

# **ANNEXURE**

*Texts for Listening Tasks*

### UNIT-1 : People

#### A AN EXEMPLARY LEADER

- A.9 The Teacher/student can read out the script of the speech by honourable former President of India, Dr. APJ Abdul Kalam, on his 'Vision for India'. Listen to it and fill up the details that follow.**

**Speech by Dr. APJ Abdul Kalam** - The teacher will read out the text. Students will complete the details as they listen to the speech by Dr. APJ Abdul Kalam.

I have three visions for India.

In 3,000 years of our history, people from all over the world have come and invaded us, captured our lands and conquered our minds. Right from Alexander onwards, the Greeks, the Turks, the Mughals, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? It is because we respect the freedom of others. That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857 when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

My second vision for India is Development. For fifty years, we have been a developing nation. It is time we see ourselves as a developed nation. We are among the top 5 nations of the world in terms of GDP. We have a 10 per cent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognized today. Yet, we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect?

I have a third vision India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds, Dr. Vikram Sarabhai of the Department of Space, Professor

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Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this as the greatest opportunity of my life.

I have seen four milestones in my career:

- One: In the twenty years I spent in ISRO, I was given the opportunity to be the Project Director for India's first satellite launch vehicle, SLV3. It is the one that launched Rohini. These years played a very important role in my life as a scientist.
- Two: After my ISRO years, I joined DRDO and got a chance to be a part of India's missile programme. It was my second bliss when Agni met its mission requirements in 1994.
- Three: The Department of Atomic Energy and DRDO had this tremendous partnership in the recent nuclear tests on May 11 and 13. This was the third bliss. The joy of participating with my team in these nuclear tests and proving to the world that India can make it, that we are no longer a developing nation but one of them made me feel very proud as an Indian. The fact that we have now developed, for Agni, a re-entry structure, for which we have developed this new material (a very light material called carbon-carbon) makes me very proud.
- Four: One day an orthopedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic callipers weighing over three kg each, dragging their feet around. He said to me, "Please remove the pain of my patients." In three weeks, we made floor reaction Orthosis 300 gram calipers and took them to the Orthopedic centre. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was my fourth bliss!...

We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the first in milk production. We are number one in Remote Sensing Satellites. We are the second largest producer of rice. Look at Dr. Sudarshan! He has transformed a tribal village into a self-sustaining, self-driving unit. There are millions of such achievements.

### B. A BURGLARY ATTEMPT

**B.3. A teacher/ Student can read out an interview between a police inspector who is in-charge of the case, the house-keeper, Ms. Lakshmi and the watchman, Ram Singh. As you listen, note down the details of the burglar.**

Students complete the notes while listening to the interview –

Inspector: Hello, madam! I am Inspector Maan Singh. I am in-charge of the burglary case which occurred in the flat of your employer, Mr. Ravikant. It must have been a harrowing experience for you.

Lakshmi: Yes, it was a terrible experience. People like that should be locked up in a prison.

Inspector: If you will cooperate with us, we will catch them in no time. Were you alone in the apartment at that time?

Lakshmi: Yes, it was 11:30 in the night and I was alone as my master and his wife had left for Shimla.

Inspector: How do you think the burglar gained entry into the house?

Lakshmi: He might have come through the balcony and entered my room.

Inspector: Now tell me something about his physique. What about his build? How tall was he?

Lakshmi: He was about 6 ft tall.

Inspector: What about his physique?

Lakshmi: He was not thin. He was well-built and rather plump.

Inspector: What about his dress? What was he wearing?

Lakshmi: I think his clothes were rather old and faded. He was wearing a black shirt which was faded.

Inspector: Do you remember the colour of his trousers?

Lakshmi: They were of a dark shade -either black or blue.

Inspector: Can you tell me something about his face?

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Lakshmi: Unfortunately no. When he entered my room, I panicked. But then I gathered courage and screamed and tried to run away. But I was a bit late. He struck me with a staff and I really don't remember anything after that. May be I was knocked out.

Later on, I came to know that he broke into the bedroom and ran off with the jewellery. But Ram Singh, the watchman, who tried to catch him may be able to describe him better.

