to America and got literary reputation. He focussed on social issues and human ailments in his works.



Glossary

- beadle (*n*) : an official of a church
- parish (*n*) : a church committee
- oakum (*n*) : loose fibre obtained by untwisting and picking apart old ropes
- surly (*adj*) : serious or angry
- gruel (*n*) : a thin liquid food of oats, rice, etc.
- devoured (*v*) : ate hungrily or quickly
- appetite (*n*) : the desire to eat, hunger
- voracious (*adj*) : wanting great quantities of food
- stupefied (*adj*) : shocked
- paralyzed (*v*) : became motionless
- ladle (*n*) : a long handled spoon used to serve liquids
- countenance (*n*) : a person’s face or facial expression
- confinement (*n*) : putting in a prison or a closed room.
- apprentice (*n*) : one who works under a skilled person.



Comprehension

Answer the following questions.

1. How did Oliver feel when he was asked to appear before the live board?
2. Why did Oliver tremble and cry in the white-washed room?
3. “What is that, sir?” inquired poor Oliver. What does ‘that’ refer to?
4. What kind of people were the members of the board? Justify your opinion.
5. What main differences do you notice between the children and the master? (Observe the physical appearances, dress, behaviour, etc.) What can you infer from these differences?
6. How do you look at Oliver’s request, “Please, sir, I want some more!”? What compelled him to say this?
7. What happened to Oliver at the end of the story?
8. Do you find children like Oliver around you ? How would you help them to live better?



Vocabulary

I. Look at the underlined part in the following sentence.

“You have come here to be educated...” said the red-faced gentleman.

The word ‘red-faced’ is called a Compound Adjective.

The phrase ‘red-faced gentleman’ is a short form of ‘a gentleman with a red face’.

1. Pick out the phrases with Compound Adjectives from the story or elsewhere and write how they can be rewritten to express the same meaning.

- a. _____
- b. _____
- c. _____

2. Change the underlined parts in the following paragraph into compound adjectives. Rewrite the paragraph in your note book.

Sachin Tendulkar is a cricketer who is famous all over the world. He is a batsman playing with right hand. He has many world records to his credit which are mind blowing. Besides all these, he is a person with a kind heart. He works with an NGO (Non-Governmental Organization) based in Mumbai to help more than 200 orphans every year.

3. Fill in the blanks with appropriate compound adjectives from the box given below.

deep-rooted, old-fashioned, well-mannered, soft-spoken, brand-new

Latha is a _____ girl. She speaks kindly with her classmates. Look at her, she is wearing an _____ dress. She does not like to wear _____ dresses. Don't you think Latha is a _____ girl?



Grammar

I. Look at the following sentence taken from the story.

'The boy is a fool,' said the gentleman in the white waistcoat.

As you know, the above underlined expression, can be changed into a question.

How do we change the above statement into a question? By putting the auxiliary verb before the subject **'the boy'**.

The boy is a fool.



Is the boy a fool?

Look at some more sentences.

1. 'I understand that he asked for more.'

'Do I understand that he asked for more?'

2. 'Oliver asks for more'

Does Oliver ask for more?

3. 'The boys took their places.'

Did the boys take their places?

These sentences are changed into questions by placing **'do/does/did'** at the beginning. Such questions are called Yes / No questions.

Change the following statements into Yes/ No questions.

1. Oliver was frightened at the sight of so many gentlemen.

2. You are an orphan.

3. You say your prayers every night.

4. You will pick oakum tomorrow morning.

5. Mr. Bumble rushed into the room.

6. They can devour the big bowl.

7. Boys have generally excellent appetite.

II. Read the following sentence taken from the story.

“You were brought up by the parish, weren’t you?”

In this sentence ‘weren’t you?’ at the end is called a question tag. Question tags are used to get information or confirmation. The question tags are positive if the statements are negative. And if the statements are positive, question tags are negative. These tags are short / contracted form of questions. If the statement has an auxiliary, the tag begins with an auxiliary. In case it does not have an auxiliary, it begins with do / does / did.

Read the following dialogue to understand the usage of question tags.

Ramu : The weather is good today, isn’t it?

Vijay : Indeed, Ramu.

Ramu : How about going out now? Hope you’ll join me, won’t you?

Vijay : I’ve got some important work now, I am afraid.

Read the following dialogue that took place at a party. Add suitable question tags to complete it.

Rohit : Hi, I’ve met you before, _____

Suma : No, I don’t think so.

Rohit : But your name is Vani, _____

Suma : No, it’s Suma! Anyway, glad to meet you.

Rohit : Me too. This is Rohit. The party seems to be really lively, _____

Suma : Yes, definitely. We enjoy ourselves a lot on such occasions, _____

Rohit : Yeah, we do.

III. Editing

Read the following passage. Every numbered sentence has an error. Identify and edit it.

(1)When Rohit was nine, his family lived for a small town. (2)His father Rajarao were a clerk in Rao & Rao Company. (3)Janaki, Rohit's mother, was an housewife. She used to be alone in the daytime when Rohit was at school, and Rajarao, in his office. (4)She wanted to has a pet. (5)She asked Rohit's father several time for a pet.



Writing

Anne Frank was a little girl of thirteen. She was as lonely as Oliver Twist. When the German army invaded her country, she had to hide in a small building with her family. She suffered a lot. She recorded her feelings and thoughts in her diary.

Friday, 1st October, 1942.

Just for fun, I am going to tell you each person's first wish, when we are allowed to go out again. Mrs. Van says, 'If I go out, I'll eat cream cakes.' Dussel says, 'If I am let free, I'll run to see my wife Lotje.' Mummy says, 'I will have a cup of coffee.' Peter says, 'I will go to the cinema.' I long for so many things. But I long for a home of our own.

1. What did Anne write in her diary?
 - ◆ personal feelings/thoughts/reflections
 - ◆ events other than routine
 - ◆ future plans
2. Did you notice any variety in the sentences ?
3. Are all the sentences connected with each other properly ?

After facing the live board, Oliver returned to his bed crying. He sat up to write his diary. Now, imagine you are Oliver Twist. Write a diary entry with the above features in mind.

The Cry of Children

“For oh,” say the children, “we are weary
And we cannot run or leap;
If we cared for any meadows, it were merely
To drop down in them and sleep.
Our knees tremble sorely in the stooping,
We fall upon our faces, trying to go;
And underneath our heavy eyelids drooping
The reddest flower would look as pale as snow.

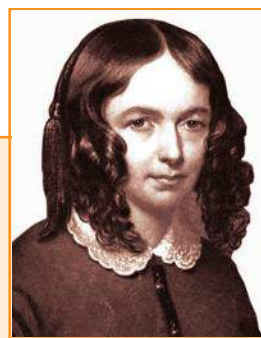
For, all day, we drag our burden tiring
Through the coal – dark, underground;
Or, all day we drive the wheels or iron
In the factories, round and round.”

- **Elizabeth Barrett Browning**



About the poet

Elizabeth Barrett Browning (1806-1861) was a great poet of English language. She published a collection of poems, *Sonnets from the Portuguese*, *Aurora Leigh*, *The Seraphim* and *Other Poems*. She married Robert Browning, a famous English poet and moved to Italy. Most of her poems deal with human emotions.



Glossary

- weary (*adj*) : tired and lost all the strength
meadows (*n*) : land that is covered with grass
merely (*adv*) : only

sorely (*adv*) : in a painful manner
drooping (*adj*) : hanging downward
pale (*adj*) : not bright/ light in colour



Comprehension

Answer the following questions.

1. What kind of places are the children working in?
2. 'The reddest flower would look as pale as snow.' What does the phrase 'reddest flower' refer to? Why does it become pale?
3. How does the work affect the children?
4. Do children enjoy themselves when engaged in work?
5. If the poem is written from the point of view of a factory owner, what kind of things would he say about children?
6. What is the poet's attitude towards child labour? Pick out the words / expressions that reveal her attitude.

C Reading

Reaching the Unreached

Romesh was fourteen years old. He left his widowed mother and three younger sisters back in Bihar. He took up a long travel of hundreds of miles to find a new future. He reached Hyderabad, one of the main cities in India.

On reaching the city, he found that the streets were not paved with gold. Finding a job was not an easy task. Cursed by hunger, he joined a group of rag pickers. He started working early in the morning and toiled until late evening, only to earn a mere Rs. 10 a day. Life was not a dream for him.

Luckily, he got a helping hand from "The Childline" when some rescuer called 1098 helpline. Romesh is now one of the beneficiaries of Andhra Pradesh State based project for the elimination of Child Labour.

Many such children fall to similar fate due to domestic violence and abject poverty. One such example was Shanti, a nine year old kid. She was taken out of the school by her

parents and sent to Hyderabad to work in a middle – class home. She suffered all day long spending her energy on cooking, mopping, cleaning and washing clothes.

Worse was to come, the owners locked her up in a tiny room when they went out. She stayed alone waiting for the day to pass. She recalled her memories with friends at school, and she wept.



As a direct result of awareness campaigns, the neighbours informed the “Child Labour Enforcement Team.” She was rescued and is now placed in a girls’ transit home.

Who knows, how many such unreached are waiting to be rescued!

Child Rights and You (CRY) is an organization that believes that children are citizens and they have their own rights. At CRY, they do not believe in charity. Nor do they run schools or orphanages. Instead, they partner some basic level organisations working for children, their parents and communities. CRY’s role is that of a bridge between child developmental organisations and people working for marginalised children. They gather the support, money and time of the Indians around the world and thousands of field workers across India who struggle to enrich the lives of children.

CRY has freed more than 1 lakh children from hunger, exploitation and illiteracy in more than 13000 villages and slums. The organization has successfully prevented child labour in 648 villages across the nation and liberated 1152 villages from child marriages. It also has 21, 676 out of school children in its account who have now joined schools. These children are into their childhood with all due opportunities of life.

Save our Soul (SOS)

SOS Children’s Villages is an independent, non-governmental, social development organisation that provides family-based care for children in India. It advocates the concerns, rights and needs of children. More than 6000 children and young people live in 33 SOS Children’s Villages and 27 SOS Youth Facilities in India.

At SOS Children’s Villages, the organisers believe that every child should grow up in a strong family environment, and so their work helps families to create a loving, caring home. Their work focuses on strengthening families, helping them to stay together during difficult times and provide the best care possible to their children. The needs of a family can be varied. SOS Children’s Village experts work with families to help them develop a wide range of skills, from house-hold budget planning, how to get a job and earn a living, to bonding with a child or young person and learning to create a stable family life at home.

Sometimes, however, it is not possible for a child to stay in the family. In these cases, the organisation works to find tailor-made solutions that respond to each situation, keeping the best interest of each child or young person in mind. SOS Children's Villages is the only organisation of global impact that provides direct care to children who can no longer stay with their families.

Finally, through advocacy, SOS Children's Villages aim to improve the overall framework conditions for children whose parents cannot take care of them, or who are at the risk of losing the care of their families. Successful advocacy, based on their experience as a practitioner, brings about changes in policies and practices that weaken children's rights lead to sustainable changes to improve the situation for children and families everywhere.



Comprehension

Answer the following questions.

1. Complete the following table based on the above article.

Sl. No.	Name of the child	Age	Nature of work for which engaged

- Who rescued the two children? Where did they take them to?
- Many households in your neighbourhood employ children to do the menial jobs. What will you do to save those children?
- What is the role of CRY ?
- Whom can children report about their abuse?
- How does SOS work ?



Study Skills

Read the following passage extracted from the story 'Oliver Asks for More' and the notes made on it.

The members of this board were very wise and philosophical. As they turned their attention to the workhouse, they discovered that it was a regular place of public entertainment for the poorer classes. It was the place where they had breakfast, dinner, tea, and supper all the year round and free; where it was all play and no work. This was really a shocking state of affairs, they were of the opinion that the poor should be given only two alternatives, to starve either quickly outside the workhouse, or gradually inside the house. With this view,

they decided that the inmates of the workhouse would be issued three meals of thin gruel a day, with an onion twice a week.

For the first six months after Oliver Twist was moved in, the system was in full operation. As a result, during this period, the number of workhouse inmates got smaller, and the inmates themselves shrank in size and became thinner.

Observe the notes made from the above passage.

Title: Orphanage

1. The board
 - a. very wise and philosophical men
 - b. their attention to the workhouse
 - c. was a regular place of public entertainment
 - i. had breakfast, dinner, tea and supper
 - ii. all play and no work
2. The decision
 - a. to starve quickly outside the workhouse
 - b. gradually inside the house
 - i. issued three meals of thin gruel
 - ii. an onion twice a week
3. Result of the decision
 - a. the inmates of the work house got smaller in number
 - b. shrank in size
 - c. became thinner

Now, read the passage Child Rights and You (CRY) once again and make notes from it.



Listening

Listen to the song your teacher sings and answer the following questions.

1. What is the song about?
2. Where does the child live?
3. How old is the child in the poem?



Project Work

In your village/city you might have come across children who work in some households, factories, shops, hotels and construction sites for daily wages. Collect the following information about one child. Make a brief profile of the child you have met and present it in the class.

Profile:

Age :
Gender (M/F) :
Nature of work he/she is engaged in :
Wages :
No. of working hours :
Why did he/she take up the work? :
Has he/she ever gone to school? :
At what level did he/she drop out? :
Is he/she willing to join school? :

Work in groups and analyze the data by using the following questions and present it before your class.

1. Why do children take up jobs?
2. How poorly are they paid?
3. How many are willing to leave the work and join school?

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. Oliver Asks for More			
B. The Cry of Children			
C. Reaching the Unreached			
I was able to do the exercises given under 'Vocabulary'.			
I was able to understand framing Yes/No type questions and frame Question Tags.			
I was able to understand and write a diary entry given under 'Writing'.			
I was able to prepare notes given under 'Study Skills'.			
I listened to and understood "Homeless Children" and answered the questions given under 'Listening'.			
I was able to prepare the profile of a child given under 'Project Work'.			

Unit 3

Reading A : The Selfish Giant (Part I)

Reading B : The Selfish Giant (Part II)

Reading C : The Garden Within (Poem)

Humanity



Humanity

Look at the picture given below and answer the questions that follow.



1. What do you notice in the picture?
2. What would be the feelings of the man in the picture?
3. Have you ever seen such incidents? What's your opinion on them?

Oral Discourse: Narrate an incident you have witnessed where people helped others.

The Selfish Giant

Part I

(Old Giant and The Giant refer to the same character. 'The Giant' is a selfish character whereas 'Old Giant' is a changed and kind character.)

An Old Giant addresses the audience directly. The action plays out behind him as he describes it.

Old Giant : I once owned a large, lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach trees that in the springtime broke out into delicate blossoms of pink and pearl and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them...

Every afternoon, as they were coming from school, the children used to go and play in MY garden... but one day I came back.

I had been to visit my friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over, I had said all that I had to say, and I determined to return to my own castle. When I arrived, I saw children playing in MY garden.

The Giant : What are you doing here?

(The children run away.)

The Giant : My own garden is my own garden; any one can understand that, and I will allow nobody to play in it but myself.

(The old giant points out the younger giant working on a wall, putting up a sign and then listening at the wall.)

Old Giant : So I built a high wall all round and put up a notice-board:

TRESPASSERS WILL BE PROSECUTED

I heard the children whispering outside the wall on their way to school.



Tall Girl : Now we have nowhere to play.

Short Boy : We can play on the road.

Square Girl : But the road is very dusty.

Graceful Girl : And full of hard stones.

Round Boy : I don't like it.

Graceful Girl : Let's walk around the wall when our lessons are over. At least we can talk about the beautiful garden inside.

Tall Girl : How happy we were there!

Round Boy : He is a very selfish Giant.

(The Giant opens a door in the wall and shouts at the children.)

- The Giant** : AAAGH! My own garden is my own garden; any one can understand that, and I will allow nobody to play in it but myself.
- (The children scatter.)
- Old Giant** : Then the Spring came, and all over the country there were little blossoms and little birds. Only in my garden it was still Winter. The birds did not come to sing, and the trees forgot to blossom. The people who were pleased best were the Snow and the Frost.
- Snow and Frost** : Spring has forgotten this garden; so now we can live here all the year round!
- Old Giant** : The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them. When he came, he was wrapped in heavy furs. He roared all day about the garden and rejoiced in blowing the chimney-pots over.
- North Wind** : This is a delightful spot; we must ask the Hail to come on a visit.
- Old Giant** : So the old Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice. I sat at the window and looked out at my cold white garden.
- The Giant** : I cannot understand why the Spring is so late in coming. I hope there will be a change in the weather.
- Old Giant** : But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to my garden she gave none.
- Autumn** : He is too selfish.
- Old Giant** : So it was always winter here, and the North Wind, and the Hail, and the Frost, and the Snow danced about through the trees.



Glossary

peach trees (<i>n</i>)	:	trees bearing round fruit with soft red and yellow skin.
springtime (<i>n</i>)	:	the season between winter and summer when plants begin to grow
delicate blossoms (<i>n.phr</i>):		tender flowers
castle (<i>n</i>)	:	large, strong building with strong and thick walls
trespassers (<i>n</i>)	:	persons who go into land without permission
whispering (<i>v</i>)	:	speaking quietly
scatter (<i>v</i>)	:	disperse, spread over
cloak (<i>n</i>)	:	a type of coat that has no sleeves
wrapped (<i>v</i>)	:	covered or dressed
rejoiced (<i>v</i>)	:	expressed great happiness
chimney-pot (<i>n</i>)	:	a short, wide pipe placed on top of a chimney
delightful (<i>adj</i>)	:	very pleasant, charming



Comprehension

Answer the following questions.

1. What are the major characters in the play?
2. Why do you think children have been named as 'tall girl', 'round boy', 'square girl' etc.?
3. How can you say that The Giant is selfish?
4. Who were with the Giant? What did their names suggest?

The Selfish Giant

Part II

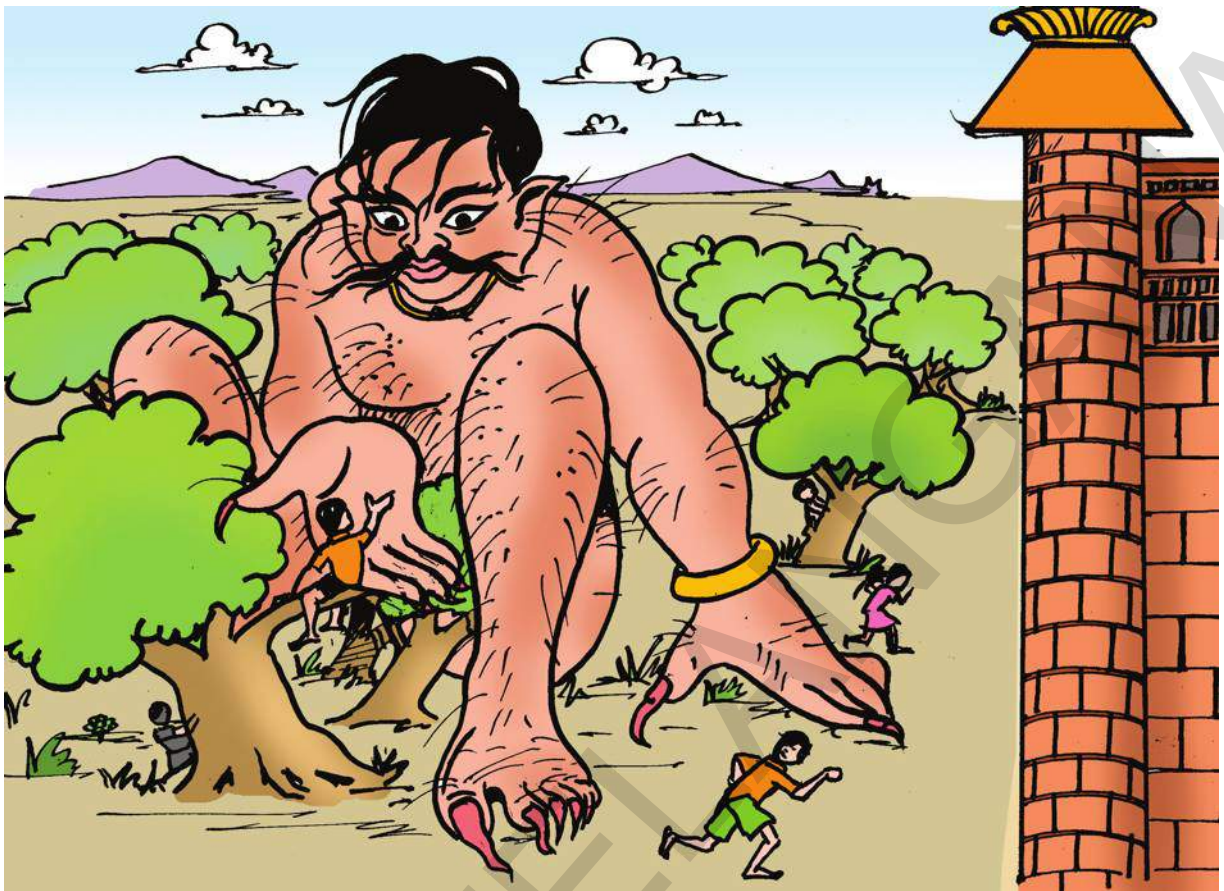
Old Giant: One morning I was lying awake in bed when I heard some lovely music. It sounded so sweet that I thought it must be the King's musicians passing by, but it was really only a little linnet bird singing outside my window.

It was so long since I had heard a bird sing in my garden that it seemed to me to be the most beautiful music in the world.

The Giant : The Hail has stopped dancing over my head, and the North Wind has ceased his roaring. A delicious smell is coming from the window. I believe the SPRING has come at last!

(The Giant jumps out of bed and looks out. Through a little hole in the wall the children have crept in, and are sitting in the branches of the trees.)

Old Giant : In every tree I could see a little child. The trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only in one corner it was still Winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all round it, crying bitterly. The poor tree was still quite covered with frost and snow, and the North Wind was blowing and roaring above it. 'Climb up! Little boy', said the Tree, and it bent its branches down as low as it could; but the little boy was too tiny. It was then that my heart melted.