Inspector: Ok, Lakshmi, thank you! If I need your help, I will come again. You may have to identify the burglar. Now, I will speak to Ram Singh.

Inspector to Ram Singh:

Ram Singh, you were on duty and you tried to catch the burglar. You may be able to give a good description of him. First, tell me about his hair.

Ram Singh: He had straight black hair.

Inspector: What about the shape of his face and his complexion?

Ram Singh: He had an oval face with grey eyes and I think he had a dark complexion.

Inspector: Did he wear spectacles?

Ram Singh: Yes, with a plastic frame and his nose was rather sharp.

Inspector: What else can you remember about him? What about his teeth and lips?

Ram Singh: His lips were quite thick.

Inspector: Is there anything else that you remember about him?

Ram Singh: When I heard some noise from inside, I ran in. I tried to stop the burglar and we had a scuffle. During the struggle, I noticed that he had six fingers on his right hand. But he managed to run away and made his escape on a motor bike.

Inspector: Thank you Ram Singh! We will make sketches on the basis of your description and nab him.

## UNIT-2 : Adventure

### B. THE SOUND OF THE SHELL

- B.1 Listen to the first part and answer the two questions you are asked. Then, listen to the rest and answer the following questions:**

**Background to be told to students AFTER they have completed B.I.**

"The Sound of the Shell" is an adapted extract from the novel 'Lord of the Flies', written by William Golding.

A nuclear war has broken out in Europe. A school in England has been evacuated by an airplane so the students can be taken to an unknown destination. While flying over a tropical region, the plane is shot down and it bursts into flames, but the body of the plane containing the passengers falls to earth safely. A few boys (Ralph, Jack, Roger, Simon, Piggy and others) manage to scramble out. They have landed on an unnamed island which has coral reefs, beaches, caves and fruit trees. The novel tells their story.

**The teacher reads and stops after questions 1 and 2. Then the teacher reads further. Students answer questions (a) - (g) individually in writing, then have a class review.**

#### **Script**

**Narrator:** The boy with light hair lowered himself down the last few feet of rock and began to pick his way towards the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead with sweat. He was clambering heavily among the creepers and broken tree-trunks when a bird, a vision of red and yellow, flashed upward with a witch-like cry. This cry was echoed by another, ...

**Piggy:** Hi! Wait a minute! Wait a minute - I got caught up. I can hardly move with these creeper things,

(PAUSE)

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Voice – Before we continue with the story, here are two questions for you to answer:

1. Where do you think the boys are at the moment? (repeat)
2. What do you think has happened to them? (repeat)

The teacher must pause while the class tries to answer these questions. When they have done so, start the tape again.

Narrator: The two boys scrambled out of the undergrowth into an open area.

Ralph: This is an island. At least, I think it's an island. That's the reef out there in the sea. Perhaps, there aren't any grown-ups anywhere.

Piggy: Aren't there any grown-ups at all?

Ralph: I don't think so.

Piggy: That pilot ...

Ralph: He must have flown off after he dropped us. He couldn't land here - not in a plane with wheels.

Piggy: We were attacked!

Ralph: He'll be back all right.

Piggy: When we were coming down, I looked through one of the windows. I saw the other part of the plane. There were flames coming out of it.

Ralph: What happened to it? Where's it got to now?

Piggy: The storm dragged it out to sea. It wasn't half dangerous with all the tree trunks falling. There must have been some kids still in it. (PAUSE) What's your name?

Ralph: Ralph. (PAUSE) I expect there's a lot more of us scattered about. You haven't seen any others, have you?

**SOUND FX: SOMEONE TRIPPING OVER A BRANCH AND COMING DOWN WITH A CRASH**

Piggy : We've got to find the others. We've got to do something.

Narrator: Suddenly, Ralph spotted something of a creamy colour, lying among the ferny weeds of the lagoon.

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Ralph: What's that?

Piggy: A stone.

Ralph: No, a shell.

Piggy: That's right, it's a shell. I've seen one like that before - on someone's back wall. A 'conch', he called it. He used to blow it and then his mum would come. It's so valuable.

Narrator: Ralph had an idea. He tore out the stem of a palm leaf and began to poke about in the water with it, pushing the shell across the weeds till it rose, and Piggy could make a grab for it. Ralph took the shell from Piggy and shook the sand out of it.