The Giant : How selfish I have been! Now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever.

Old Giant : I was really very sorry for what I had done. So I crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw me, they were so frightened that they all ran away and the garden became Winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see me coming. So I stole up behind him and took him gently in my hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round my neck, and kissed me. When the other children saw that they came running back, and with them came the Spring.

The Giant : It is your garden now, little children.

Old Giant : I took a great axe and knocked down the wall. And when the people were going to market at Twelve O' clock they found me, yes me, playing with the children in the most beautiful garden they had ever seen. All day long we played, and in the evening the children came to bid me good-bye.

Tall Girl : Now we have somewhere to play.

Short Boy : This is much better than the road.

Square Girl : Yes, the road is so dusty, and the dust makes me sneeze.

Graceful Girl : And the grass is so much nicer than all those hard stones.

Round Boy : I like all the flowers.

Graceful Girl : And the trees.

Tall Girl : How happy we are all here! Thank you, Mr. Giant.

Round Boy : Yes, thank you. You are a very very nice Giant.

The Giant : But where is your little companion? The boy I put into the tree.

Graceful Girl : I don't know.

Round Boy : He has gone away.

The Giant : You must tell him to be sure to come here tomorrow.

Tall Girl : I don't know where he lives.

Square Girl : I have never seen him before.

The Giant : But I wanted to thank him. When he kissed me on the cheek I felt as though a great weight had been lifted from my heart.

Short Boy : I am sorry, but I don't think he lives around here.

Old Giant : Every afternoon, when school was over, the children came and played with me. But I never saw again the little boy who I loved. Oh, I would like to see him again! I've grown old and feeble, waiting. I cannot play about with the children any more, so I sit here in my armchair, and watch the children at their games, and admire my garden. I have many beautiful flowers, but the children are the most beautiful flowers of all.

(Getting up and looking out of the window)

I no longer hate the winter. It is merely the spring asleep. The flowers are resting.

(Suddenly he rubs his eyes in wonder, and looks around).

What a marvellous sight this is! In the farthest corner of the garden... a tree covered with lovely white blossoms. Its branches are all golden, and silver fruit hangs down from them, and what is this? Can it be? Oh! Can it be? He has come back! He has come back!

(The Old Giant leaps down the stairs, into the snowy garden and to the grassy patch where the child is standing. When he draws close to the child and examines him, his face grows red with anger.)

Old Giant : Who? Who hath dared to wound thee? Your hands. Your feet. Who hath dared to wound thee? Tell me, that I may take out my big sword and slay him.

Child : Nay! But these are the wounds of Love. They are necessary.

Old Giant : (Falling to his knees). Little child, who art thou?

Child : (Smiling.) You let me play once in your garden, today you shall come with me to live in my garden which is in Paradise.

The Child climbs into the Old Giant's arms. The winter melts away before them as they walk into an ever expanding garden.

- **Oscar Wilde**

(Converted into a play by **M. Ryan Taylor**)

About the author

Oscar Wilde (16 October 1854 – 30 November 1900) was an Irish writer and poet. After writing in different forms throughout the 1880s, he became one of London's most popular playwrights in the early 1890s. Today he is remembered for his epigrams and plays. Oscar Wilde is best known for the novel *The Picture of Dorian Gray* and the play *The Importance of Being Earnest*. *The Happy Prince and Other Tales* is a collection of children's stories.





linnet bird (*n*) : a small brown and grey bird

hail (*n*) : small balls of ice that fall like rain

cease (*v*) : stop happening

twittering (*v*) : making a series of short high sounds

sneeze (*v*) : suddenly expel air from the nose and mouth due to irritation in one's nostrils

feeble (*adj*) : lacking strength

hath (*v*) : has (old usage)

thee (*pro*) : you (old usage)

slay (*v*) : kill

art (*v*) : are

thou (*pro*) : you (as the singular subject of a verb)



I. Answer the following questions.

1. How is the 'child' different from the other children?
2. How does the narrator explain the idea of spring time? Pick out some expressions.
3. What are the figurative expressions used in the play? List them and mention their significance.
4. What is the central theme of the play?

II. Complete the following sentences choosing the correct answers from the choices given below.

- Both 'over the grass stood beautiful flowers like stars' and 'the peach trees broke into blossoms' refer to _____.
 - autumn
 - spring
 - winter
- The Giant observed the children _____.
 - hiding in the garden
 - playing in the garden
 - dancing in the garden

3. The Giant knew the spring had arrived from _____.
 a) the song of a linnet bird b) the sounds made by the children
 c) the blossoms in the garden
4. The little boy _____.
 a) called the Giant by gesturing b) flung hands around the neck
 c) ran towards the Giant
5. 'What a marvellous sight this is?' is said by _____.
 a) the children b) the little boy c) the Giant



Vocabulary

I. Look at the following underlined phrase taken from the text and know the meaning.

1. Peach-trees that in the spring time broke out into delicate blossom.
 In the above sentence, the phrase '**broke out**' means 'to come out'.

A) Refer to a dictionary and find out the phrasal verbs beginning with 'break'. Use them in your own sentences.

1. _____
2. _____
3. _____
4. _____

B) Pick out some more phrasal verbs from the play 'The Selfish Giant'.

1. _____
2. _____
3. _____
4. _____

II. Read the underlined part of the sentence taken from the text.

This is a delightful spot.

In the above sentence '**delightful**' means '**pleasant**' and the opposite (antonym) of it is '**gloomy**'.

Pick out antonyms of the underlined words from the play and use them in your own sentences.

1. Nobody likes to be in hell.

Ans: _____

2. You should beware of your foe.

A: _____

3. It started raining cats and dogs.

A: _____

4. She uncovered her head after she came out of the temple.

A: _____

5. This is the nearest shop to my house.

A: _____

III. Look at the following sentence taken from the text.

Ex: I heard the children whispering outside the wall on their way to school.

In the above sentence the underlined word indicates ‘speaking quietly’ outside the wall so that nobody else could hear.

Now match the words in column A with those in column B with similar meaning.

Column-A

1. scream
2. whisper
3. yell
4. roar
5. groan
6. weep
7. shriek
8. babble
9. wail
10. twitter

Column-B

- A. a continuous loud noise
- B. many people speaking at a time
- C. give a loud cry
- D. a long deep sound
- E. speak quietly
- F. a loud high shout
- G. shout loudly
- H. continuous short sounds
- I. soft quiet voice difficult to hear
- J. cry

IV. Choose the correct meaning for the underlined word.

1. The Giant put a notice board, trespassers will be prosecuted []
 - a) persons who enter the premises without permission
 - b) persons who forcibly enter the premises
 - c) persons who officially enter the premises
2. The Giant was wrapped in furs and roared all day about the garden. []
 - a) made a loud noise with anger
 - b) felt frustrated
 - c) looked pleased
3. There are twelve peach-trees that in spring-time broke out into delicate blossoms. []
 - a) leaves
 - b) flowers
 - c) fruits
4. He rattled on the roof the whole day. []
 - a) made a series of sounds
 - b) shouted
 - c) tapped



Read the following sentences.

1. He is swimming in a pool.
2. Swimming is good for health.

In the above two sentences you notice that verbs are used with ‘-ing’. Do you notice any difference between them?

In the first sentence the verb + ing is preceded by **is**. The verb is in progressive form.

In the second sentence you don't find **is, are, was** or **were** before verb + ing. Such verbs with '-ing' and without helping verbs are known as 'Gerunds'. They are normally in the subject position or object position.

I. Identify the gerunds in the following sentences.

1. The North Wind ceased roaring.
2. The Child did not see the giant coming.

3. I heard the children whispering outside the wall on their way to school.
4. Why is the Spring so late in coming?
5. Walking makes you healthy.



Writing

Read the following notice taken from the play.

TRESPASSERS WILL BE PROSECUTED

Write similar one - line notices that you may find in the following places.

1. Hospitals : _____
2. Banks : _____
3. Public places : _____
4. Schools : _____
5. At home : _____



Listening

Listen to the description and answer the following questions.

1. Where is the garden located?
2. What is so special about it?



Oral Activity

Talk about any garden you have visited.



Study Skills

Read the play 'The Selfish Giant' once again and summarise it.

Remember to follow the points given below.

1. Identify the main and supporting ideas, section wise / part wise.
2. Separate the main idea from the subordinate ideas.
3. Identify the words / phrases which carry ideas.
4. Link your ideas properly with appropriate linkers.
5. Use the words / phrases that express the essence of the text.
6. Present the ideas briefly.

The Garden Within

There is a garden
in my heart
where beauty grows
in fits and starts.

Where smiles are petals
from the flowers
bestowed by others
from their bowers.

Nutritious hope
reaps seeds to feed
my spirit
for its every need.

With gratitude
I'll reach my goal
To touch the island
of my soul.

- *Celia Berrell*



Glossary

in fits and starts (phr):	in a sudden and irregular manner
petal (n)	: a delicate coloured part of a flower
bestowed (v)	: gave
bowers (n)	: a pleasant place in the shade of tree
nutritious (adj)	: good
reaps (v)	: gives
spirit (n)	: inner feelings or mood
gratitude (n)	: thankfulness
goal (n)	: something that you hope to achieve



Comprehension

Answer the following questions.

1. What is the central idea of the poem?
2. What features of the garden in the poet's heart are mentioned in stanza 1?
3. What is the mood of the poet? Put a tick (✓) mark.
a. sad b. hopeful c. thankful
4. Explain the word 'gratitude' as used in the poem.

Simile, Metaphor and Personification

Observe the following sentences.

1. Here and there over the grass stood beautiful flowers like stars.

In this sentence **flowers are compared to stars**. Such a comparison using 'like' and 'as' is called a 'simile'.

- e.g : a. He roared like a lion.
b. Her face is as white as snow.

2. Life is a journey. Enjoy the ride.

In the above sentence the word 'journey' is used to describe/compare the word 'life'. Such words are called 'metaphors'. They are used to show that the two things have the same qualities. They make the description more powerful.

- e.g : a. Rudramadevi was a lioness in battle.
b. Her home was a prison.

3. Spring has forgotten his garden.

Here, though 'spring' is a season, it is represented as a human being and given the qualities of forgetting etc. Such usage in literature is called 'personification'.

- e.g : a. The stars danced playfully in the moonlit sky.
b. The snow covered up the grass with her great white cloak.



Project Work

A Garden of Qualities :

The poem 'The Garden Within' talks about our spirit and goals. Our qualities are an important part of who we are. All of us, girls and boys, men and women, have all human qualities. Some are better developed than others. Here is a list of few qualities. Circle the ones you think are more developed in you. Make a similar table in your book. Talk to 5 family members and 5 friends. Ask each one to tick their qualities. If you happen to come across more qualities, add them to the list.

encouraging	hard working	friendly	
generous	careful	punctual	
spiritual	sensitive	strong	
dedicated	committed	confident	
humorous	considerate	brave	
trustworthy	calm	compassionate	

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text :			
A. The Selfish Giant Part I			
B. The Selfish Giant Part II			
C. The Garden within			
I was able to do the exercises given under 'Vocabulary'.			
I was able to understand the usage of 'Gerund' given under 'Grammar'.			
I was able to prepare notices in different locations, under 'Writing'			
I was able to describe the garden given under 'Oral Activity'.			
I was able to summarize the story given under 'Study Skills'.			
I listened to and understood 'Lal Bagh' and answered the questions given under 'Listening'.			
I was able to collect the story books and fill the table given under 'Project Work'.			

Unit 4

- Reading A** : The Fun They Had
- Reading B** : Preteen Pretext (Poem)
- Reading C** : The Computer Game



Science and Technology

Look at the pictures and answer the questions that follow.



1. What do you see in these pictures?
2. What do they tell us?

Oral Discourse: Debate- “Development in Science and Technology will always lead to disasters.”

The Fun They Had

MARGIE even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, “Today Tommy found a real book!”

It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

“Gee,” said Tommy, What a waste! When you’re thorough with the book, you just throw it away. I guess. Our television screen must have had a million books on it and it’s good for plenty more. I wouldn’t throw it away.”

“Same with mine,” said Margie. She was eleven and hadn’t seen as many telebooks as Tommy had. He was thirteen.

She said, “Where did you find it?”

“In my house.” He pointed without looking, because he was busy reading.

“In the attic.”

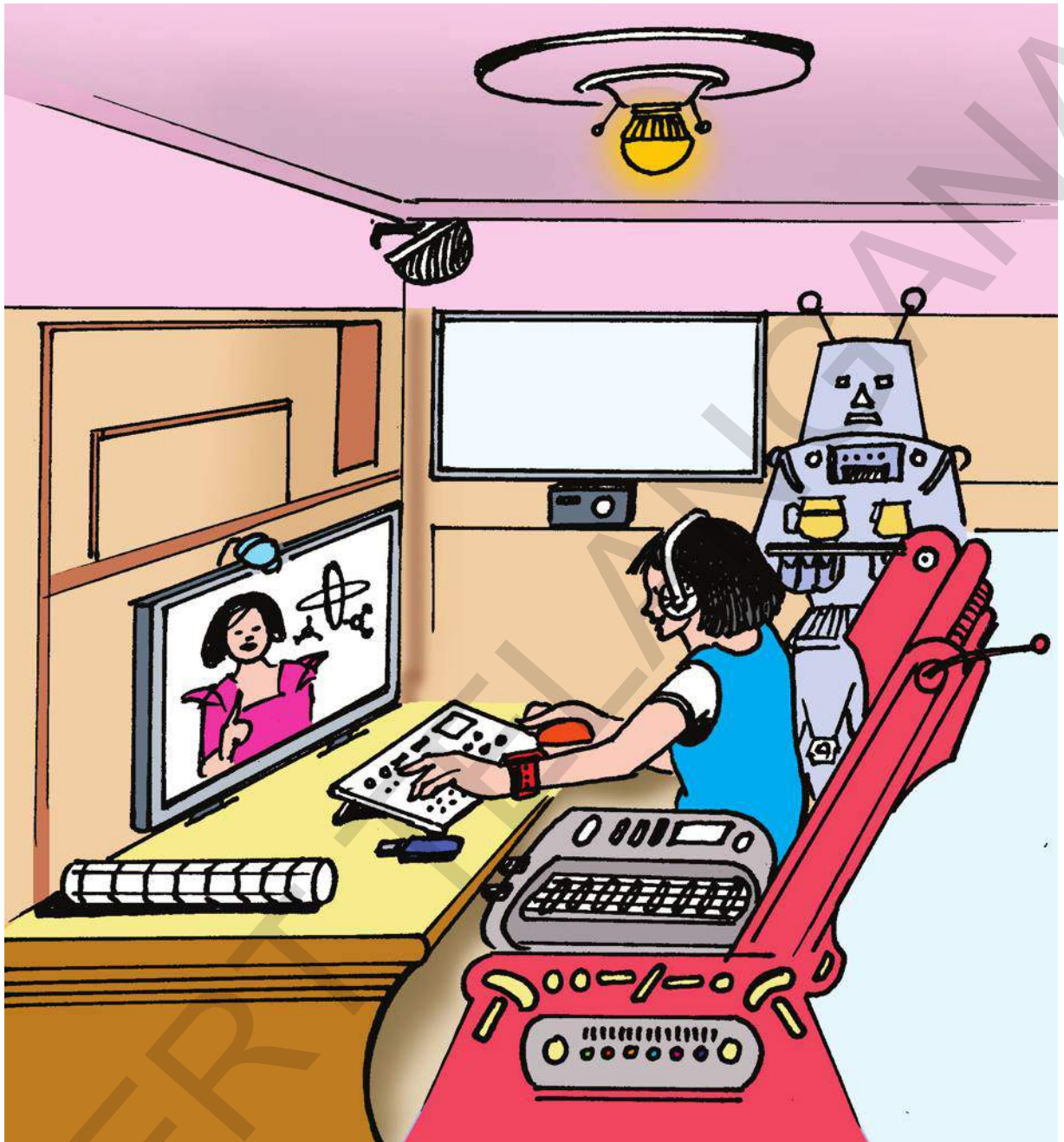
“What’s it about?”

“School.”

Margie was scornful. “School? What’s there to write about school? I hate school.”

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in





geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew. After an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most

was the slot where she had to put homework and test papers. She always had to write them out in a punch code, they made her learn when she was six years old and the mechanical teacher calculated the marks in no time.

The Inspector had smiled and patted Margie's head after he had finished. He said to her mother, "It's not the little girl's fault. Mrs. Jones, I think the geography sector was geared a little too quickly. Those things happen sometimes. I've slowed it up to an average ten – year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "Centuries ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago," She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure he is. My father knows as much as my teacher."

"He knows almost as much. I betcha."

Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

“But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently.”

“Just the same they didn’t do it that way then. If you don’t like it, you don’t have to read the book.”

“I didn’t say I didn’t like it,” Margie said quickly. She wanted to read about those funny schools.

They weren’t even half finished when Margie’s mother called, “Margie! School!”

Margie looked up. “Not yet, Mamma.”

“Now!” said Mrs Jones. “And it’s probably time for Tommy, too.”

Margie said to Tommy. “Can I read the book some more with you after school?”

“Maybe,” he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot.”

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with the homework and talk about it.

And the teachers were people...

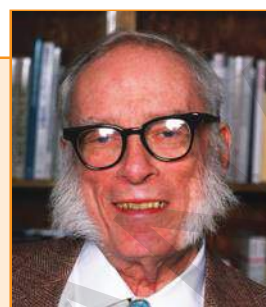
The mechanical teacher was flashing on the screen. “When we add fractions $\frac{1}{2}$ and $\frac{1}{4}$...”

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

- by Isaac Asimov

About the author

Isaac Asimov (1920 - 1992) was an American author best known for his science fiction. He was a professor of biochemistry at Boston University. He is considered the master of science fiction. Most of his works explain scientific concepts in a historical way. He worked as the president of AHA (American Humanist Association). He earned a credit on 'Star Trek', a movie on science fiction. His famous works are 'The Foundation Series', 'The Robot Series' and 'The Galactic Empire Series'.



Glossary

crinkly (<i>adj</i>)	:	with many folds or lines
awfully (<i>adv</i>)	:	very badly, unpleasantly
million (<i>n</i>)	:	ten lakhs
telebooks (<i>n</i>)	:	books seen or read on a television or computer screen
attic (<i>n</i>)	:	a space just below the roof, used as a storeroom
scornful (<i>adj</i>)	:	contemptuous; think something is worthless
slot (<i>n</i>)	:	a given space, time or position
patted (<i>v</i>)	:	hit repeatedly
disappointed (<i>adj</i>)	:	upset
geared (<i>adj</i>)	:	adjusted to a particular standard or level
loftily (<i>adv</i>)	:	in a superior way
regular teacher (<i>n.phr</i>):	:	a mechanical teacher (here)
betcha (<i>exp</i>)	:	(bet you) I'm sure
dispute (<i>v</i>)	:	disagree with
screamed (<i>v</i>)	:	gave a loud cry
probably (<i>adv</i>)	:	likely to happen
nonchalantly (<i>adv</i>)	:	not showing much interest
beneath (<i>prep.</i>)	:	below
mechanical (<i>adj</i>)	:	connected with machines operated by power



Comprehension

Answer the following questions.

1. What did Margie write in her diary?
2. What did Margie find strange in the book?

3. Why do you think Margie was disappointed?
4. Why did she think the old kind of school must have been fun?
5. Margie says old school was better than the future school! Do you agree with this statement? Give reasons.
6. What kind of school do you wish to have after 30 years?
7. 'And the teachers were people.' What do you understand by this expression?



Vocabulary

I. Fill in the blanks with the words from the box.

slots, loftily, dispute, screamed, scornful

1. We look _____ when we see something useless.
2. Your workbook does not have _____ for writing.
3. Why do you always _____ your younger brother's statements?
4. The commander ordered _____ to the soldiers, "Open fire".
5. All the boys _____ when they saw a snake in their class room.

II. Pick out the opposites for the following words from the story and use them in your own sentences.

1. serious : _____
2. scarce : _____
3. idle : _____
4. agree : _____
5. create : _____
6. knowingly : _____

III. Look at the underlined words in the following sentence taken from the text.

He was a round little man with a red face.

As you can see, there are two adjectives that precede the noun 'man'. The adjectives 'round' and 'little' appear in a certain order. The adjective 'little' refers to the 'size' and 'round' indicates the 'shape'.

Think of two adjectives of size and shape for the following objects and put them before the nouns.

- | | | | |
|----|-------|-------|----------|
| 1. | _____ | _____ | table |
| 2. | _____ | _____ | pencil |
| 3. | _____ | _____ | room |
| 4. | _____ | _____ | chapathi |
| 5. | _____ | _____ | cat |



Grammar

I. Read the sentence taken from the text.

He added loftily, pronouncing the word carefully, “Centuries ago”.

In this sentence the words ‘carefully’ and ‘loftily’ are adverbs of manner, because they tell us how the action is done.

1. Pick out some more verbs and the adverbs that go with them from the story or elsewhere. Use them in your own sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Now look at the adverbs given in the box and fill in the blanks.

nonchalantly, quickly, completely, sorrowfully, awfully, carefully, differently

1. We all behave _____ when we don’t have any anxiety.
2. I _____ forgot about it.
3. The report must be read _____. Only then the action will be taken.
4. The teacher shook her head _____ when her student lied to her.
5. The two teams played _____.

II. Read the following sentences and notice the underlined part in each sentence.

1. They turned the pages, which were yellow and crinkly.
2. It was awfully funny to read words that stood still instead of moving the way

they were supposed to – on a screen.

What, according to you, is the function of the underlined clause? Which part in the sentence does it modify? The underlined parts in these sentences are Relative Clauses.

A Relative Clause gives extra informaton about or identifies a person, place, time or thing. It normally begins with a relative pronoun such as who, where, when, what, which or that. It functions like an adjective. It is known as adjective clause.

Now, read the following sentences and underline the relative clause.

- a) The part Margie hated most was the slot where she had to put homework and test papers.
- b) This is the old kind of school that they had hundreds and hundreds of years ago.
- c) My mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently.

III. Combine the sentences using where, who, which and that.

1. Mahi always tells funny stories. We all like them.

2. Dolly ate all the biscuits. I bought them for Chandu.

3. An old man visited us last night. He is my grandfather.

4. We should remember the place. We often used to meet.

5. Divija gave me a camera. It was not working.
The _____

IV. Complete the following sentences using suitable relative clauses.

1. I know the boy _____.
2. I visited the place _____.
3. He told me the time _____.
4. This is the book _____.

V. Editing

Read the following passage. Every numbered sentence has an error. Identify and edit it.

(1)In Siripuram village it did not rain at three years. (2)Men, women and children looked at the sky anxious for signs of clouds. (3)The pond were now a wide stretch of caked earth. Thirsty animals crowded around puddles of dirty water. (4)Women went very far on search of water. (5)They returned with pots of water balanced over their head and some fodder of the cattle tucked under their arms.



Writing

I. Mary is a girl studying in class eight. Read the following letter that she wrote to her friend Candy.

Wonderland,
Computer Town.
20th Sept. 2012.

Dear Candy,

I am very glad to say that I have established a computer teaching lab, which gives me full information with the help of a mechanical teacher. It's an up-to-date lab. Technology is growing fast, isn't it? Imagine our classroom in 30 years. Reply soon.

With warm regards,

Your loving friend,
Mary.

To
Candy,
Winterland,
Technical Country.

Write a reply imagining how our future classrooms will be in the next 30 years. You may use the following hints while writing.

e-library	robot teacher	online evaluation	e-screen	e-mail
-----------	---------------	-------------------	----------	--------



Listening

Listen to the message from space by Sunitha Williams and answer the following questions.

1. What is the text about?
2. Where was Sunitha Williams when she sent the message?
3. On what occasion did she send the message?
4. What are the two things that Sunitha received from her father?
5. In what way did the *Upanishads* help Sunitha?



Study Skills

Here are posters about two schools. Read them carefully.

GOVT. MODEL SCHOOL

Road No. 10, Jubilee Hills, Hyderabad.

For those who want to stand at the right place in the competitive world, here is an excellent opportunity.

- Stress free education
- Individualized learning
 - Digital classrooms
 - Experienced faculty
 - Experiments and projects
 - Located in the heart of the city

For details contact

The Principal, Govt Model School,
Road No. 10, Jubilee Hills, Hyderabad.

Z.P.HIGH SCHOOL

Street No. 8, Vanasthalipuram, Hyderabad.

The only school that enhances all-round development of the children

Salient Features:

- Located in the midst of nature
- Focus on all-round development of your child
- Individual attention
- Focus on social values
- Yoga and meditation
- Games and sports
- Dance and music
- Digital classrooms
- Moral education
- Indian heritage

For details contact

The Headmaster, Z.P.High School, Street No. 8, Vanasthalipuram, Hyderabad.

Each one of you has an aspiration. Someone wants to become a sportsperson, or a software engineer, etc. As a student, which school would you like to join? Why? Write your opinion in your note books based on the ideas given.

Scientists believe that we have various kind of intelligence. All intelligences are equally valuable and present in every individual, though some intelligence is better developed than others. Intelligences help us reach our aspirations.

The nine intelligences are:

1. Linguistic Intelligence – Good with words.
2. Logical/ Mathematical Intelligence – Good with numbers.
3. Spatial Intelligence – Good at arrangement of objects.
4. Bodily Kinaesthetic Intelligence – Good with dance, acrobatics.
5. Musical Intelligence – Good with music.
6. Interpersonal Intelligence – Good with making friends.
7. Intra personal Intelligence – Feeling good about myself.
8. Naturalistic Intelligence – Love for animals, plants.
9. Spiritual Intelligence – Thinking about life and its purpose (God)

Boys and girls are capable and equally intelligent. They can use these intelligences to do any task they choose to do.

Preteen Pretext

My teenybopper has a phone;
She really never is alone.
It beeps and jitters day and night,
Emitting tiny bluish light.

Her ring tone is the latest rage,
As other preteens text and page.
One- liner messages appear
That make her grin from ear to ear.

The latest crisis, who likes whom,
The rock star with the best perfume;
Such weight matters cause her thrill
And elevate our monthly bill.

And yet, the silver lining glows,
For we have never come to blows.
I never have to raise my voice,
Because I have a high-tech choice.

If school assignments pile sky-high,
I exhale with a weighty sigh.
Like every modern mom who cares,
I simply telephone upstairs.





When chores demand her energies,
I simply text her, asking "Please!"
No alibis or missing word,
Because it's clear that she has heard.
And if my daughter goes outside
To visit friends, both far and wide,
Her curfew's easy to enforce
With her new cellular resource.
This beeping tether holds her close,
While helping her feel grandiose.
If separation e'er occurs,
My speed-dial links my heart to hers.
Our handy cell phones help us out,
Convenient, easy, with no doubt.
Yes, certainly, they have their place.
But can't we talk once, face to face?

- Linda Ann Nickerson



Glossary

jitters (v)	: makes nervous
emitting (v)	: sending out light
bluish (adj)	: blue in colour
grin (v)	: smile broadly
elevate (v)	: raise to a higher level
pile (v)	: lay things one on top of another
exhale (v)	: breathe out
chores (n)	: routine tasks
alibis (n)	: excuses
tether (n)	: a rope for tying an animal
grandiose (adj)	: planned on a large scale



Comprehension

Answer the following questions.

1. Who do you think is the speaker of the lines?
2. What attitude of the speaker is conveyed through the last two lines of the first stanza?
3. In what ways are the cell phones useful for us according to the poem?
4. What does the last line of the poem convey to us?

Talking to people such as parents, friends or teachers helps us share our thoughts and feelings. Sharing our feelings makes us feel better and get help in trouble. We often use cell phones to communicate with each other. As teenagers, we may receive certain messages that are not pleasant to read.

Similarly, while at school our peers may make comments on our body and the way it looks. But we do not make our body, Nature does. We need not take pride in or feel ashamed of our body. Respect and shame come from behaviour. When others tease or bully us, it tells us about the character of the bullier. They need to feel ashamed and they are to be blamed for their behaviour and not us.

The Computer Game

CHARACTERS

Gary Lopez
(Television game host)

Joan Robinson

MT2, a computer

First Noisemaker
Second Noisemaker

A boy and a girl from the audience

(Scene: A television studio)

- Gary Lopez** : Good evening, ladies and gentlemen. Welcome to The Computer Game. Today another human player gets a chance to match wits with our very own computer – MT2!
(MT2 blinks its lights and the studio audience claps loudly.)
- Gary Lopez** : Today's player is Joan Robinson from the Oak Street School. Feeling smart, Joan?
- Joan** : Ready!
- Gary Lopez** : I hope so! May I remind you no one has beaten MT2 yet. Now, here's how we play the game. I'll ask a question. The first player to sound a noise maker and give the correct answer scores one point. The first player to earn three points wins the game. Ready, players?
- Joan** : Ready!
- MT2 (in flat voice)** : I am prepared to play.
- Gary Lopez** : First question. How much is 62,415 times 78,921?
- First Noisemaker** : BLEEP!
- MT2** : The correct answer is 4,925,854,215.
- Gary Lopez** : Right! One point for the computer!
(The audience claps politely.) Next question. Listen carefully. What date in history did the pilgrims land at Plymouth Rock?
- Second Noisemaker** : BUZZ!
- Joan** : 1620!
- Gary Lopez** : I'm sorry. That's not an exact enough answer.
- First Noisemaker** : BLEEP!
- MT2** : The pilgrims landed at Plymouth Rock on December 21 of the



year 1620.

- Gary Lopez** : Right! Two points for the computer! If MT2 answers the next question correctly, it's all over, Joan!
- Boy in audience** : Come on, Joan!
- Girl in audience** : You can beat that talking tin can!
- Gary Lopez** : Quiet, please. And here's the next question –
- Joan** : Wait!
- Gary Lopez** : What's the matter?
- Joan** : Could someone else ask the question, please?
- Gary Lopez** : What for?
- Joan** : Maybe I'll have better luck with someone else.
- Girl** : (coming up on stage): I'll ask it, Joan!
- Joan** : (whispering to her): Put it in the form of a command. I think the

computer's only programmed for questions.

Girl : (looking at question): Spell the word "chrysanthemum."

First Noisemaker : BLEEP!

MT2 : Chrysanthemum is spelled ... is spelled ...

Girl : Yes?

MT2 : I do not follow the question. Please repeat in the programmed form.

Second Noisemaker : BUZZ!

Joan : Chrysanthemum. C-H-R-Y-S-A-N-T-H-E-M-U-M.

Girl : Right! One point for Joan!

Boy : Hurrah!

MT2 : (slowing down): I am MT2, Computer ... I am MT2...
I am MT... MT.... M.....T....

Gary Lopez : The computer's breaking down!

Boy : Then Joan's the winner!
(Suddenly MT2's lights begin flashing wildly. Smoke pours out of its top.)

Gary Lopez : Look what you've done. It's blown a fuse!

Joan : Now that's what I call a poor loser!

- Steven Otfinoski



Comprehension

Answer the questions.

1. Who was the quiz master?
2. Who won the game at the end?
3. How did the boy counter the computer?
4. Why do you think the computer failed to answer the girl's question?
5. If you were to ask a question, what question would you ask?



Writing

Imagine you owned a robot that could do anything you wanted. But suddenly there was a problem in it and it started doing something different from what you said. Create a funny situation and write the dialogue between you and the robot, and present it before the class.



Oral Activity

Discuss in groups and write a script for a funny situation between you and the robot and role play it based on those actions and dialogues.



Project Work

Here are four different mobiles and their features. If you want to buy a mobile, which one would you like to buy? Why? Write a paragraph and present it in the class.

Sokia	Strawberry	Sungung	MinimaxX
Large screen (7.1 inches)	Wi-Fi	High Speed Internet	Free Travel bag
Long lasting battery	Blue tooth	Full touch screen	Rocking sound
Blue tooth	Qwerty key pad	Blue tooth	Low price
Music player	MP3 Player	MP3	5 Mega Pixel Camera
VGA Camera	5.0 MP Camera	3.2 MP Camera	

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. The Fun They Had			
B. Preteen Pretext			
C. The Computer Game			
I was able to use the words in my own sentences, given under 'Vocabulary'.			
I was able to identify and use relative pronouns and relative clauses given under 'Grammar'.			
I was able to write a reply letter given under 'Writing'.			
I was able to read, understand and compare the posters given under 'Study Skills'.			
I listened to and understood 'Message from Space' and answered the questions given under 'Listening'.			
I was able to analyze the information about different features in mobiles and choose the best one given under 'Project Work'.			

Unit 5

Reading A : The Treasure Within - Part I

Reading B : The Treasure Within - Part II

Reading C : They Literally Build the Nation



Education and Career

Education and Career

Look at the pictures given below and answer the questions that follow.



1. Identify the persons in the pictures.
2. Which field does each of them belong to?
3. Would you like to be like any one of them? If yes, name the field you like.

Oral Discourse: Talk on - “Ambition of your life.”

The Treasure Within

Read the following interview. It is based on a conversation between Ms. Bela Raja (BR), Editor of Sparsh, a newsletter from the Resource Centre, The Valley School, Bangalore and Mr. Hafeez Contractor (HC), one of India's leading architects.

Part I

- HC** : I used to have this terrible nightmare. Only now, over the last four to five years, it seems to have disappeared.
- BR** : What nightmare are you talking about and why do you think it has disappeared now?
- HC** : I used to get continuous nightmares about appearing for a maths examination where I did not know anything! Now the psyche must have gotten over it, I don't have to think about education and there is absolutely no time to get nightmares.
- BR** : Tell us something about your earliest memories in school.
- HC** : In the first and second year I was a good student. After I reached the third standard, I simply lost interest and I never studied.

I used to be interested in games, running around, playing jokes and pranks on others. I would copy in class during exam times. I would try to get hold of the examination paper that had been prepared and study it, as I could not remember things that had been taught to me in class.

However, later, one sentence spoken to me by my Principal changed my life.

When I approached my eleventh standard, the Principal called me and said, "Look here, Son. I have been seeing you since day one. You are a good student, but you never studied. I have taken care of you till today. Now, I can no longer take care of you, so you do it yourself."

He talked to me for five minutes, "You don't have your father, your mother has worked so hard to bring you up and paid all your fees all these years but you have only played games. Now you should rise to the occasion and study."

I used to be a very good sportsman. I had been the senior champion for so many years and I also was the cricket captain. I used to play every game, but that year I did not step out onto the field.

I would go for prayers and all I would do was eat and study. I normally used to copy and pass, but I realised that once I was in SSC, I could not do that.

When I got a second class, 50 per cent, in my SSC, my Principal said, “Son, consider yourself as having got distinction!”. This is my memory of my school days.

I did lots of other things. See, as far as my things are concerned, I can’t remember. I forget things very easily. To remember, I have to see things as a photograph. I read a book and I can remember the matter as a photograph but not through my mind. That is how it works.



Mr. Hafeez

- BR** : When you were in school and you were doing badly, did the teachers pull you up and how did you feel?
- HC** : I never felt anything on being pulled up. I used to be so interested in playing. I would receive a caning every week.
- BR** : When you knew that you had incurred the wrath of your teacher by not doing your homework or by behaving badly, when you knew you would get a caning, what was the state of your mind?
- HC** : State of mind? Just lift up the hand and they would cane me you. It would hurt badly and then I would have to forget about it, because I would want to go and play.
- BR** : Have you ever felt insecure or threatened?
- HC** : I was just interested in playing and nothing else. I was most interested in funny pranks. One day, I did not want to study, so I created a distraction. For one whole hour we played ‘*chor police*’.

Every Saturday we were allowed to go into town to see a movie. So what I would do was, have no lunch and collect money from 40 – 50 students, and run and buy the tickets. On my way back, I would eat to my heart’s content.

I used to be the leader of a gang. We would have gang fights and plan strategies. These things used to interest me more than any academics.

Students used to book my textbooks for the following year, because they were almost brand new. I probably opened them one day before exams.



Glossary

- | | |
|-----------------|--------------------------------------|
| nightmare (n) | : frightening dream |
| psyche (n) | : mind or mentality |
| caning (n) | : punishment or beating |
| chor police (n) | : children’s game (thief and police) |

strategies (n)	:	methods of winning
academics (n)	:	educational matters (books, studies, discussions, etc.)
book (v)	:	offer to buy in advance.



Comprehension

Answer the following questions.

1. What nightmare did Hafeez have?
2. Which words of the principal influenced Hafeez deeply?
3. “...That year I did not step out onto the field”. Who said these words and why?
4. What was the reason for which Hafeez indulged in distraction?
5. What things did Hafeez prefer to academics? List them.

B Reading

The Treasure Within Part II

(Continuation of the interview between Ms. Bela Raja and Hafeez Contractor)

Hafeez stumbled on architecture because he knew little French and less German. He was offbeat even in the pranks that he played. When he found his calling, there was no looking back.

BR : How did you get into the field of architecture?

HC : In the college for architecture, nobody who had got below 80-85 per cent was allowed to enter. I had only 50 per cent.

I wanted to join the Army. I got my admission letter but my aunt tore it up. Then I decided that I wanted to join the police force.

My mother said, “Don’t join the police force, just do your graduation!” So I went to Jai Hind College in Bombay.

There, I was to take either French or German. Though I had studied French for seven years, I did not know seven words of French. So I took German. Then my German teacher died. The college told me that I could change the college or take French. Now, who would give me admission in another college? I had got admission to Jai Hind by influence. So I thought, ‘Okay, I will take French’ and I started learning French again. I learnt it from my cousin. She was an architect’s wife. I was going to the architect’s office to learn French!

BR : Was it then that you decided you wanted to do architecture?

HC : Actually, it all happened quite by chance.

In the architect’s office, I saw somebody drawing a window details. A window detail is very advanced drawing.

I told him that his drawing was wrong- that the window he had drawn would not open.

He then had a bet with me and later he found that indeed, his drawing was wrong! My cousin’s husband was surprised. He asked me to draw a few specific things, which I immediately did.

He asked me to design a house and I designed a house. After that, he told me to drop every thing and join architecture. We went to meet the Principal of the college. The Principal warned me, “I will allow you to take part in the entrance exams, but if you do not do well I will not allow you to join.”

I got an ‘A+’ in the entrance exam and from that day it was a cakewalk. I had never made a plan, but I knew how something looked like, from the top. I had never known what a section was, but I knew if you cut a plan what it would look like.

I stood first in class, first throughout after that.

I believe that all this understanding came from what I used to play and do during school.

I had a friend called Behram Divecha. We used to have competitions between us for designing forts, guns and ammunition. Each of us would design something in an effort to be different.

In school, when I was in the second or third standard, one of my teachers, Mrs Gupta, saw my sketches and told me, “See, you are useless in every thing else but your sketches are good. When you grow up, you will become an architect”. I did not know at the time but she was right. Later, after I became an architect, I went back to meet her and told her.



- BR** : Why do you think you did not like studies? Was it because you felt you could not cope, could not deal with the curriculum?
- HC** : I was very bad at languages. Science and geography I could deal with, maths was very bad. I just was not interested. I was studying for the sake of studying. What they taught me today, I would forget after two days. I would not bother because there was no application of mind there, to begin with.
- BR** : Did you think that what they taught in school was boring or did you feel that once you understood the concept of what was being taught, you lost interest in the rest of the lesson?
- HC** : Living in a boarding school is difficult. We were just living from day to day. Nowadays, there are so many tests. Back then, whenever we had tests, we used to just copy. The teacher thought that we had done our work.
- BR** : There is a contention that giftedness and learning disabilities go hand in hand. Do you think this applies to you?
- HC** : Well, take some students from my class. Those who always stood first or second are today doing very ordinary jobs.
- BR** : I have come across this situation in so many different places where people tell me that their class toppers are doing very ordinarily today.
- HC** : In school, I think living our lives there made us street smart. I have learnt more by doing what I did on my own than what academics would have taught me.
- BR** : That is because the personality and skills were there. You were able to find expression in a manner you were comfortable with, and you defied every rule so that nobody would stop you from doing what you needed to do.
- HC** : I was more interested in other things. If, for example, while in class, it started

raining outside, I would think of the flowing water and how to build a dam to block it. I would be thinking about the flow of water within the dam and how much of water the dam would be able to hold. That was my interest for the day.



When students lost a button while playing or fighting, they would come running to me and I would cut a button for them from chalk, using a blade. Discipline in the school was very important and no student could afford to have a button missing. The student would get past dinner with a full neat uniform and after that it did not matter.

- BR** : Coming to the present, how do you decide as to what kind of structure you want to give a client?
- HC** : I look at the client's face, his clothes, the way he talks and pronounces, the way he eats and I would know what his taste would be like. I can relate to people in a way that would be comfortable. I sketch very spontaneously on a paper on the spot. That paper, I give to my people in the office.
- BR** : Did you do it instinctively?
- HC** : Call it instinct, call it arithmetic, whatever. Now it comes to me like mathematics. Putting design, construction, psychology and sociology together and making a sketch from all that is 'mathematics'.

Here, we almost come to a full circle where Mr. Contractor has derived his own interpretation of Mathematics – taking it from a subject he hated to a subject he now loves dealing with!



Glossary

- stumbled on (v) : got into (architecture) by chance
- architecture (n) : the art and study of designing buildings
- offbeat (adj) : unusual
- calling (n) : work of his choice
- cakewalk (n) : something easy to achieve

defied (v)	: broke
instinctively (adv)	: naturally
ammunition (n)	: supply of bullets
curriculum (n)	: the subjects that are included in a course of study
contention (n)	: angry disagreement between people
spontaneously (adv)	: without planning



Comprehension

Answer the following questions.

1. Why couldn't Hafeez join either the police or the army?
2. What made Hafeez become an architect?
3. Why did Hafeez's teacher think that he could become an architect?
4. Why do you think Hafeez was not interested in studies?
5. Comment on the statement "giftedness and learning disabilities go hand in hand". How do Hafeez's experiences support this statement?
6. What, according to Hafeez, is 'mathematics'? Do you agree with his view of mathematics? Give reasons.



Vocabulary

I. Read the following sentence taken from the text.

'I used to get continuous nightmares about appearing for a maths examination'.

The word 'nightmare' means a frightening dream.

Now, Read the following sentences and find the appropriate meanings of the words underlined.

1. Varun is interested in archeology.
2. I was so much absorbed in the match that I didn't notice the thief come in.
3. The students listened raptly to the lecture.
4. The mysterious story engrossed the readers all the way to the surprise ending.
5. Her painting never fails to fascinate the viewers.

Now, observe the following table and put a tick (✓) in the grid where the element of meaning relates to the particular word according to the sentences given before.

Word	Meaning			
	something that excites to do	completely involved	pay undivided attention	so interested in one thing that you forget yourself
interested				
absorbed				
rapt				
engrossed				
fascinated				

II. Look at the following sentence taken from the text.

“I used to have this terrible nightmare.”

The word ‘terrible’ intensifies the meaning of the word ‘nightmare’ in a negative sense.

Can we say ‘terrible flower’ or ‘terrible success’? We cannot, because flower and success are pleasant things.

A. Write a few words that can go with the word ‘terrible’ and use them in your own sentences. One is done for you.

1. terrible experience: We had a terrible experience when we met with an accident.

2. _____

3. _____

4. _____

5. _____

B. Look at the following words and write the possible word combinations.

1. ugly _____

2. sweet _____

3. difficult _____

4. funny _____

5. horrible _____

6. ordinary _____

- C. Use the above combinations in your own sentences and write them in your notebook.

III. Look at the following word taken from the text.

“board”

Does the word 'board' have only one meaning or more than one meaning?

Let us now understand the different meanings of '**board**'

a '**board**' as a noun can be:

1. a piece of wood
2. a group of decision-making people in an organisation/institution
3. an organisation
4. the stage in a theatre
5. meals provided during the stay in a hotel

Similarly, the same word '**board**' can have the following meanings when it acts as a verb.

1. to get on plane/ship, etc.
2. to pay to eat meals and sleep in someone's house
3. to arrange for a pet animal temporarily

A. Read the following paragraph carefully. Write the different meanings of the word '**present**' in the space provided.

Last Sunday, I attended Lahari's birthday party. All her family members and friends were present(1) there. In the beginning of the party, Lahari's father presented(2) Ms.Mrunalini Guptha, the world number one Kathak artist at present(3). Ms. Guptha did present(4) a scintillating show. I enjoyed the party a lot. At the end, I gave Lahari a marvellous present(5).

1. _____
2. _____
3. _____
4. _____
5. _____

B. Pick out similar words from the text or elsewhere, that can be used as both a noun and a verb. Look them up in a dictionary and write their different meanings.

1. _____

2. _____
3. _____
4. _____
5. _____



Grammar

- I. In the interview, Hafeez Contractor shares his past experiences and habits by saying.**

“I used to be so interested in playing. I would receive caning every week”.

Both ‘used to’ and ‘would’ are used to talk about habitual actions of the past.

- A. Pick out some more similar expressions from the text having “used to” and “would” and write in your notebook.**
- B. Tell your friends what you did normally when you were in class VII.**

1. _____
2. _____
3. _____
4. _____



Writing

In the interview, you have read about Hafeez Contractor’s school experiences and career development. Now, imagine that Hafeez Contractor is invited as the Chief Guest, as a part of the Children’s day. Prepare a script for compering the programme. Make a mock presentation in the class.

Hafeez Contractor was born in 1950. He did his Graduate Diploma in architecture from Mumbai in 1975 and completed his graduation from Columbia University, New York (USA) on a Tata Scholarship. Hafeez Contractor commenced his career with T. Khareghat as an apprentice architect and in 1977 he became the associate partner in the same firm. Between 1977 and 1980 Hafeez was a visiting faculty at the Academy of Architecture, Mumbai. He is a member of the Bombay Heritage Committee and New Delhi Lutyens Bungalow Zone Review Committee.

Contractor's practice had modest beginnings in 1982 with a staff of two. Today the firm has over 350 employees including senior associates, architects, interior designers, draftsmen, a civil engineering team and architectural support staff. The firm has conceptualised, designed and executed a wide range of architectural projects like bungalows, residential developments, hospitals, hotels, corporate offices, banking and financial institutions, recreational and sports facilities, townships, airports, railway stations, urban planning and civic redevelopment projects.

Follow the features of a compering given below.

- Arrange the programme as required by the context.
- Present the background.
- Highlight the persons and events.
- Give reviews and reflection relevant to the context.
- Use polite and entertaining expressions.
- Follow the conventions of the stage.



Listening

Listen to the compering script prepared by a student on the occasion of the Teachers' Day celebrations and answer the following questions.

1. How did the student begin compering?
2. How did she/he arrange the different events of the programme?
3. What were the highlights of the event?
4. How did he/she conclude the programme?

C Reading

They Literally Build the Nation

Civil engineering is one of the oldest disciplines of engineering. It involves the design, construction and management of infrastructure, highways, railways, airports, harbours, bridges, tunnels, ensuring supply of high quality water, among others, and hence the term is used in a very broad sense. It may not be an exaggeration to state that almost every major project has a contribution from a civil engineer. The role of the civil engineer has been continuously changing. Earlier, engineers would focus their efforts on production of site



plans, crank out drawings, turn them over to contractors and pretty much be done with it. But things are much more sophisticated these days.

Development of landscape today requires thoughtful planning, and an understanding of regulations. Permit requirements are more stringent and more numerous; schedules are constrained and owners are mindful of their expenditures.

Civil engineers today are expected to stay with the clients and guide them through the approval and construction process while offering strategy, advice and their experience.

Civil engineers are multifaceted, taking on roles and responsibilities that are varied. Environmental civil engineers focus on all round development of design and construction skill of working in harmony with nature. With the focus on environmental issues such as waste-water and sewerage disposal engineers operate as guardians of nature. Structural engineers are responsible for design of buildings, offshore oil platforms etc. Highway engineers are responsible for design of traffic flow planning, roadway geometry design etc.

Structural engineers are involved in the design of small residential buildings, multi-storeyed buildings, microwave towers, transmission lines for electricity and pipelines for water, oil and gas supply.

Construction engineers plan and coordinate construction projects. They may have a job title such as constructor, construction superintendent, general superintendent, project engineer etc.

Construction managers evaluate and determine appropriate construction methods and the most cost-effective plan and schedule. This may require sophisticated estimating and scheduling techniques. Construction managers regularly review engineering and architectural drawing and specifications to monitor progress and ensure compliance with plans and schedules.



And thus, it would be advisable for students to undergo practical industry experience through internships, cooperative education programmes or work experience in the industry.

Another key discipline is quantity surveying. Technical skills acquired in areas of estimating, costing and specification together with good knowledge of various procurement routes, tendering procedure and contracting essentials make quantity surveyors an inseparable part of the construction industry.

Job opportunities exist in design offices, consulting firms, government departments such as municipalities, environmental agencies as well as with contracting firms.

- S.S. Rao

(The Hindu, 20th August, 2012)



Glossary

disciplines (<i>n</i>)	:	the subjects of study
exaggeration (<i>n</i>)	:	an overstatement
sophisticated (<i>adj</i>)	:	advanced and complicated in the way they work
stringent (<i>adj</i>)	:	strict
client (<i>n</i>)	:	customer
multifaceted (<i>adj</i>)	:	having many faces or branches
offshore (<i>n</i>)	:	at a distance from the sea shore
compliance (<i>n</i>)	:	conformity in fulfilling official requirements.
internship (<i>n</i>)	:	training to gain practical experience.
procurement (<i>n</i>)	:	obtaining the required material



Comprehension

Answer the following questions.

1. What are the different constructions planned by civil engineers?
2. Draw a tree diagram to represent different branches of civil engineering and the features associated with each.
3. Is the title suitable to the essay? Justify your answer.
4. How do civil engineers guide the clients?
5. Do you think civil engineering is a challenging job? Why?



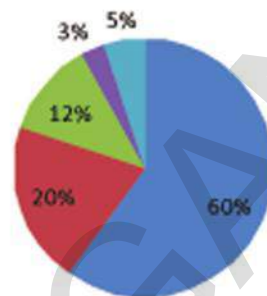
Study Skills

Observe the following Pie diagram which shows a survey done on 1200 students who have completed class 10 and chosen different career options.

Write a paragraph on the trends in the choice of a career based on the pie diagram.

Percentage of Students

Intermediate Manual work Drop outs
Vocational courses Polytechnic course



Project Work

Interview any 5 - 10 intermediate students and get the following information.

Sl. No.	Name of the student	Name of the course	Subjects they study	Career options

Prepare a report on career options of the students and present it to the class.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. The Treasure within - I			
B. The Treasure within - II			
C. They Literally Build the Nation			
I was able to identify the meanings of the words 'terrible and present' and their different shades of meanings with different combinations given under 'Vocabulary'.			
I was able to understand the usage of 'used to' and 'would' given under 'Grammar'.			
I was able to write a compering given under 'Writing'.			
I was able to write a paragraph with the help of a pie chart.			
I listened to and understood "Compering" and answered the questions given under 'Listening'.			
I was able to prepare a report on career options of the students given under 'Project Work'.			

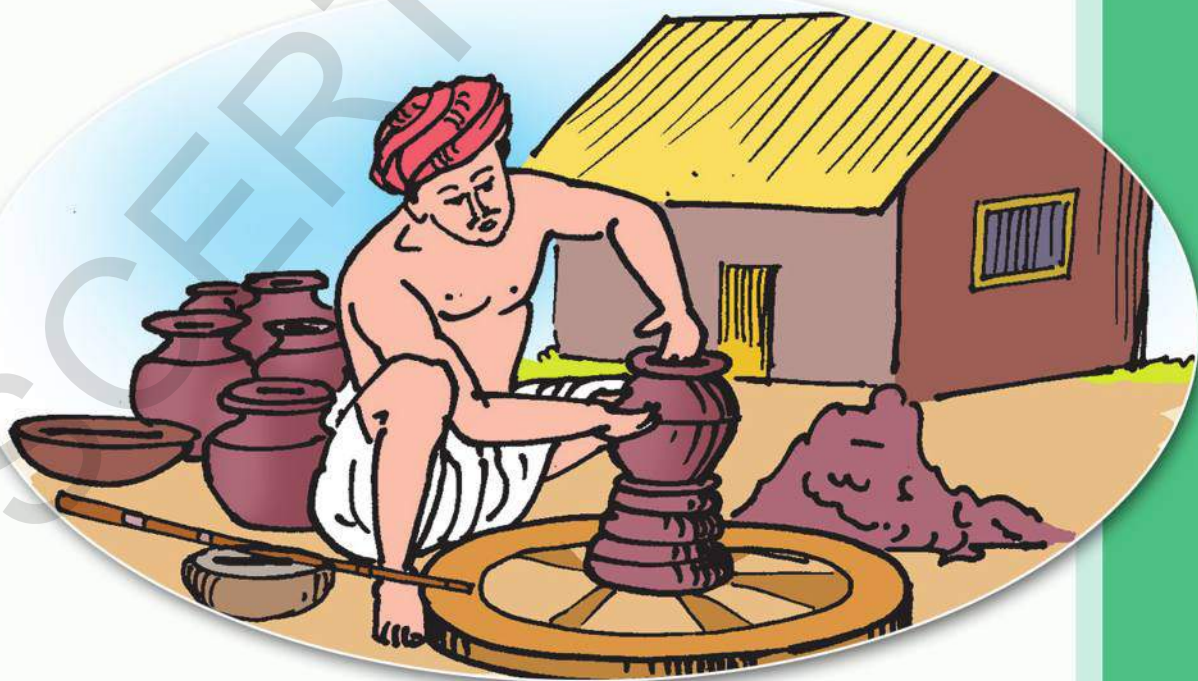
Unit 6

Reading A : The Story of Ikat

Reading B : The Earthen Goblet (Poem)

Reading C : Maestro with a Mission

Art and Culture



Art and Culture

Look at the pictures and answer the questions that follow.



1. What do you see in these pictures? Where do you find them?
2. Are these handicrafts and dance forms a part of our culture? Give reasons to your answer.

Oral Discourse: Talk on - “Art and cultural forms of your area.”

The Story of Ikat

Bell rang for the next class. The small break before the next class was enough for the children. They moved around and started chatting. The mandatory five minutes was over and the teacher did not come. The Children started wondering. “Ramya! Do you think Janaki teacher is absent?” Ramya looking out of the classroom said, “How do I know?”. A few students were grinning. Everyone knew Ramya loved Janaki teacher who taught them Social Studies.

Suddenly they noticed the teacher carrying bundles of cloth walking towards the class. A few of them dashed to help her. They all liked her as she was fair to everyone and was never partial to one student. The brilliant red and black checked rumals, shawls with black and blue geometric patterns caught the attention of the class as the teacher handed over the material to the eager helpers.

She pinned them neatly on the soft board and the drab class suddenly looked vibrant. “Teacher! What are these fabrics? Why did you bring them?” Children pelted her with questions. She smiled and wrote on the blackboard “Textiles of India- ‘Ikat’ of Andhra Pradesh.” No one could spell “Ikat”, someone yelled “Ikat!” and a few children giggled. Janaki teacher said it is pronounced. ‘I’ as in it ‘ka’ as in Kamala and ‘t’ as ‘th’ in both. “Ikat” is an Indonesian term meaning “to bind” or “knot”. The class fell silent. Ramya asked, “Teacher! Are these fabrics from Indonesia?” Teacher shook her head and said, “Children! can anyone remember seeing designs like this?” Raghav said, “Teacher, the pattern on the rumal is similar to the one on my mother’s sari, though the colours are not the same.” Janaki was pleased.

She persisted, “Can anyone tell me the name of the place? It is close to our state capital. There! I gave you a clue.” The children started shouting names of all the towns in the State. In the midst of the babble, someone said “Nalgonda” and the teacher said “Correct! It is ‘Pochampally’ village in Nalgonda district.” Everyone immediately connected to the name. “Teacher, we forgot, we could not link. We all know Pochampally”. Teacher said, “Quiet! Let me tell you the story of Ikat, it is a story of our handlooms”. “What are handlooms?” Ahmed was the first to voice the question in everyone’s mind.

Teacher gazed around the class and said “A hand operated loom which weaves and has been weaving fabrics for centuries. In the race with the machine, we have forgotten our heritage”. She fell silent and the children recognized her pensive mood and kept silent. Someone hesitantly asked, “Teacher, you mentioned the story of Ikat....”.



Janaki began, “It is called “chitiki” in Telugu, “Patola” in Gujarati and simply “Ikat” in “Oria”. Children’s attention was divided between her words and the fabrics, as she opened a silk patola sari from Patan, Gujarat. It had a red design on a black background with rows of flowers in the border. The simple leaf design repeated across the body and the flowers in the border created a mesmerising effect.

The teacher said, “Are you thinking about the word ‘Ikat’ or ‘tie and dye’, while you are looking at the fabrics? What can be the origin of this word?” No one answered but looked expectantly as she continued, “In hand weaving, we have threads stretched lengthwise called “warp” and threads intersecting them widthwise called “weft”. Imagine the graph sheet and the X- axis and the Y-axis and how they criss-cross to form square motifs.” Ahmed was excited, “Teacher, warp is stretched along Y-axis and weft along X- axis.” The class was thrilled as a new understanding came.

Janaki said, “In ‘Ikat’ the threads are carefully sorted, warp and weft divided into bundles, then tied with locally available water proof materials like plastic sheets, rubber strips from car and bicycle tyres, then dropped into colour. Once you untie the knots, you can see white threads dotted with colour at intervals”. Ravi said, “Teacher, how do they know where to tie the knots?” Janaki smiled, “The ties indicate the design we want. We can look at a design or a motif and a tie.” Ravi looked puzzled, it did not seem simple.

“Ravi, You are absolutely right” the teacher said. “It is not easy. First you count the threads, measure the distance, calculate when to repeat a pattern. Only then you can tie the knots.”

“Teacher, it seems like difficult maths,” Ramya said.

“Correct. Weavers may not be formally educated but have complex calculations at their fingertips. They draw patterns on the graphs and copy them on the threads.” Janaki continued, “Just close your eyes and imagine! Threads stretched out long with dots of different colours shining. I have seen such a sight in villages of Nalgonda.” Someone said, “Teacher, the dots are like raindrops, ‘chukka’, that is how the name ‘chitiki rumal’. This was the favourite headgear of fishermen and other labourers. It was also the towel on the shoulders of traders in Gujarat”.

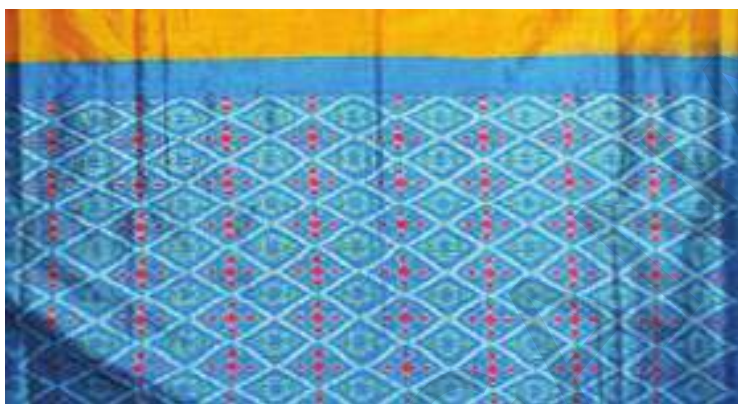


She suddenly thought of another explanation. She asked, “Children, when you have to measure a small quantity of a material you use a specific word in Telugu”. This time Ramya answered promptly, “chitikedu,” and before she completed, comprehension was written large on every child’s face. “Teacher, chitiki means small and small dots of colour which are characteristic of Ikat”, they chorused. The class was jubilant. They were able to come up with an original explanation for a historical phrase.

“When trade was vigorous with other nations in South – East Asia, “tie and dye” or chitiki, as lengths of fabric was a favourite export item, both in silk and cotton.” She said, “There are other interesting stories on Ikat. Different regions fight about its origin. Did it travel from Gujarat to the South or vice versa? Did it first originate in the coastal belt of

Andhra Pradesh and travel to Nalgonda? There is no systematic historical documentation to resolve this dispute”. The class was fully attentive now.

“For raksha bandhan, the tying of the knot was done by yellow and red Ikat dyed threads. In our tradition, tying the knot is sacred. Maybe this has a relation to tying and dyeing process. But in parts of Gujarat, Maharashtra and Deccan, designs in Ikat were very much influenced by Muslim culture.” The bell was ringing but the class was lost in a period where vibrant colours and compelling stories were woven into beautiful fabrics.



- Dr. B. Syama Sundari.



Glossary

mandatory (<i>adj</i>)	: compulsory
wonder (<i>v</i>)	: wish to know
drab (<i>adj</i>)	: dull
pelt (<i>v</i>)	: throw; shoot
giggle (<i>v</i>)	: laugh in a silly way
babble (<i>n</i>)	: a talk difficult to understand
pensive (<i>adj</i>)	: serious
hesitantly (<i>adv</i>)	: unwillingly/uncertainly
expectantly (<i>adv</i>)	: hopeful of something
intersect (<i>v</i>)	: crossing each other at a point
headgear (<i>n</i>)	: a piece of cloth worn on head
jubilant (<i>adj</i>)	: very happy
resolve (<i>v</i>)	: solve
knot (<i>n</i>)	: fastening
vibrant (<i>adj</i>)	: active
compelling (<i>adj</i>)	: extremely interesting



Comprehension

Answer the following questions.

1. What is the main theme of the story?
2. How was chitiki rumal used by different people?
3. The teacher became silent when she was discussing handloom. Why?
4. Children's attention was divided between her words and the fabrics as she opened a silk patola sari. Why?
5. The writer described some designs, historical things and the weaving. Which part of the story do you like most?



Vocabulary

I. Read the following sentences.

V.V.S. Lakshman is a top class batsman.

Sruthi is in class VIII.

We have ten minutes left for the show.

The minutes of every official meeting remains an important document.

The words underlined in the above sentences have the same spelling but they differ in meaning. These words are called **Homonyms**.

Find the meaning of the following homonyms with the help of a dictionary.

1. a) fair (adj) _____
b) fair (noun) _____
2. a) mind (noun) _____
b) mind (verb) _____
3. a) quiet (adj) _____
b) quiet (noun) _____

II. Use the above homonyms in your own sentences.

1. a) _____
b) _____
2. a) _____
b) _____
3. a) _____
b) _____

III. Read the following sentences carefully.

The students have some knowledge about 'Ikat'.

This sum from chapter III is very tough.

The words underlined in the above sentences have the same pronunciation but differ in spelling and meaning. Such words are called **Homophones**.

Read the following passage carefully and replace the underlined words with correct homophones.

One day Janaki teacher said to the class, "We all no that the boy in the blew dress has one the best student price for this year." She added, "This is the write hour to felicitate him. Here is the gift for the boy but can anyone help me to untie the not of the died ribbon." One boy came forward and helped her. There was a wonderful gift inside the box!



Grammar

Read the following pair of sentences taken from the narrative "The Story of Ikat".

1. Ramya asked, "Are these fabrics from Indonesia?"
2. The teacher said, "What can be the origin of the word?"
 - a. Who are the speakers?
 - b. What are the exact words spoken by them?
 - c. If you want to report the above sentences, how will you do?

Let's analyse the sentences 1 and 2.

The first part of the sentence 'Ramya asked' has a subject 'Ramya' and a verb 'asked'. This clause is called the reporting clause. The verb is called the reporting verb. The part within the quotation marks is called the reported clause, which gives the exact words spoken by the speaker.

Let's look at the answer to the question 'c'.

- 1. Ramya asked if / whether those fabrics were from Indonesia.
- 2. The teacher asked what the origin of the word could be.

Let's look at the changes that have taken place.

You will find the following changes.

- a. Change of the pronouns and adjectives (these - those)
- b. Change of the verb in the reported clause (are - were)
- c. Change of question to a statement by adding if / whether

All the above changes are made when the reporting verb is in Past tense.

I. Report the following conversation.

Ramya visits a weaver at Pochampally. She asks him a few questions.

Ramya : Uncle, What are you doing?
Weaver : I'm making a sari. Do you like it?
Ramya : Oh! Yes. What is the price?
Weaver : Five hundred rupees. Do you want to buy it?
Ramya : Oh! Yes. Can you pack it for me?
Weaver : Sure, here you are.

Look at the following possible changes while reporting.

Present Tense	Present simple - Past simple Present continuous - Past continuous Present perfect - Past perfect
Past Tense	Simple past - Past perfect Past continuous - Past perfect continuous Past perfect - Past perfect
Modals	can - could may - might will - would must - had to
Pronouns	I - she/he We - they You - I/she/he/they/we

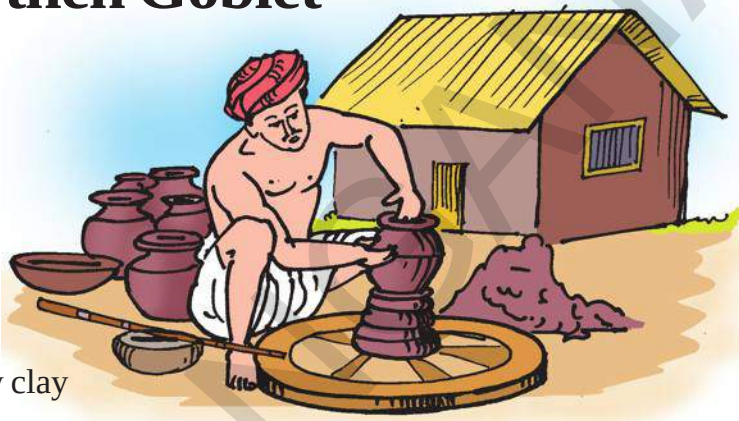
II. Editing

Read the following passage. Every numbered sentence has an error. Identify and edit it.

(1)Lalitha, a ten-year old girl sowed some tomato seed in the kitchen garden. The seeds grew into little plants after a few days. (2)Lalitha plant them in the middle of the garden. (3)She pulled every weed and never allowed a insect or a worm near her pet plants. (4)When the days was hot, she poured water to the plants at night also. She planted flowers all around her plot to make it beautiful. (5)The flowers also grew but blossomed.

The Earthen Goblet

O silent goblet! Red from head to heel,
How did you feel
When you were being twirled
Upon the potter's wheel
Before the potter gave you to the world?



‘I felt a conscious impulse in my clay
To break away
From the great potter's hand that burned so warm,
I felt a vast
Feeling of sorrow to be cast
Into my present form.’

‘Before that fatal hour
That saw me captive on the potter's wheel
And cast into his crimson goblet-sleep,
I used to feel
The fragrant friendship of a little flower
Whose root was in my bosom buried deep.’



‘The Potter has drawn out the living breath of me
And given me a form which is the death of me,
My past unshapely natural state was best
With just one flower flaming through my breast.’

- **Harindranath Chattopadhyaya**

Harindranath Chattopadhyay was born on 2 April 1898, in Hyderabad in a Bengali Hindu Kulin Brahmin family to Aghornath Chattopadhyay and Barada Sundari Devi. He was a multi talented personality as an Indian English poet, a dramatist, an actor, a musician and a member of the 1st Lok Sabha from Vijayawada constituency. He was the younger brother of Sarojini Naidu, the first woman President of Indian National Congress. He is famous for poems like *Noon and Shaper Shaped*.





Glossary

twirl (v)	:	turn something round and round.
fatal (<i>adj</i>)	:	causing death
captive (<i>n</i>)	:	prisoner



Comprehension

Answer the following questions.

1. Who is 'I' in the poem? Who is the speaker in the first stanza?
2. What does the phrase 'fragrant friendship' convey about the goblet's relationship with the flower?
3. The poem has the expression 'burned so warm'. Does the poet have tender feelings towards the goblet or the earth? What is your opinion?
4. The goblet has certain feelings towards its present life and past life. Which life does it like? Why?
5. What common things do you notice between the expression 'living breath' of me and 'natural state'?

Literary devices

The devices which can be used to recognize or identify the literary text are called literary devices. Literary devices are useful to interpret or analyse the literary texts.

Tone: The implied attitude towards the subject of the poem. Is it hopeful, pessimistic, dreary, worried? A poet conveys tone by combining all of the elements listed above to create a precise impression on the reader.

Genre: A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Satire: A literary tone used to ridicule or make fun of human vice or weakness.

Point of View - pertains to who tells the story and how it is told. The point of view of a story can sometimes indirectly establish the author's intentions.

Metaphor vs. Simile : A metaphor is direct relationship where one thing is another (e.g. "Juliet is the sun"). A simile, on the other hand, is indirect and usually only likened to be similar to something else. Similes usually use "like" or "as" (e.g. "Your eyes are like the ocean").

Maestro with a Mission

The 18 year old lad, a dropout from the school, left his house with just two rupees in order to realize a dream. It was the passionate dream he was driven by. He wanted to elevate the status of an art form he had learnt from his great gurus. He decided to dedicate his life for the enrichment of that art form.



The lad left his house for Madras, now called Chennai about 400kms away from his place. The place where he started was a village about 50kms away from Vijayawada in Krishna district. He walked all the way... On his long way, he fed himself on plantains and water. Finding the condition of the lad, a stationmaster at Venkatachalam offered him a full meal.

“Where are you going, dear?” the stationmaster asked.

No reply came.

The lad looked at the endless sky.

The lad was Vempati Chinna Satyam, who later came to be known as Dr. Vempati Chinna Satyam; and the place where he started from was Kuchipudi and the art form he was passionate about was – KUCHIPUDI.

All this story about Satyam and Kuchipudi becomes meaningless if we really don't know certain facts about Kuchipudi.

The dance form originated in the village of Kuchipudi. For a long time, the art was performed at temples at the time of annual festivals and in streets on the demand of the people. Initially, it was a male oriented dance form. Even female roles were played by men. What a surprise! Great gurus like Vedantam Lakshminarayana, Chinta Krishna Murthy enriched and transformed it and welcomed women to play different roles. They produced

many dance dramas and choreographed several solo items. Thus the transformation of dance was complete! It was different from the days when men played the female roles. Now, women play even male roles. Yet, it was not much popular and it was not recognized on par with other classical dances till 1958.

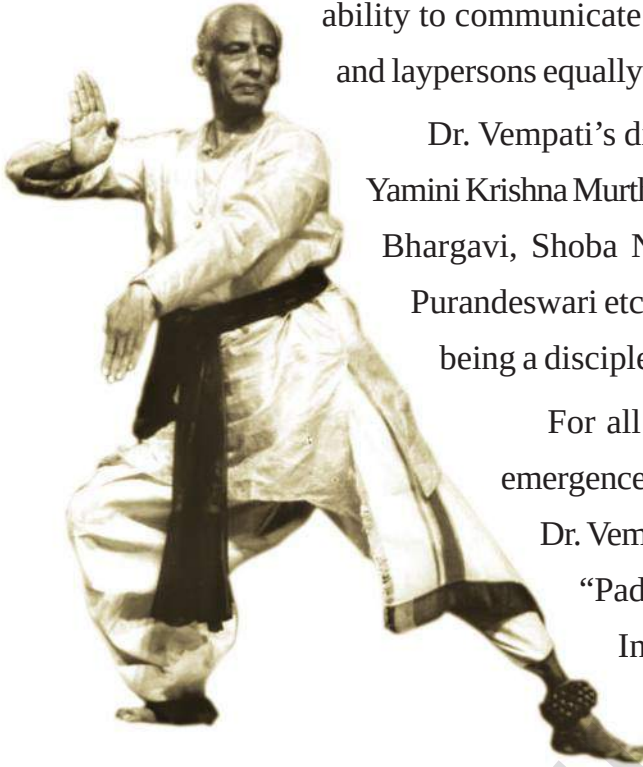
Satyam was too big in his aspiration and too small in his achievements. He faced many hardships in his childhood. He had a strong desire to learn Kuchipudi. In spite of that, he was humiliated by a teacher in his village. The teacher said, “Don’t attempt to learn Kuchipudi again. You are unfit for it”. He made this comment in the presence of his friends! Some ridiculed him. But, some others sympathized with him. And then, his father died. He had to feed four sisters and mother. Beyond this Satyam was interested in nothing but his favourite art form with some rudimentary knowledge of it. That is hardly of any use to a person with a lofty desire!

Tadepalli Peraiah Sastry and Vedantam Lakshminarayana Sastry taught him the difficult aspects of Kuchipudi style and inspired him. Satyam developed a genuine and ardent interest towards the art form. He sometimes sold his meal tickets to watch dance programmes in Chennai. He only wanted to liberate Kuchipudi from the clutches of insignificance and oblivion.

With encouragement from his cousin Vempati Pedda Satyam, Vempati Chinna Satyam tried his luck in Telugu film world. Can the Telugu film lovers forget the dance sequences in “Narthanasala”, “Devadasu”, and “Pandava Vanavasam”? Even now the film admirers become nostalgic when they recollect those sequences. Thus Dr. Vempati has carved a niche in Telugu films as well, as a dance director.

Dr. Vempati was not satisfied with his success in the tinsel world. His desire to popularize Kuchipudi grew stronger. He established Kuchipudi Art Academy for this purpose, in 1963 in Madras. As many as 180 solo items and 15 dance dramas were composed and choreographed by Dr. Vempati. Those have been performed all over the world. He composed his first dance drama ‘Sri Krishna Parijatham’ followed by ‘Ksheera Sagara Madhanam’. Both were received well by the audience all round the world and brought laurels to Vempati.

Some of the masterpieces like ‘Padmavati Srinivasa Kalyanam’ composed by Dr. Vempati are the symbols of depth of his knowledge and mastery over Kuchipudi. He had an



ability to communicate each nuance of the dance to connoisseurs and laypersons equally well.

Dr. Vempati's distinguished disciples include Shanta Rao, Yamini Krishna Murthy, Vyjayanthimala Bali, Hema Malini, Manju Bhargavi, Shoba Naidu, Bala Kondala Rao and Daggubati Purandeswari etc. Every one of these disciples takes pride in being a disciple of Dr. Vempati.

For all that he has done to the development and emergence of Kuchipudi to a full - fledged dance form, Dr. Vempati was rightly conferred the much coveted "Padma Bhushan" title by the Government of India. Andhra University awarded him an honorary doctorate in 1980. Sri Venkateswara University, Tirupati,

honoured him with an honorary degree, D.Litt. in 1983. Dr. Satyam was presented with the 'Golden Key' by the mayor of Miami, USA, Stephen P Clark in the year 1981. He was chosen for the Sangeet Natak Academy fellowship and the Raja – Lakshmi Foundation, Madras presented the 'Raja – Lakshmi' award. These are only a few to mention. There are so many feathers in his cap. In the year 1976, the TTD made Satyam the 'Asthana Natyacharya'.

He was born to Venkatachalamaiah and Varalakshmi on 15th Oct 1929. He led an illustrious life of 83 years and he breathed his last on 29th July 2012. He was survived by his wife Swarajya Lakshmi, two sons and three daughters.

All the Telugu speakers identify themselves with "Kuchipudi". The rest of the world looks at Kuchipudi and Dr. Vempati's stupendous work with reverent eyes. Kuchipudi has established itself on par with other classical dance forms of India like Bharathanatyam, Kathak and Kathakali. Countless people worked for Kuchipudi, but Dr. Vempati remains the source of inspiration to such people and he remains at the centre stage of Kuchipudi's surge as a classical dance form in Modern India. Hence, he can rightly be called "Maestro with a Mission".



Glossary

- passion (*n*) : strong feeling
- choreography (*n*) : art of arranging steps for a dance
- ardent (*adj*) : serious
- oblivion (*n*) : state of being unnoticed
- carve a niche (*idm*): build reputation
- reverent (*adj*) : filled with honour
- nuance (*n*) : subtle difference
- connoisseur (*n*) : judge of an art
- coveted (*adj*) : liked by everyone to have
- stupendous (*adj*) : amazingly large



Comprehension

Answer the following questions.

1. Vempati Chinna Satyam left his house on a purpose. Do you think he was successful at the end?
2. When the station master asked Satyam “Where are you going, dear?,” he kept silent. Now choose one of the options that is not the reason for the silence.
 - a. He was determined to achieve something. []
 - b. He was determined and confident about his destiny. []
 - c. He was not determined or confident about his destiny. []
3. If the eighteen year old lad hadn’t left his village, Kuchipudi would not have gained this popularity. Do you agree / disagree? Why?
4. Is it appropriate to call him Dr. Vempati? Do you agree? Why (not)?



Writing

Based on the details of the famous singer, S.P. Balasubrahmanyam given below, write a biographical sketch of him.

Full name	: Sripathi Panditaradhyula BalaSubrahmanyam
Date of Birth	: 4th June 1946
Place of Birth	: Konetammampeta, Nellore District
State	: Andhra Pradesh
Educational qualifications	: Engineering
Entry into film field	: 1966
First Film	: Sri Sri Sri Maryada Ramanna
Entry into Bollywood	: In 1980
Total number of songs sung	: About 40,000
Other credits	: Noted dubbing artist
Actor	: Acted in a number of Telugu films
TV programmes	: Leading many TV programmes
Awards:	1. National Film Award for best male playback singer – 6 times 2. Nandi Awards from Government of Andhra Pradesh – 25 times 3. State Award from Tamil Nadu 4. State Award from Karnataka 5. Padma Shri Award 6. Padma Bhushan



Listening

Listen to the news bulletin read by your teacher and answer the following questions.

1. What are the highlights of the news bulletin?

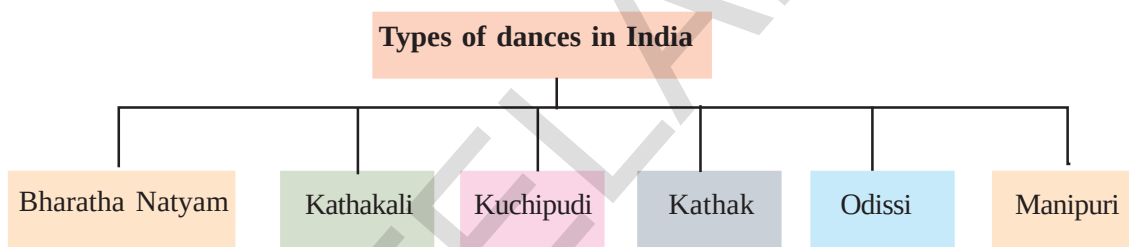
2. Where is the art and culture policy programme going to be announced? Who is going to be benefitted from this policy?
3. How will the weavers be benefitted from this policy?



Study Skills

India is a land of culture and tradition. One aspect of culture is dance. India has six major types of dances: Bharathanatyam, Kathakali, Kuchipudi, Kathak, Odissi and Manipuri.

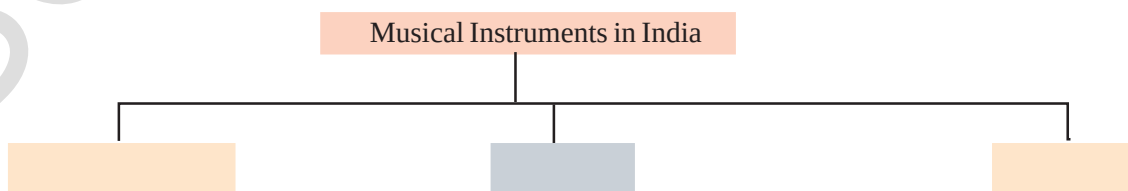
The information can be transformed into a tree diagram.



Here is some information about musical instruments in India.

In India, we have some musical instruments. The shehanai is an Indian wind instrument. This is played during auspicious functions. The harmonium is a wind instrument, having its roots in Europe. The sitar is one of the prime musical instruments of Indian music. It is a stringed instrument. The tampura is another stringed instrument. Among the stringed instruments, the veena is the most ancient stringed instrument. The tabla is a percussion instrument. The flute/ bansuri is a wind instrument. The violin is a stringed instrument played with a bow.

Now, convert the above information into a tree diagram.





Project Work

Identify a performing artist like a singer, a dancer or any other artist in your village or town. He/She might not be a famous person. Go to him/her. Collect the details about him/her.

You can take the help of the following questions for interviewing.

1. Who are your parents?
2. What is your place of birth?
3. Who taught you this art?
4. Are there any specific reasons for taking up this art?
5. Does the community around you support you?
6. Does this art make you financially independent?
7. Would you give any message to the student community?

Fill the following table based on the information you have collected

Name	:
Place of birth	:
Name of the teacher	:
Reasons for choosing the art	:
Community support	:
Financial status	:
Message	:

Prepare a brief profile and exhibit it in your classroom.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. The Story of Ikat			
B. The Earthen Goblet			
C. Maestro with a Mission			
I was able to identify and use the homonyms and homophones given under 'Vocabulary'.			
I was able to use reported speech given under 'Grammar'.			
I was able to edit the passage using homophones given under 'Vocabulary'.			
I was able to understand and draw a tree diagram given under 'Study Skills'.			
I listened to and understood “The News bulletin” and answered the questions given under 'Listening'.			
I was able to prepare a profile of an artist given under 'Project Work'.			

Writing an e-mail

Electronic mail, commonly referred to as **email** or **e-mail**, is a method of exchanging digital messages from an author to one or more recipients.

In order to send or receive e-mail messages, you need to create an account to access the service. You must need an internet connection for this purpose.

The messages you receive are stored in the mailbox created for your account. You can re-read the message anytime, delete it if you want to or even forward it to others.

- The address of the recipient is to be typed in the **‘to’** text field.
- The subject, if any, of the message is typed in the **‘subject’** field.
- The **‘message’** is to be typed in the message field.
- If you want to attach any files you can attach to the **‘attachment’** field.
- Click on **‘send’** in order to send the message.

Messages sent by e-mail normally reach a recipient’s account within seconds. Through mails you can send pictures, documents in addition to messages.

You can send anything to anywhere in the world.

Unit 7

Reading A : Bonsai Life – Part I

Reading B : Bonsai Life – Part II

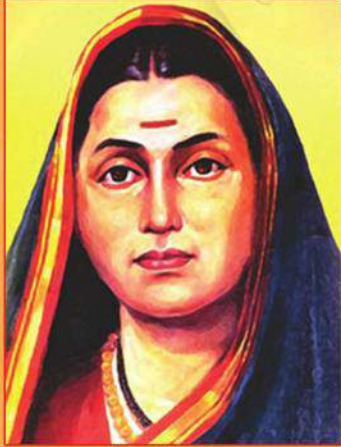
Reading C : I Can Take Care of Myself



Women Empowerment

Women Empowerment

Observe the pictures and discuss the questions that follow.



1. Who are these people? What do you know about them?
2. What makes a woman empowered?

Oral Discourse: Debate - “Education leads to empowerment of women.”

Bonsai Life

Part I

The moment I see letters waiting for me on the doorstep when I return from work, I can't contain my excitement. It's almost as if I'm face to face with my near and dear ones and they are speaking affectionately to me. Instantly the exhaustion of office work vanishes and my heart grows light. Instead of entering the kitchen muttering, 'Oh no, Oh God'—which is what I usually do when I come back tired—I feel like singing a song, humming a tune, making a nice cup of coffee and savouring each sip. What is more, the sight of inland letters or envelopes in a familiar hand gives me the energy and enthusiasm to quickly make and eat some *pakodas* or *bajjis*! Even though I am lazy about writing letters I love to receive one from some place or the other, every day.

This is an unexpected letter. If my *Akkayya*, who doesn't normally write, went out of her way to write a letter, there has to be a reason. As I open the letter, I am a little apprehensive. I hope it is not some bad news. Actually, when things are fine, no one bothers to write . . .

Ammalu!

You must be very surprised to receive my letter. You would be even more surprised if I were to tell you that your *Baavagaru* and I are coming to your place. We have been planning for quite a while to visit Kasi and Haridwar. We have now found the time. I hope you won't find our visit inconvenient. . .

"My dear, it seems *Akkayya* and *Baavagaru* are coming over," I said to my husband excitedly.

"Is that true? When? Where is it? Give me the letter," he said and pulled the letter from my hand. I went into the kitchen to get the coffee and other things ready.

Akkayya and *Baavagaru* were coming to this city and our home for the first time since my marriage. I had looked forward to their visit all these years. They had never left their little village to go anywhere. Using children, cattle, cooking etc., as excuses, they had always avoided moving out. Under such circumstances, imagine their coming to our house and to this big city!

Akkayya is not as educated as me. By "not as educated" I mean *Nannagaru* did not let her study after Class Five. Of what use was education for a girl? Those were the days when people thought it was enough if a girl was able to keep the washerman's accounts. A decade

later, when I was born, there wasn't much debate as to whether a girl should have education or not. I was lucky that my father changed with the times. He didn't even hesitate to send me to college. No girl who is well educated can be satisfied with staying at home, being a housewife and looking after the household after marriage. She would want to put her education to good use and achieve something in life. I too was driven by the same desire. Even though my husband had a good job, I took up one as well.

Because *Akkayya* was not educated, she was married to a man from the village. Though my *Baavagaru* was educated, his ideals made him choose agriculture as his profession and he settled down in the village to cultivate his land. *Akkayya* grew accustomed to the village life.

Akkayya brought so many things – cucumber, *gongura*, drumsticks, *appadams*, *vadiyams* and coconuts. "I hope you don't mind, I have brought you all these things, like *Kuchela*. I don't know whether you'll like them or not," she said, rather hesitantly.

"Why do you say that? You've actually brought all the things we wanted! We don't get these things here." If your *Maridi* has *gongura pulsu*, cucumber *pappu* and drumstick *charu* he feels as elated as if he has had a sumptuous feast! With my office work, I am unable to make *appadams* and *vadiyams*. Even if I have some free time, I am too lazy to do such work. You know me, don't you?" I said with a laugh.

"That's true, but by the time you come back from office you must be dead tired. How can you then prepare *appadams* and *vadiyams* and make *idlis* and *dosas*? I don't know how you are able to manage work at home and in the office," *Akkayya* consoled me.

"What a wretched job! Sometimes, I feel like giving it up. You know, people say, solve your problems at home before you solve those outside. To neglect work at home and look after office work is an uphill task for a woman," I said, speaking from experience.

"Don't think like that, *Ammalu*. How fortunate you are! Touchwood! You've studied well, have a job like a man and are earning very well. You don't have to beg anyone for anything. You are able to lead a dignified life unlike us who have to depend on our husbands even for a few paise worth of *karivepaku*," said *Akkayya*.

The grass is greener on the other side, I thought to myself. "What's your daughter doing now?" I asked, changing the topic.

"She's in her final year at school. If by God's grace she clears her exams, I am determined to send her to college. Your *Baavagaaru* doesn't really like the idea of sending her to the next town and putting her in a hostel. But I don't like to keep a girl at home without educating her. Isn't what I'm going through enough? In these times, if a woman doesn't have a degree, she'll come to nothing. Without it, she will have to live under her husband's thumb, like a scorpion under a slipper," she said.



Glossary

exhaustion (<i>n</i>)	:	extreme tiredness
vanish (<i>v</i>)	:	disappear
mutter (<i>v</i>)	:	complain about something privately
savour (<i>v</i>)	:	enjoy eating
elated (<i>adj</i>)	:	very happy, excited
sumptuous (<i>adj</i>)	:	grand
wretched (<i>adj</i>)	:	very unhappy, miserable
uphill (<i>adj</i>)	:	difficult
dignified (<i>adj</i>)	:	deserving respect



Comprehension

I. Tick (✓) the statements that are true.

1. The narrator receives letters very frequently.
2. The letter brought the news of the narrator's sister and brother-in-law's arrival.
3. The narrator's husband was very happy to hear the news of the visitors.
4. *Akkayya* was not interested to continue her studies.
5. The narrator's husband likes the traditional food of Andhra Pradesh.

II. Answer the following questions.

1. "The moment I see letters..... can't contain my excitement." Why does the narrator get excited?
2. What change did the narrator observe in her father's attitude towards education over a decade?
3. Why was *Akkayya* determined to send her daughter to college?
4. In what way is the narrator more fortunate than her sister?
5. Can one be independent without a job or earning? Justify your answer.

Bonsai life

Part II

From the very start *Akkayya* had been keen on studying. But *Nannagaru* didn't educate her. Because she was not adept at oral arithmetic, *Nannagaru* had said, "Ah 'she's a girl, how will studies get into her head?" and had made her discontinue her lessons concentrating only on *Annayya's* education. Because she was uneducated, she got married to a man from a village, had to look after the cattle, keep the stove clean, draw water from the well. . . *Amma* used to be very upset that *Akkayya* had to go through such drudgery. Realizing that *Akkayya* was upset thinking of the past, and in an attempt to divert her mind, I led her to the balcony saying, "Come, let's go and sit outside."

Looking at the plants in the flowerpots, *Akkayya* mentioned that all the cucumbers, drumsticks and *gongura* were from their own backyard. I asked her to send some *gongura* seeds the next time someone came this way...

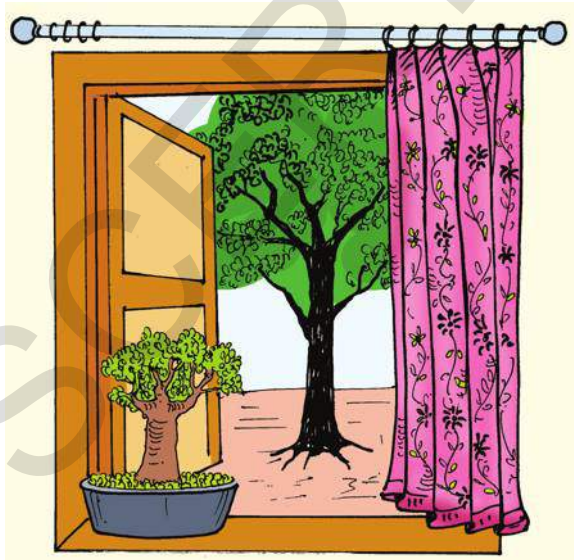
"But, *Ammalu*, what's this? Why have you planted the turayi and pomegranate trees in these flowerpots? See, how stunted they have become! If, like flower plants, you put these trees in pots instead of letting them grow freely in the backyard, how will they grow?" she asked, surprised, feeling sorry for the trees.

I burst into laughter. *Akkayya* was perplexed.

"I did it on purpose. It's a special method. It's called bonsai in Japan. You can grow

even a huge banyan tree in a flowerpot. You can grow it even with its roots hanging down from the branches. You have no idea how beautiful a pomegranate tree looks when you keep cutting its branches, changing the pot now and then, trimming it into a small-sized tree and making it bear fruit! Do you know how carefully you have to tend this small tree? Bonsai is a great art" I said.

But it seemed as if *Akkayya* didn't appreciate what I said. "I don't know. You have confined a turayi tree to a flowerpot when it could have grown to the height of a building," she sighed.



Feeling disheartened at being unable to impress *Akkayya* with my bonsai, I collapsed weakly into a chair. I was most distressed – as if the entire art I had learnt had come to nought. It was like throwing perfume into ash. Suddenly a dust storm began to rage. The sand hit our faces harshly. I caught hold of *Akkayya*'s shoulder and dragged her into the room. Then I closed the doors and windows in a hurry.

Akkayya was stunned.

“What’s all this? Everything was normal till now. Where did that dust and wind come from suddenly? You have tar roads too,” she said.

“This is how it is in the big city, my dear. Before we know what is happening, the storm brings all the sand from the Rajasathan desert and hits our face. . .” I had not completed my sentence when I could hear the rain beginning to fall. I opened the door and pulled the bonsai tree pots and flowerpots inside, under the canopy. *Akkayya* opened side window and looked at the streets to observe the weather in the Indian capital. “Look, *Ammalu*, look there,” she said. A new enthusiasm seemed to have crept into her voice. I looked eagerly through the window towards the street. I couldn’t understand what she meant. I looked at her and said, “What is it?”

“Look at that tree. . . look at how many people are standing under it without getting wet,” she said, as if it was something out of the ordinary. I saw nothing unusual in it. Realising that I had not understood what she was getting at, she said again, “Look how tall that turayi has grown. Out in the open, see how freely it has grown. However powerful the sand storm, it hasn’t bowed a little bit. Moreover, it has provided shelter to so many people, and is protecting them. Imagine how many would find respite from the hot sun under its shade!”

“What’s so surprising about that?” I asked.

“Not that it is surprising, *Ammalu*. Look at the bonsai you have tended so lovingly! It looks proper and sweet, like a housewife. But see how delicate it is. You have to tend it very carefully. It can’t even withstand a small dust storm or squall. When it is dependent on



someone, how can it provide shelter to anyone? Isn't it because of the difference in the way one brings up a boy and a girl, that a woman's life is like that of a bonsai?"

My heart was touched by Akkayya's words. Just as one frees a bird from a cage to let it fly, I felt the urge to free the bonsai trees from their flower pots.

Original Title: *Bonsai Bratukulu* by Abburi Chayadevi.
Translated from Telugu by Alladi Uma and M. Sridhar.

About the author

Abburi Chayadevi is a well known feminist writer born in 1933. She has written many short stories and essays. She was awarded the Central Sahitya Akademi in 2005. In her works, she elucidates women's life and their feelings.



Glossary

- adept (*adj*) : a natural ability to do something skilfully
- drudgery (*n*) : hard, boring work
- perplex (*v*) : confuse
- nought (*n*) : nothing / zero
- rage (*v*) : come with force
- stunted (*v*) : prevented from growth
- canopy (*n*) : a cover fixed over something for shelter
- respite (*n*) : a short period of rest
- squall (*n*) : a strong wind



Comprehension

I. Complete the statements giving more than one reason.

- 1. Girls should be educated like boys because...
 - a) _____
 - b) _____
 - c) _____

2. Fully grown trees are more useful because...
 - a) _____
 - b) _____
 - c) _____

II. Answer the following questions.

1. Why was Akkayya perplexed?
2. How is a bonsai reared?
3. What similarities do you notice between the bonsai tree and the house wife?
4. What made the narrator feel the urge to free the bonsai?
5. What is the central theme of 'Bonsai Life'?

III. Make a list of activities done by a homemaker and a working woman.

Homemaker	Working Woman

IV. Put a tick (✓) mark against the most appropriate meaning for the phrases given below.

1. '... to keep the washerman's account' means
 - a) to take care of household work.
 - b) to count clothes.
 - c) to maintain the washerman's account.
2. '... uphill task' means
 - a) high quality work.
 - b) a difficult job.
 - c) working on a hill.
3. '..... grass is greener on the other side' means
 - a) the grass on this side is green.
 - b) others are as good as we are.
 - c) others are in a better position than us.

4. ‘...like a scorpion under a slipper’ means

- a) killing a scorpion with a slipper.
- b) being guided and controlled.
- c) feeling totally suppressed.



Vocabulary

I. Look at the phrasal verb underlined in the following sentence.

‘I feel like giving it up. (give up).

What does it mean?

‘Give’ is a verb and ‘up’ is a preposition. Such combinations are called phrasal verbs. A phrasal verb normally gives a meaning different from the meaning of its parts.

‘Give up’ means ‘to stop doing something’.

Refer to a dictionary and find out the meaning of some more phrasal verbs beginning with ‘give’ and ‘look’.

give in	_____	look after	_____
give out	_____	look up	_____
give away	_____	look into	_____

Use the above phrasal verbs in your own sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

II. Look at the simile in the following sentence.

Without it, she will have to live under her husband’s thumb ‘like a scorpion under a slipper’.

The life of a homemaker is compared to a scorpion under a slipper. When we compare two things, we often use the word ‘like’.

Here are a few more examples of similes.

1. He roars like a lion.
2. They eat like wolves.

A. Look at the following similes.

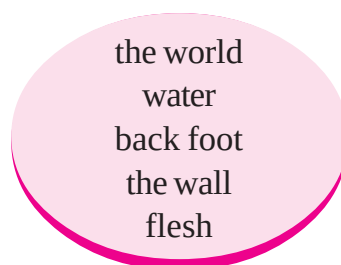
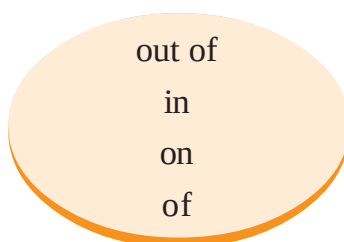
- a) bright like a full moon
- b) sleep like a log
- c) eat like a bird
- d) beautiful like a rose
- e) sweet like honey

Now write five sentences using the above similes.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Make some idioms from the words in the circles and use them in your own sentences, one is done for you.

An idiom is a phrase similar to the phrasal verbs you have learnt in previous class. It is difficult to guess the meaning of an idiom by looking at the individual words.



Idiom

1. fish out of water
2. _____
3. _____
4. _____
5. _____

Sentence

- When he was away from home, he felt like a fish out of water.
- _____
 - _____
 - _____
 - _____



Grammar

I. Read the sentences.

1. Akkayya grew accustomed to village life.
2. I went into the kitchen.

The words in circles are subjects. The words underlined are predicates.

II. Circle the subjects and underline the predicates.

1. The girls danced.
2. The dark clouds filled the sky.
3. Shiva drove a silver Toyota.

III. Identify subjects and predicates in each of the sentences in the following paragraph.

The narrator felt very happy to receive her sister and brother-in-law, who came to stay with them. They brought many things with them. *Akkaya* made special dishes for her sister's husband, which he liked very much. She praised her sister for being employed and making her living. She was very sorry about her position at home. One day the narrator showed her Bonsai plants and explained how they are grown but she did not like it. On a rainy day many people gathered under a tree to take shelter. Showing this, *Akkaya* made the narrator understand the importance of freedom in one's life.



Writing

Look at the following poster.

Handicrafts Exhibition Cum Sale

Innovative and original products by the crafts women from all over Telangana.



From 15th to 25th October

Inauguration:	By Hon'ble Home Minister.
Time:	4 p.m. on 15th October
Venue:	People's Plaza, Necklace Road, Hyderabad.

NO ENTRY FEE

ALL ARE WELCOME

T.S. DWACRA, Arunodaya building, Nampally, Hyderabad.

List the features of this poster.

e.g. Who has issued the poster? What is it about?

The date, time, place of the event, layout and nature of the sentences.

I. Now, make a poster based on the information given below.

1. **Issuing authority :** Telangana Arts and Crafts Society , Nizamabad.
2. **Event :** Dance performance by Aarthi.
3. **Date :** November 14.
4. **Chief Guest :** Honourable Chief Minister of Telangana.
5. **Venue :** Rajiv Gandhi Auditorium, Khaleelwadi, Nizamabad.



Listening

Listen to the debate on the topic ‘Education of the Girl Child Is a Burden’.

Now, complete the table based on the information you’ve just listened to:

Arguments		
	For	Against
Speaker 1		
Speaker 2		
Speaker 1		
Speaker 2		
Speaker 1		
Speaker 2		

I Can Take Care of Myself

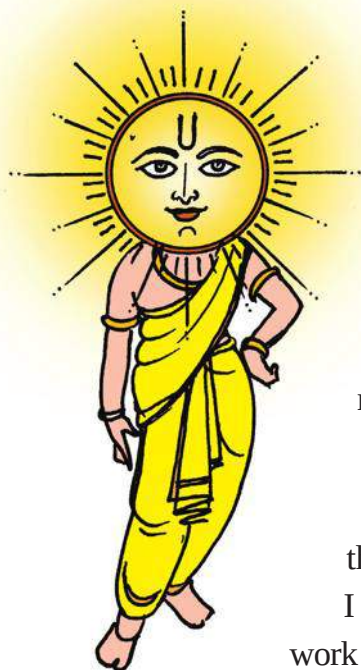
Once upon a time, there was a mother rat who wanted to get her young daughter married as soon as possible, to the most powerful being that she could find. 'Who is the most powerful being on earth?' she asked herself. She saw the bright sun god travelling across the sky, and thought, 'Surely, all beings depend on the sun. The sun god is the most powerful being on this earth.' She asked the sun god, 'Are you the most powerful being on this earth?' He smiled, 'No, there is someone greater than me to help the creatures - it is the rain. Without the rain, no crop or tree would grow. There would be no water on earth.'



Just then, it began to rain. She thought, "How wonderful the rain is! It makes the whole land green. It makes the rivers flow. Surely, the rain god is the most powerful being on this earth. She asked the rain god, 'Are you the most powerful being on this earth?' He smiled, 'No, there is someone greater than me to help the creatures- it is the mountain. Without the mountain, there would be no protection for the creatures of this earth. The mountain blocks the clouds, and lets the water flow safely for the people and all life in the valleys.'

She looked around, and saw the beautiful blue mountain. She thought, "How big and strong the mountain is! It withstands all winds and storms. It protects the earth and its creatures. Surely, the mountain god is the most powerful being on this earth. 'She asked the mountain god, 'Are you the most powerful being on this earth?' He smiled, 'No, there is someone greater than me to help the creatures-it is the worm. Without the worm, the earth would be hard and nothing would grow in the soil. The earthworm is the greatest friend that living beings can have.'





Just then, she saw her daughter coming towards her. She asked her mother, 'What are you doing?'

'I am trying to find out who the most powerful being on earth is', said the mother.

'Why?' asked her daughter. 'I want you to marry him and be safe,' said the mother.

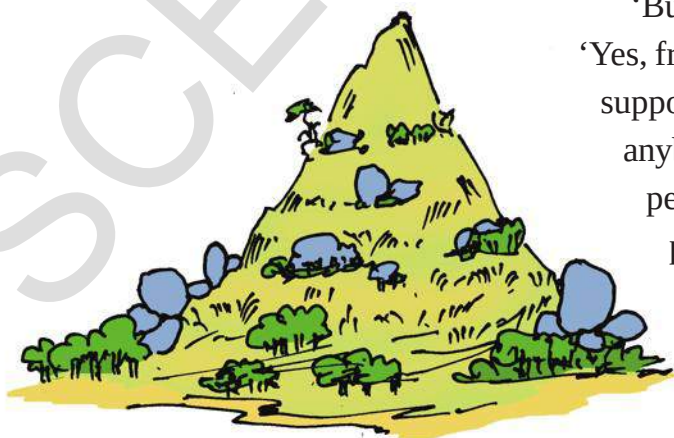
'Why would I need to marry to be safe?' asked the daughter. 'To be safe, I need to know how to take care of myself.'

'You are small. You need protection', said the mother rat.

'The best protection is to be able to protect oneself,' said the daughter. 'To protect myself, I need to learn to be strong and work hard.'

'But why would you need to work? If you marry someone rich and powerful, he will support you', said the mother rat. 'Who is rich and powerful, *amma*?' asked the daughter. 'The truly powerful being is one who can take care of oneself and those she loves. One is truly rich, if one is rich in love. I want to be powerful myself, so that I can take care of myself and those that I love.'

The mother rat was confused. 'What will you do?' she asked. 'I will learn to stand on my own feet. I will find work to do that supports me, and my family. For that, I need to learn more about the world, and learn to live in it as a good creature. Let me first learn to take care of myself.'



'But don't you need help?' asked the mother rat. 'Yes, from you, *amma*!' said the daughter. 'Help me support myself. I am not interested in marrying anybody, rich or powerful. Depending on another person's power, position or prosperity does not promise peace and security in the long run. One has to depend on the power within oneself to seek the target in one's life.'



Comprehension

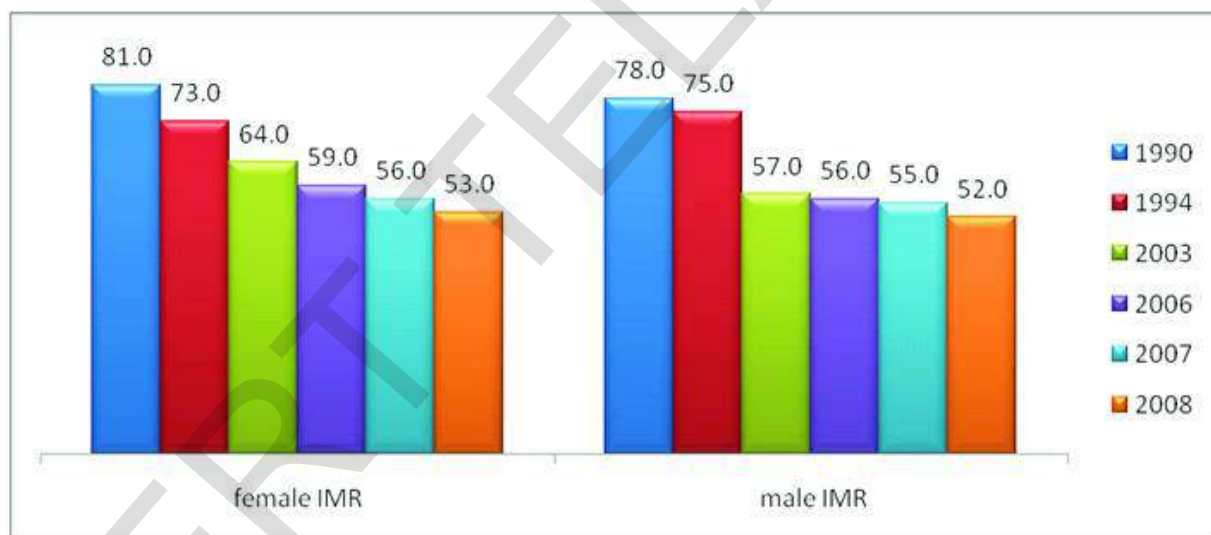
Answer the following questions.

1. What do you think is the most important thing to learn to live well ?
2. What are the skills or qualities that would help you to be independent in your life?
3. Do you agree/ disagree with the daughter of the mother rat? Give reasons for your response.



Study Skills

- 1. Observe the data given in the bar diagrams related to male and female infant mortality rates (IMR) in India over the years 1990 to 2008 and answer the questions given.**



(Source: Ministry of Statistics and Programme Implementation National Statistical Organisation - Website: www.mospi.gov.in)

1. In which year is the difference in infant mortality rates between male and female the highest?
2. In which case and in which year do we find a sudden decrease in the IMR?
3. What will happen if there is a wide gap in IMR between male and female?
4. What, according to you, may the reasons be for the female IMR being higher than the male IMR?
5. What may the reasons be for the decrease in IMR over the years?

6. Do you think there could be a further decrease in the IMR after 5 years?
7. What, according to you, may the reasons be for the death of more than half of both male and female infants?

II. Group work.

Discuss the above questions in your group and write an analytical report on the Infant Mortality Rates in India.



Oral Activity

A. Debate on the following proposition.

“Reservation in education, employment and legislature will empower the women.”

B. Given below are 4 different statements. Give your opinion and discuss with your classmates.

1. Interest in music, dance and sports distract from studies.
2. One should not be punished for telling the truth.
3. When an older person says something, we should blindly obey.
4. It is wrong for actors to model for cigarettes and fairness creams.



Project Work

A. Interview some female members in your family and neighbourhood with the following questions.

Would you like the girls in the family to take up a job after they have received education?

If yes, give some reasons.

If no, give some reasons.

B. Work on the following items.

Note down whether the woman you have interviewed is educated or uneducated; working / not working; married / unmarried.

Sl.No.	Name	Working		Not working		Opinion

C. Based on the above information write a report on ‘Woman Empowerment’ and present it to the class.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. Bonsai Life			
B. Bonsai Life			
C. I can Take Care of Myself			
I was able to understand and use the phrasal verbs given under 'Vocabulary'.			
I was able to frame idioms given under 'Vocabulary'.			
I was able to understand and identify subject and predicate given under 'Grammar'.			
I was able to write a poster given under 'Writing'.			
I was able to understand the debate given under 'Listening'.			
I listened to and understood “Education of the Girl Child is a Burden” and answered the questions given under 'Listening'.			
I was able to participate in a debate given under 'Oral Activity'.			
I was able to interview the neighbourhood women given under 'Project Work'.			

Our qualities and intelligences help us live well. ‘Personal Body Safety’ Rules help us be safe. These are:

1. Clothing rules- We keep private parts covered in front of others. Though we don’t cover our mouth, it is private too.
2. Touching rules – We don’t touch private parts in front of others.
3. Talking rules – We talk about private parts with Safe Adults.

If someone breaks ‘Personal Body safety Rules’, I can say ‘No’ to that person; GO away from that person as and when I can; TELL a safe adult about this person because he/she is doing something unsafe and has to be stopped.

I am a safe person if I follow Personal Body Safety Rules for myself and for others.

Sometimes people may trouble us by breaking these rules. We may feel ashamed and find it difficult to speak about it to others. Remember that shame and blame are not in the body. Those who trouble us are the ones to be blamed and need to feel ashamed of their behaviour. Our laws (example POCSO Act 2012) prescribe punishment for such offenders.

Unit 8

Reading A : Dr. Dwarakanath Kotnis

Reading B : Be Thankful (Poem)

Reading C : The Dead Rat

Gratitude



Gratitude



Mother Teresa receiving 1979 Nobel Peace Prize.

1. Why do you think Mother Teresa was awarded Nobel Peace Prize?
2. Do you know the name of any Indian who may have rendered any significant services in another country and is still remembered and honoured by the people there?

Oral Discourse: **Talk on** - “Mention different ways to express our gratitude towards the people who serve the society.”

Dr. Dwarakanath Kotnis

No other Indian can claim the kind of adulation and respect Dr. Dwarakanath Kotnis enjoys in China. Coming from a family of doctors, Dr. Kotnis had always dreamt of becoming a physician. And the War of Resistance gave him the perfect opportunity to make himself useful in the battle field. He dedicated his entire life working as a battlefield doctor in China and rendered his selfless service to the injured Chinese soldiers during the Second Sino-Japanese War. Dr. Kotnis' contribution towards humanity will be remembered for ever.

Dr. Dwarakanath Kotnis was born in a lower middle class family on October 10, 1910 in Sholapur, Maharashtra. A vivacious kid by nature, Dr. Kotnis forever aspired to become a doctor. After completing his graduation in medicine from G. S. Medical College, Bombay, he went on to pursue his post-graduation internship. However, he put aside his post-graduation plans when he got the chance to join the medical aid mission to China.

Dr. Kotnis always wanted to travel around the world and practise medicine in different parts of the globe. He started his medical expedition in Vietnam, and then, moved on to Singapore and Brunei. In 1937, the communist General Zhu De requested Jawaharlal Nehru to send Indian physicians to China during the Second Sino-Japanese War to help the soldiers. The President of the Indian National Congress, Netaji Subhash Chandra Bose accepted the request and made arrangements to send a team of volunteer doctors. A medical team of five doctors was sent as a part of Indian Medical Mission Team in September 1938. The medical team comprised of M. Atal, M. Cholkar, D. Kotnis, B.K. Basu and D. Mukerji. After the war, all other doctors except Dr. Kotnis, returned to India. However, Dr. Kotnis decided to stay back and serve at the military base. He initially started his work in Yan'an and then went to the anti-Japanese base area in North China where he worked in the surgical department of the Eighth Route Army General Hospital as the physician-in-charge.



It was while working with the soldiers that Dr. Kotnis lost his heart to a Chinese woman, Guo Qinglan. They were working in the same hospital. Dr. Kotnis was a doctor and Guo, a nurse. In November 1941, Kotnis married Guo and a son was born on August 23, 1942. They named the boy “Yin Hua” combining the Chinese characters “Yin” for India and “Hua” for China.

He worked as a lecturer for sometime in the Military area at the Dr. Bethune Hygiene School. He took over the post of the first president of the Bethune International Peace Hospital after Dr. Norman Bethune passed away.

During a long-drawn out battle against Japanese troops in 1940, Dr. Kotnis performed operations for 72 hours non-stop without any sleep and his small team conducted 50 operations everyday for a fortnight. In those harsh times, Mrs. Guo proved an ideal soul-mate but was modest about her contribution. Dr. Kotnis played a major role in controlling a virulent strain of plague that hit Chinese soldiers. In the process, he did not fall back from trying out a vaccine on himself. The hardships of suppressed military life and the stresses that were especially relevant to the front-line doctors finally began to tell on Dr. Kotnis. He died of epilepsy on December 9, 1942 at the age of 32, and was buried in the Heroes Courtyard, Nanquan Village.

In order to cherish the memory of Dr. Kotnis, the Chinese government built a memorial



hall for him in Shijiazhuang city, Hebei Province in 1976. No single Indian has been so much revered by ordinary Chinese as this doctor from a middle class family in Northern India. Along with the Canadian Dr. Norman Bethune, he continues to be revered by the Chinese people. In April 2005, both their graves were covered completely in flowers donated by the Chinese people during the Qingming Festival, a day used by

the Chinese to commemorate their ancestors. A small museum there has a hand book which contains words that Kotnis wrote in his “Passage from India to China”, some of the instruments that the surgeons used at their time and many photographs of doctors.

Both China and India honoured him with stamps in 1982 and 1993 respectively.



On a later occasion, Kotnis' family stood before his grave in North China Martyrs' Memorial Cemetery, Hebei Province. The family also toured Shijiazhuang and visited the Dr Bethune International Peace Hospital, where Kotnis once served as its director. In exclusive interviews with China Daily in Beijing and Shanghai, the family members shared their memories of the doctor, not only as a hero but also as a loved brother, husband and an adventurous young man.

"He was vivacious, and liked singing. Sometimes I couldn't stop laughing when he told jokes," said Guo, recalling Kotnis with a smile.

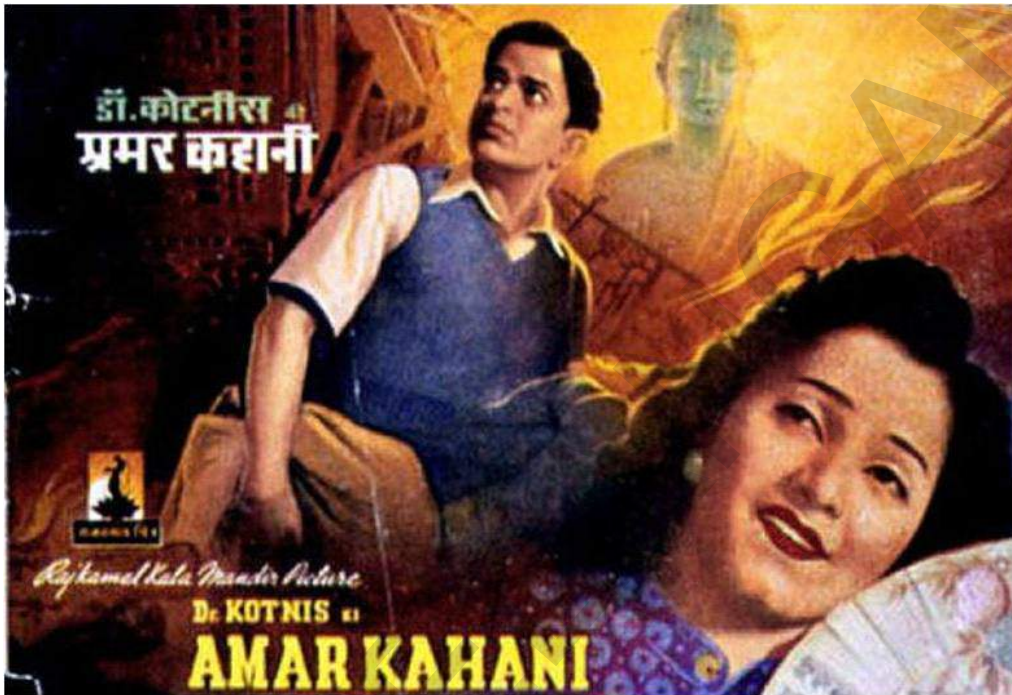
The tragic tale was to continue even after Dr. Kotnis' death. Their son Yin Hua who was three months old when Dr. Kotnis died, also passed away when he was just 25. Mrs. Kotnis moved to Dalian in the 60s and lived there since. Despite the two premature deaths Mrs.

Kotnis never let weeds cover her India connection. She visited the country at least half a dozen times and maintained her links with the Kotnis family.

Mrs. Kotnis had been an honoured guest at many high-level diplomatic functions between China and India such as the banquet Dalian Mayor Bo Xilai hosted for then Indian President K.R. Narayanan in June 2000 and during the visit of then Indian Prime Minister Vajpayee to Beijing in June 2003. She was a regular invitee at the Indian Embassy functions in China. In November 2006, she accompanied Chinese President Hu Jintao on a state visit to India. She died on 28 June 2012.

While Kotnis is venerated in China, with textbooks recounting his story to children and a Beijing hospital even creating a medical team in his memory, very little is known of

him in the land of his birth. ‘Few in Mumbai or the rest of the country know about the doctor who served in China during the 1938 Sino-Japanese war and died there in 1942,’ says his septuagenarian younger sister Vatsala.



However, Dr. Kotnis became famous in his hometown after his death with the publication of his best-selling biography “One Who Never Returned” written by a film journalist, Khwaja Abbas Ahmed in 1945 and the screening of the 1946 classic Bollywood movie “Dr.Kotnis Ki Amar Kahani”, directed by V.Shantaram.

Echoing Vatsala is Leena Fernandes, the general secretary of the Mumbai chapter of the Indo- China Friendship Association: ‘Friendly ties between India and China have their own significance, even on a humanitarian level. The selfless service rendered by Dr. Dwarakanath Shantaram Kotnis, a proud son of India, during the Sino-Japanese war and to wounded Chinese soldiers is an evergreen symbol of the human relationship between the people of India and China.’

Added Kotnis’ elder sister Manorama, sitting in their 60-year apartment crowded with Chinese memorabilia: ‘Had it not been for the renowned filmmaker V. Shantaram and the Amar Chitra Katha comic book and maybe a few others, Indians would have never known how our brother, who served in Mao Zedong’s Red Army, saved lives during the war.’



Glossary

adulation (<i>n</i>)	:	admiration; praise
vivacious (<i>adj</i>)	:	cheerful
virulent (<i>adj</i>)	:	dangerous
shy away (<i>phr.v</i>)	:	avoid something that you dislike
epilepsy (<i>n</i>)	:	a disease of the nervous system that causes a person to fall unconscious
revered (<i>v</i>)	:	respected or admired deeply
commemorate (<i>v</i>)	:	keep a great person, event etc. in people's memories
venerated (<i>v</i>)	:	respected
septuagenarian (<i>n</i>)	:	a person who crossed 70 years
memorabilia (<i>n</i>)	:	objects that are collected in memory of persons and events



Comprehension

I. Answer the following questions.

1. Why was Dr. Kotnis sent to China?
2. What was Dr. Kotnis' contribution to the Dr. Bethune International Peace Hospital in China?
3. Why did Dr. Kotnis opt to stay back in China?
4. How did the Chinese show their gratitude towards Dr. Kotnis?
5. Why was Mrs. Kotnis a regular invitee at the Indian Embassy functions in China?
6. What sort of person, do you think, was Dr. Kotnis? What are your impressions about him?

II. Read the passage about Dr. Kotnis again and fill in the form given below.

1. Name :
2. Year of birth :
3. Place of birth :
4. Occupation :

5. Nationality :
6. Wife's name :
7. Places of work and the positions held :
8. Honours given by China and India :
9. Date of death :



Vocabulary

I. Here are some words that are related to the word 'doctor'.

In how many ways can you classify the following words?

neurologist	MBBS	syringe	treatment
white coat	ambulance	MD	crocin
clinic	physician	hospital	patient

- profession : physician
- specialization : neurologist
- qualification : MBBS, MD
- dress code : white coat
- medicines : crocin
- place of work : clinic, hospital
- service : treatment
- tools : syringe
- related vehicle : ambulance
- target group : patient

Mapping these meanings through words is called **semantic mapping**. A set of words related in meaning are said to belong to the same semantic field.

e.g. bus, driver, conductor, ticket etc.

Write four words that belong to and that you can associate with the following words.

1. space (a) (b) (c) (d)
2. business (a) (b) (c) (d)
3. occupation (a) (b) (c) (d)
4. travel (a) (b) (c) (d)

II. Read the sentence given below.

Dr. Kotnis lost his heart to a Chinese woman.

What does the expression 'lose heart' mean?

'Lost his heart' means 'fell in love'.

Here is one more expression using the word 'heart'.

'Eat your heart out'. (*suffer from envy or jealousy*)

e.g: I am going to New York next week. Eat your heart out!

e.g: When he hears about your promotion he will eat his heart out.

III. Match the following.

A		B
1. have a heart	()	sadness
2. broken heart	()	no feelings
3. heavy heart	()	a very deep thank you
4. take to heart	()	be merciful
5. a heart of stone	()	lost love
6. thanks from the bottom of my heart	()	take seriously



Grammar

Coordination is a grammatical process by which two or more words, phrases or clauses of the same rank are conjoined.

A conjunction that joins parts of a sentence (words, phrases or clauses) that are grammatically equal or similar in importance and structure is called a **Coordinating Conjunction**.

e.g: and, but, or, nor, for, yet, so.

Coordinate Conjunctions: and, but, or, yet, so, neither..nor, either..or, not only..but also, both etc.

Subordinate Conjunctions: when, before, after, since, while, as, till, until, whenever, as long as, as soon as, no sooner..than, scarcely.... then, hardly ... when, wherever, because, in order that, so..that, if, though, even though, whereas, as if, whether..or etc.

Compound sentence and Complex sentence

Observe the following sentences.

1. Dr. Kotnis was a doctor and Guo, a nurse.
2. I could not stop laughing when he told jokes.
 - What are the main clauses in each sentence?
 - How many subordinate clauses are there in sentences 1 and 2?

Dr. Kotnis was a doctor and Guo, a nurse. (two main clauses)

I could not stop laughing when he told jokes. (one main clause and one subordinate clause)

‘I could not stop laughing’ is a main clause, ‘when he told jokes’ is a subordinate clause.

- A sentence which consists of two or more main clauses combined with coordinate conjunctions is called a **Compound Sentence**.
- A sentence which consists of one main clause and one or more subordinate clauses combined with subordinate conjunctions is called a **Complex Sentence**.

Read the following sentences. Identify the clauses and say whether they are main clauses or subordinate clauses.

1. John suffers from Asthma but attends school regularly.
2. We like songs but they like games.
3. Japan attacked China in 1937 and wounded many soldiers.
4. If the rain stops, we will go out.
5. She was unhappy or she was upset.
6. The shops were closed because there was a strike.

Editing

Read the following passage. Every numbered sentence has an error. Identify and edit it.

(1) Tenali Rama Krishna was not see in the royal court. (2) The king sent guards to search for him and bring him to the court, but they could not find them. (3) They went to the court and reporting this to the king. (4) The King grew worried and asked the guards to search more careful. (5) After some day, the guards found Tenali Rama Krishna.



Developing Headlines.

When writing a news report for a newspaper, or your school News Board, the headline is the first and foremost impression you make on your reader. Therefore, writing a headline is a critical and creative art.

Most of the people read only the headlines while reading a newspaper, to get the gist of the news.

- Headlines often contain a noun phrase with no verb.
- Head lines may have noun strings (several nouns put together).
- Various changes are made in the headlines.
- The simple tense form is used instead of the continuous or perfect form.
- The infinite form refers to the future.
- The auxiliary verb is dropped in the passive form.
- Articles are dropped; full-stops are not placed after headlines.
- Head lines may contain initials and abbreviations.

e.g: Prime Minister's advice

e.g: Man snatches woman's chain

e.g: Andhra Pradesh State Board Examination results declared

e.g: Hyderabad celebrates kite festival

e.g: Chief Minister to inaugurate Craft Bazaars

e.g: Passengers injured seriously in Nellore train accident

e.g: India to host SAARC meet in U.P

I. Now write a headline for each of the following news reports. Remember to pick out only the main idea or words from the sentence.

Hyderabad: with an alarming rise in cases of missing people, especially women and children since 2009, the Police have stepped up measures to trace them in co-ordination with various agencies and police forces.

The full moon that rises on this Friday night, August 31, 2012, will be a Blue Moon. That's what it has been dubbed as in modern folklore of the west. But will it actually be blue?

“ If you look at the last three months, I am really practising well. I am looking forward to playing my first game after a year.”

Next time your cell phone runs out of battery, you can charge it by just holding it in your hands as the scientist claims to have developed a new technology that turns body heat into electricity.

II Look at the picture where students are serving in an old age home.



Discussion points.

1. Do old people go to old age homes on their own or are they forced to go there?
2. What are the conditions which make people leave their own homes and go to an old age home?

3. In what way are the conditions at an old age home different from those at home?
4. Are there any ways to prevent old people from going to old age homes?

III. Now write an article based on the following hints.

- What are old age homes?
- Why do old people go there?
- Facilities at old age homes
- Compare facilities at home and old age homes



Listening

Listen to your teacher. She/he will read out an announcement made by the Headmaster of a Govt. High School. Answer the following questions.

1. What is the announcement about?
2. Who are the special guests joining their mission?
3. What are the students asked to do in the programme?
4. Why does the Headmaster call it a mission?



Oral Activity

If you get an opportunity to propose a 'Vote of Thanks' after completing the Enrolment Drive Programme, how would you do it?

Prepare '**Vote of Thanks**' to thank Mr. Rajkumar, Mrs. Christina, and all other participants.

Clues:

- Introduction of the programme
- About the participants and the service they offered during the programme.
- Their role in making the programme a great success.
- Thanking each and everyone referring to their role in the programme.
- Requesting the extension of their service in future.

Be Thankful

Be thankful that you don't already have everything you desire,
if you did, what would there be to look forward to?

Be thankful when you don't know something,
for it gives you the opportunity to learn.

Be thankful for the difficult times,
during those times you grow.

Be thankful for your limitations,
because they give you opportunities for improvement.

Be thankful for each new challenge,
because it will build your strength and character.

Be thankful for your mistakes,
they will teach you valuable lessons.

Be thankful when you're tired and weary,
because it means you've made a difference.

It's easy to be thankful for the good things,
a life of rich fulfillment comes to those who
are also thankful for the setbacks.

Gratitude can turn a negative into a positive.

Find a way to be thankful for your troubles,
and they can become your blessings.



Comprehension

Answer the following questions.

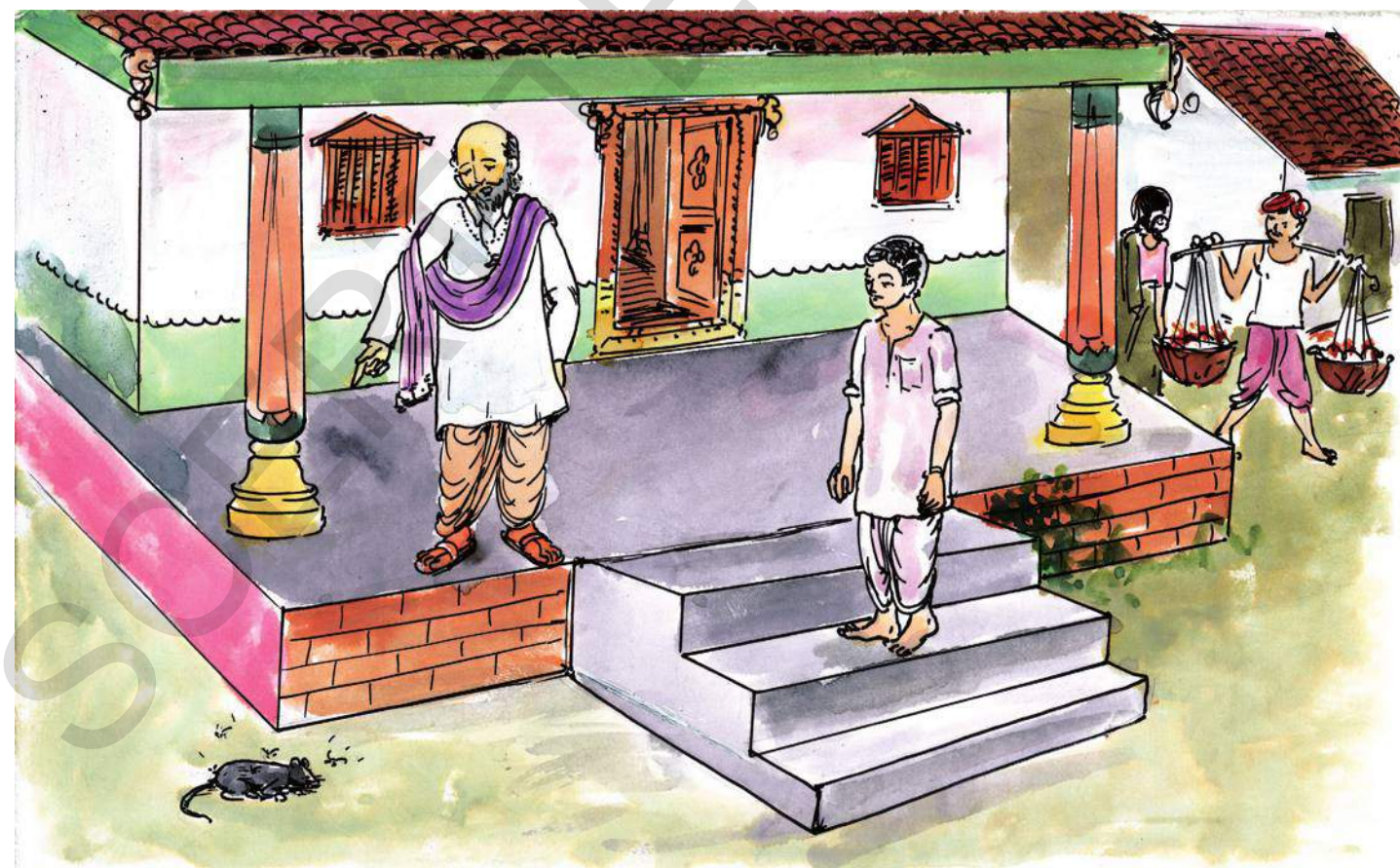
1. The poet depicts different situations/aspects of life where we need to be thankful. What are they?
2. Do you agree to the poet's ideas? Yes / No? Give reasons.
3. How do difficulties help us grow? When will troubles become blessings?

The Dead Rat

In the city of Ujjain there was a young merchant named Madananka. He lost his father when he was in his teens. So, it was his mother who brought him up with great affection and love. Unfortunately, he turned out to be a vagabond. His mother hoped that he would become normal and settle down if he was married, and so, she found a suitable girl and they were married. But Madananka became worse.

One day, Madananka absconded from his house, deserting his mother and pregnant wife. His mother grieved for him. The daughter-in-law after some time gave birth to a son. He was named Ratnanka. Though poor, Ratnanka was brought up with affection and care and given good education.

One day, when he was ten years old his grandmother said to him, “My lad! Your father left all of us in misery. We two women have brought you up with whatever little money and jewellery we had. Now, we don’t have anything to fall back upon. You are quite

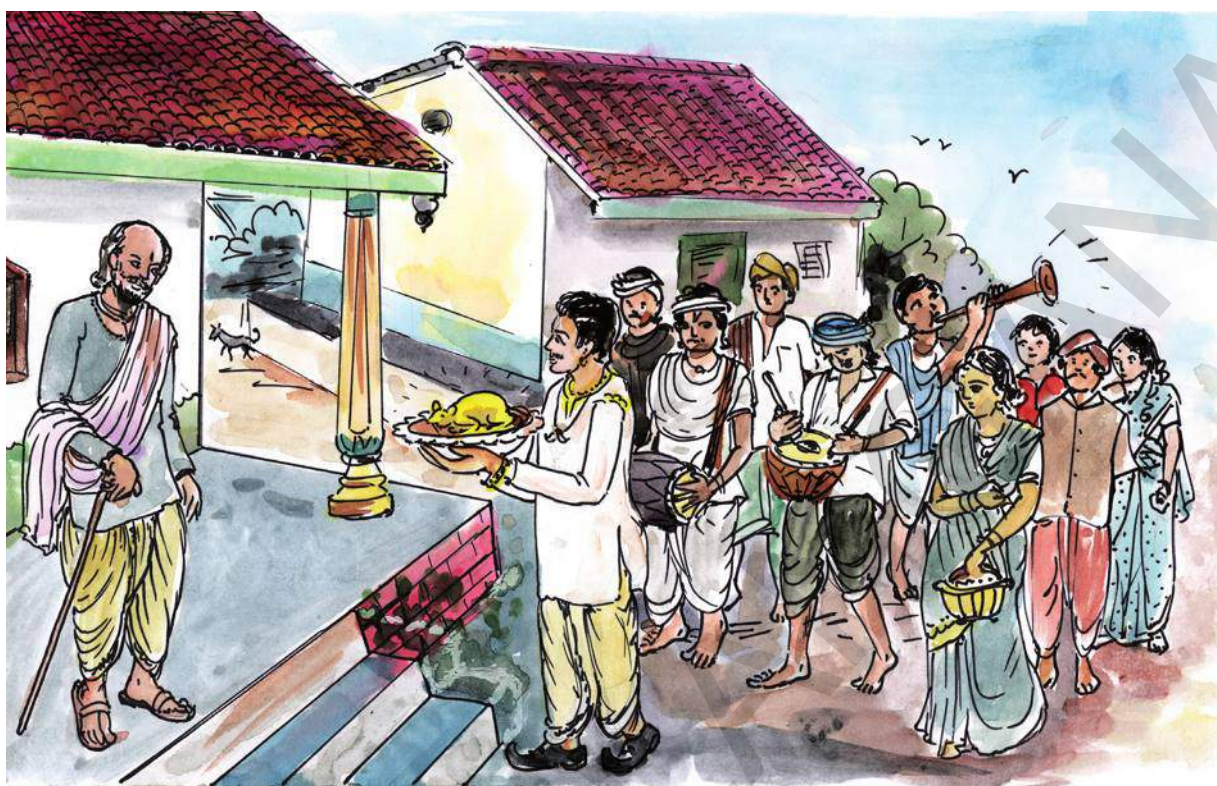


grown up, so you take up some business to eke out a living. In the neighbouring village there is a well-to-do merchant named Yakshadatta, who lends money to the poor but capable persons. You go to him. Explain to him our condition and borrow some money so that you can start some business for our livelihood.”

Following the instructions of his grandmother, Ratnanka went to Yakshadatta. At that time Yakshadatta, the rich merchant, was taking a stroll. Knowing him to be Yakshadatta, Ratnanka approached him and said, “Sir, I am a poor merchant boy. My father deserted us before I was born. My grandmother and my mother have brought me up with great difficulty. We have heard of your fame and generosity in helping people of our poor status. I request you to lend me some money for business and I promise to repay the amount soon.”

Hearing Ratnanka, Yakshadatta laughed, looked around and pointing towards a dead rat lying in the street, said, “Lo my boy! That dead rat is the capital which I can lend you. You take it away and do some trade with it. To an intelligent man it will fetch millions and even if I give millions to an unintelligent man it will be of no use. Ratnanka thought for a minute and then took the dead rat as a favour from Yakshadatta. He made a cup out of a leaf and placed the dead rat in that cup. He carried it through streets crying, “A rat for sale!” One merchant, who was taming a cat in order to get rid of the rats that were a menace in his shop, purchased that dead rat as prey for his cat and gave him a handful of bengalgram.

Ratnanka took the bengalgram home and soaked it in water. Next morning, he added some salt and pepper to the soaked and swollen bengalgram, took drinking water in an earthen pitcher, went outside the city and sat under the shade of a tree and offered each woodcutter some bengalgram and cold water. The hungry and thirsty woodcutters were pleased with Ratnanka’s service, gave him two pieces of firewood each. By evening the pieces piled up into a big heap, which Ratnanka sold away for two rupees in the city. Out of the two rupees Ratnanka gave one to his grandmother towards savings and with the other rupee purchased a *Kuncham* (a kind of measuring unit for grains) of bengalgram. Out of this he soaked one kilo everyday and sat under the same tree with cold water. In this way he collected many cart-loads of fuel within a month. Fortunately, there were incessant rains for ten days and as a result there was a scarcity of firewood in the city. The firewood which Ratnanka had collected fetched him a hundred gold coins. With that money Ratnanka opened



a firewood stall and began dealing in timber. From timber to cloth, from cloth to grain and from grain to diamonds, his business progressed rapidly. Within a couple of years Ratnanka became one of the leading merchants in that city.

One day, Ratnanka got a rat made of gold, weighing one kilo. Its eyes were made of rubies, ears of sapphires and it had a diamond chain round its neck. It was kept in a silver trap and carried in a procession with pomp. Ratnanka was leading the procession. When he reached the residence of Yakshadatta, he asked the procession to halt. Hearing the band and the noise of the procession, Yakshadatta came out of his house and enquired what all that pomp and hub-bub was about.

Ratnanka addressed Yakshadatta thus: “Sir, I became a millionaire by your grace. Two years back when I came to you for a loan you gave me a dead rat. Your wise saying and the capital which I borrowed from you made me a rich man. Now I have come to repay your debt in the shape of a golden rat. Kindly accept this as a symbol of my gratitude.”

Yakshadatta was amazed to hear his story. He was very pleased with the intelligence and gratitude of Ratnanka.

- P.C. Roy



Glossary

- vagabond (*n*) : a person who has no home and usually no job, and who travels from place to place
- abscond (*v*) : escape; or to go away suddenly and secretly in order to escape
- stroll (*n*) : a slow, relaxed walk
- generosity (*n*) : the nature of giving money, time, gifts, etc.
- eke out (*phr.v*) : earn
- menace (*n*) : something that is likely to cause harm
- incessant (*adj*) : never stopping, especially in an annoying or unpleasant way



Comprehension

Answer the following questions.

1. What did the mother do to make Madananka normal and settled in life?
2. What kind of man was Yakshadatta?
3. What did Ratnanka do with the dead rat?
4. How did the firewood which Ratnanka had collected fetch him a hundred gold coins?
5. How did Ratnanka show his gratitude to Yakshadatta?
6. How did Ratnanka help the woodcutters?



Study Skills

Read the biographical write up on Dr. Kotnis again and write the timeline of the events referred to, in your notebook. A few events are shown here.

1. 1910 – Kotnis was born
...
2. 1976 – Chinese Government built a memorial hall for Dr. Kotnis
...



Project Work

Visit any five old people of your locality and interview them.

Before you conduct the interview, prepare a questionnaire centred around the following items.

1. Name
2. Age
3. Gender
4. Social background
5. Who takes care of them at home
6. Health conditions
7. Further support they need

Write a report based on the interview and present it before the class.

Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. Dr. Dwarkanath Kotnis			
B. Be Thankful			
C. The Dead Rat			
I was able to know the meanings of phrases and write them in my own sentences given under 'Vocabulary'.			
I was able to identify and understand combining the sentences with coordinate and subordinate conjunctions given under 'Grammar'.			
I was able to identify and write the headlines of news given under 'Writing'.			
I was able to write an article given under 'Writing'.			
I was able to prepare a vote of thanks given under 'Oral Activity'			
I listened to and understood 'An Announcement in a School' and answered the questions given under 'Listening'.			
I was able to interview old people and write a report given under 'Project Work'.			

Appendix I

Texts for Listening

Unit 1

An Announcement on the Radio.

Prashanth, a thirteen year old boy has been missing since last Sunday. The boy is in blue trousers and pink T-shirt. He can speak Telugu, Hindi and English. He has fair complexion. He is fond of movies. His parents are much worried about him. Whoever finds Prashanth will be rewarded. You may contact the Sub- Inspector of Police, Vidya Nagar, Thiruvananthapuram. (Mobile No. 99XXXXXX00)

Unit 2

Homeless Child

No mother no father
neither shoes nor a bed.

He lives in a street
on pavements of a road.

He is just ten
looks pale and thin.

He has so small a dinner
sometimes, he dines on the smell.

And even if he is starving to death
nobody comes to feed him.

As the sun rises and rays shoot him,
he is exposed to child labour.

Tears start rolling down his cheeks
there is nobody to comfort him.

And even if he is dead
There is nobody to worry about him.

Unit 3

Lal Bagh

Dear Students, now we are in Lal Bagh Garden, Bangalore. It means “The Red Garden” in English. It is one of the famous gardens in India. It is located to South of the city centre and Bangalore’s main attraction.

Hyder Ali, the ruler of Mysore commissioned the building of the garden in 1760. His son, Tipu Sultan, completed it by importing trees and plants from several countries. The garden has over 1,000 species of flora. The garden is spread over 240 acres. The Glass House is the main attraction in this garden, modelled on London’s Crystal Palace.

Look there, you can see a 300 year old “Christmas Tree”. There are many such old trees we can find in the garden. Children, look there, you can find the scientific name tag to each tree.

Now we are moving towards the Rose Garden, which is another highlight of Lal Bagh. It has almost all the species of roses available worldwide.

Now we are at the giant Electronic Quartz Flower clock built by HMT. In this garden flower shows are conducted every year to educate people about different flora and help cultivate the habit of growing plants among the public.

Unit 4

Message from Space

Sunitha Williams sent out warm wishes on the occasion of Diwali from the International Space Station.

“I just want to wish everybody in India and people of Indian origin around the world a “Happy Diwali”. It’s a wonderful festival and I am happy we are part of it up here at the International Space Station. I did bring a couple of things that have to do with India from my father, particularly a peaceful ‘Om’ that stays outside my crew quarters where I sleep, and the *Upanishads*. So I can read it while I am up. It is a small version (of the *Upanishads*) but it definitely brings the wisdom to us while we are here and allow us to think of the true meaning of life and what we are doing. Heartfelt feelings for the work we are doing up here and how we are doing and for our safe return back home.

Unit 5

Compering

Respected MEO, our beloved headmaster, dear teachers and my fellow students,

I wish you a very good morning and welcome you to the programme.

At the outset, I wish all the teachers a very happy Teacher's Day.

As we all know that 5th September is celebrated as Teacher's Day as a mark of our tributes to the contributions made by teachers to the society. It is also celebrated to commemorate the birth of Dr. Sarvepalli Radhakrishnan, a great educationist and former President of India.

Let us now start the programme with a prayer.

I invite Kamala and Vimala to offer the prayer.

Thank you, Kamala and Vimala for your wonderful prayer. To move to the next item of the programme, it is a moment of pride and honour for us to have our Mandal Educational Officer, who is an eminent scholar as the chief guest. Now I request him to come onto the dais and grace the occasion.

Next, I would like to invite our headmaster, who is an inspiring personality, to grace the occasion. I also request him to present a bouquet to our Chief Guest.

Now, I request our MEO to say a few words on the occasion.

Thank you very much sir, for giving your inspiring words to us.

Now, you will watch a skit.

I'm sure you have liked the skit... once again, let us give them a big round of applause.

The next item is a group dance. It will be presented by Latha and her group from class IX. Hope you will enjoy it.

Wow! Fantastic, it is an excellent performance. Let us once again appreciate them by clapping.

Now, the last item of the programme is Vote of Thanks. I take this opportunity to invite Ms. Aparna to propose a vote of thanks. With that the programme has come to an end. Finally, I invite you all to have refreshments outside the hall. I thank one and all for making the event memorable and enjoyable.

Unit 6

The News

This is All India Radio, giving you the news. The headlines. The Government of Telangana State set to declare a new art & cultural policy. A new cultural programme to be launched to show the Government's commitment to cultural development of the state. Exhibitions and other activities to mark the new programme.

The news in detail.

The Government of Telangana State is set to declare a new art and cultural policy. The policy is expected to stress the development of arts and crafts of the state. The Chief Minister is expected to announce the policy today at Ravindra Bharati, Hyderabad.

As per the Government sources, a drive under this programme will benefit the artists of Dimsa, Burrakatha, Oggukatha and Gangireddulu. Puppet shows would be made compulsory in all the Government organized programmes, they said.

According to the Handicrafts Minister, 51 new cultural centres would be started to boost the sales of Nirmal and Pambarthi. He also stated that handloom weaving would be given due importance. Narayanpet, Pochampalli, Kothakota, Gadwala and Siricilla weavers would get interest free loans.

The headlines once again. The Government of TS all set to declare a new cultural policy.

That's the end of this news bulletin.

Have a good day!

Unit 7

Education of the Girl Child Is a Burden

Speaker1: Respected Chairperson, honourable Judges and dear friends, I stand here to express my views for the motion, 'Education of the girl child is a burden'. I would like to state that the education of the girl child is indeed a burden. In a poor family the main concern for the head of the family is to provide food, clothing and health to all the members. Most of their resources are used for these priorities. Later, when they think of education, the first preference goes to the male child as he would be growing to be the breadwinner of the family, whereas the girl would leave the family one day. So, I feel that educating the girl child is a burden.

Speaker 2: Respected chairperson, honourable Judges and dear friends! My knowledgeable opponent is of the opinion that the education of the girl child is a burden. May I ask how education of the girl could be a burden when she is an equal partner in sharing the responsibilities and duties? If given a chance, she will be sharing the burden of the family at least till she gets married. So, I strongly oppose the motion.

Speaker 1: When my opponent feels that the girl child would leave the family one day after marriage, can't we agree that it is a waste of money to educate a girl child? Instead, the families can save the money to bear the expenses of her wedding. Yes, surely the girl can reduce the burden not by earning after education but by managing the household work. As her duty in the later part of life is to look after the family and children, she better gets practice in the same. If she is away from home for longer periods, it would be an additional burden on the family.

Speaker 2: My friend said, the future of the girl child is to look after the family and children. Haven't such traditional gender roles led to inequalities in the society? I strongly feel that an educated girl can render financial assistance to the father and later to the husband. My dear friend, it is education that will bring about a change in the attitude of people towards the role of women. Indeed, it is rightly said: 'If you educate a man, you educate an individual. If you educate a woman, you educate a family'.

Unit 8

An announcement in a School

Dear students,

I am to inform you that we are going to start an 'Enrolment Drive Programme' next week. We will go to the nearby slums in our locality for 3 days and see if there are any children who are not studying in any school. There will be 10 teams, each consisting of 6 students. I want all the students and teachers of classes VIII and IX to join this mission. Mr. Rajkumar and Ms. Christina will be joining us in our mission. They will help us in all the aspects related to the programme. Children, now those who volunteer to take the lead in teams should meet their class teachers after the lunch hour.

Appendix II

About the Textbook and Assessment Procedures

‘Our World through English’ Class VIII has been prepared in accordance with the syllabus for a ten-year course in English as a second language.

Teachers should act as facilitators and encourage children to do individual and group work, in order to make them as autonomous users of the language. Interactive approach should be followed while transacting the language activities in each unit.

The Goals

After the completion of the course, the students are expected

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday use,
- to develop his/her linguistic competence for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary, plays, script writing, profile writing, dramas, posters, slogans, letters, etc.

Learning Outcomes / Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should focus on the following areas.

1. Listening and Speaking
2. Reading Comprehension
3. Vocabulary
4. Grammar
5. Conventions of Writing
6. Creative Expression (Oral and Written Discourses)

In order to achieve the above learning outcomes, the new textbooks have eight units with different themes and genres.

Features of the Textbook

The following are the features of the Textbook:

- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.
- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.

- Vocabulary and grammar exercises have been contextually designed.
- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Components of a Unit

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore the language. You will also find activities that help students identify grammatical errors and edit them.

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interpret, analyze and transfer the data, and use the language appropriately.

Listening: This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self -Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

The Assessment

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So ‘mugging up’ by the student will not be of any use to him or her.

Types of Assessment

There are two types of assessment. 1. Formative Assessment 2. Summative Assessment

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (Academic Standards). These are:

1. Read and Reflect
2. Written Works
3. Project Work
4. Slip Test

Teacher has to assess the performance of the learners for each term. 20 marks allotted for Formative test in which 5 marks are allotted for each tool. This is not a single day activity; it is a cumulative account of what has happened in day- to-day class room transaction.

Criteria for awarding marks under each tool:

Read and Reflect : The child has to read one reading text (other than text book) such as story, news report, article etc. Children have to read, comprehend and express their opinion in oral and written. The oral and written reflections are the evidences for awarding marks.

Written Works : This is with regard to: 1. Exercises given in the text book, 2. Discourses assigned to individuals during classroom transaction. 3. Answers to a few extrapolating questions.

The facilitator has to go through the written works and award marks based on the children's performance in view of the presentation of their own thoughts with well formed sentences.

The child has to maintain 2 note books. The first one is meant for read and reflect, project work and slip test. The second one is exclusively for written works.

Projects: The oral and written performance of children which cover all the academic standards / learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / three targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully. The teacher may conduct the slip test for 20 marks so as to cover more number of questions. Finally it has to be reduced to 5 marks.

Teacher's unit cum period plan should reflect children's oral performance.

Summative Assessment

There will be a Summative Assessment after every term. The test is for 100 marks. Out of these, 20 marks are allotted for Formative assessment and 80 marks are allotted for written test.

The average marks of Formative 1 and 2 should be added to first Summative-I. The average marks of four Formative tests should be added to final Summative-II (Public exam).

As CCE is a school based assessment, every school should prepare their own question papers for summative assessment.

The following are the domains of assessment for both papers.

1. Oral performance (10 marks)
2. Reading comprehension (25 marks)
3. Vocabulary and grammar (20 marks)
4. Conventions of writing & spelling (5 marks)
5. Creative writing (Discourses) (20 marks)

Note: The marks (10) allotted for oral performance in summative assessment are based on the children oral performance during the period of particular summative assessment.

The teachers unit cum period plan should be the evidence for awarding the marks.

Details of the Major and Minor written Discourses included in the summative assessment under the domain of creative expression.

Major discourses:

Sl. No.	Group A	Group B
1	Story / Narrative	Biography
2	Conversation	Essay
3	Description	Letter
4	Play / Skit (script)	New report
5	Interview	Speech (script)

Minor discourses:

Sl. No.	Group A	Group B
1	Message	Poster
2	Notice	Invitation
3	Diary	Profile
4	Slogan	Placard

Targeted discourses with indicators/ features

Conversations: contains dialogues with ten to twelve exchanges - proper sequence of exchanges - sustaining the conversation with social norms - discourse markers (well, precisely, etc.) - dialogues apt to the context - appropriate cohesive devices - voice modulation

Descriptions: description of objects/ things/persons creating vivid images - variety of sentence forms - proper sequence of the ideas - personal reflections on the event or person - appropriate cohesive devices.

Poems / Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure / metre / music / theme, etc.) - expressing emotions and reflections – use of images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

Narrative/Story: sequence of events and dialogues – evoking of sensory perceptions and emotions - images, setting and other details - use characterization – coherence - point of view

Diary: expression of personal reflections, thoughts and feelings – use of variety of sentences - use of language appropriate to the mood - self criticism and future plans - point of view- coherence

Letter: appropriate language to the context - appropriate format, layout and conventions – expressing ideas sequentially - use of persuasive language - maintaining coherence

Messages/e-mail/SMS: relevant ideas to the context – maintaining brevity – use of conventions, layout and format – appropriate language to the content and context.

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity–design and graphics – rhythm in language (for ads)

Slogans/Placards: appropriate to the context - maintaining brevity and rhythm

Drama/Skit: dialogues relevant to the context with emotions and feelings - stage directions, movements and settings - dramatic conflict: beginning, rising actions and ending - reference to costumes and props – dramatisation - theatrical performance like dialogue delivery, actions, stage sense, costumes, etc..

Compeering: arrangement of the programme sequentially as required by the context – presenting the background - highlighting the persons and the events - reviews and reflections relevant to the context – use of polite and entertaining expressions - following the conventions of the stage - use of spontaneous language in a lively manner – modulation of voice in an appealing way.

Choreography: identification of the main theme and stanza wise themes - bringing out a single and multiple themes - identification and sequences of actions of the protagonists (main characters) – identification and sequence of actions of the chorus - maintaining proper layout of script – performance of the actions of the protagonist and the chorus.

Essay (All types): title, introduction, thesis statement, body and conclusion - appropriate paragraphing with main ideas - supporting details and examples –organization of ideas and use of cohesive devices - maintaining coherence - point of view.

News report / Report: appropriate headline - lead sentence (five W's) - body of the news - organisation and use of cohesive devices – coherence - reporting style (reported speech, passivization, appropriate tense) - point of view

Speech: makes speeches /talks contextually - organisation of ideas – use of argumentative/persuasive / interactive language to substantiate views and ideas – use of discourse markers– citation of examples, quotations, etc - coherence, voice modulation and body language.

Review: states the context of the review (story/novel/drama/essay/film) - highlights and comments on certain features of the item reviewed (e.g. characters/theme/setting /events/ turning points etc.) – brevity - citation from the text to substantiate the point. (authenticity)-making personal impressions – maintaining coherence.

Debates and Discussions: expression of ideas as main points and sub points – presentation of arguments in a sequential order - citing suitable examples, quotations, and evidences – defending one's own point of view and rebutting opponent's point of view – use of discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.. – use of polite expressions respecting other's views – use of logical and emotional appeals.

Biographical sketch/Profile/Autobiography: Details of the person - presentation of relevant ideas and information - organization of the data – interpretation of data and drawing inference - reflections, thoughts and feelings - anecdotes, events, achievements - point of view - organisation and the use of cohesive devices – maintaining coherence and flow.

Interview: Proper introduction and beginning – Discourse markers – Questions relevant to the context and the responses – Appropriate closing – Appropriate Cohesive devices – Following social norms – Apt. responses – Ten/twelve exchanges.