Piggy: Ralph! We can use this to call the others, then have a meeting. They'll come when they hear us.

Ralph: How did your friend blow the conch?

Piggy: He kind of spat. My aunt wouldn't let me blow it on account of my asthma. He said you blow it from down here - from your diaphragm.

Narrator: Doubtfully, Ralph laid the small end of the shell against his mouth and blew. At first, it emitted only a faint sound of air rushing out. Then Ralph blew harder, and immediately the thing made a sound.

### **SOUND FX: CONCH BLOWING, BIRDS, SOMETHING SQUEALING IN THE WOODS**

Ralph: Gosh!

Piggy: Bet you can hear that for miles.

### **SOUND FX: MORE BLASTS FROM THE CONCH**

Piggy: Here's one. What's your name?

Johnny: Johnny

Narrator: Ralph continued blowing the conch in growing excitement. Signs of life were now visible on the beach, as boys made their way from different directions towards the sound of the shell. Slowly, they crossed the hot sand - some naked and carrying their clothes, others half-dressed.



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Even while he was blowing the conch, Ralph noticed a pair of young boys who reached the platform in front of a fluttering patch of black. These were twins who flung themselves down and lay grinning and panting. Piggy could be heard repeating their names...

Piggy: Sam, Eric. You're Sam, and you're Eric, Sam, Eric.

Narrator: Meanwhile, something dark seemed to be fumbling along the diamond haze of the beach. Ralph saw it first, and watched till the intensity of his gaze drew all eyes that way. Then the creature stepped from the mirage on to clear sand. It was a party of boys marching approximately in step in two parallel lines. When they were about ten yards from the platform, Jack (their leader) shouted an order and they halted. He came forward and said ...

Jack: Where's the man with the trumpet?

Ralph: There's no man with a trumpet. Only me.

Jack: Isn't there a ship, then? Isn't there a man here?

Ralph: No... We're having a meeting. Come and join us ...

### UNIT-3: Environment

#### B. SAVE MOTHER EARTH

##### B.1 Listen carefully to your teacher reading the 'Meet the personality of the month programme' and fill in the details as you listen.

Hello! Listeners, this is your favourite environment channel– 'Our World' and I'm your host, Anil Musafir. Today, we bring you two famous personalities who will be talking to you about the serious threat to the Ganges and the environment being caused by the tanneries of Kanpur. If you are concerned about Kanpur, you are requested to tune in and listen. At the end of the talk, you may ask questions. You can contact us at this number: 22831496.. Let me present Dr. Manu Srivastav, a prominent citizen of Kanpur who has been conducting research on the harmful effects of the tanneries on Kanpur Environment.

**Dr. Manu Srivastav:** Thank you!

**Host:** How have the tanneries polluted Kanpur's environment?

**Dr. Manu Srivastav:** Anil, let me inform you that Kanpur has about 400 tanneries and over the years the environment of Kanpur has been seriously affected. These tanneries release at least 250 million litres of waste water into the Ganges on a daily basis. This waste water contains animal remains and chemicals like arsenic, cadmium, mercury and chrome. These chemicals have resulted in drastic reduction of the fish population and are also responsible for the weeds that are choking the Ganges. Moreover, the smoke arising from the factories has brought about increased levels of pollution. The air in and around Kanpur is no longer pure.

**Host:** What are the efforts that have been taken by the authorities to prevent these toxins from contaminating our environment?

**Dr. Manu Srivastav:** Though there is a sewage treatment plant that has been set up to treat tannery sewage, this does not always work. As a result, the water is contaminated by Chromium and the drinking water may no longer be

safe. Close to the city's source point from where water is sucked from the river are slaughter houses and burning ghats where the dead are cremated. This makes water unsafe for us. Water animals are feeling the effect of this pollution. Farmers are also feeling the brunt of this contamination because the crops are failing. Recurrent illnesses have compounded their burdens and miseries. We, the concerned citizens of Kanpur have to fight to save the Ganges and our beloved Kanpur.

**Host:** Thank you, Dr. Manu Srivastav. I am sure that knowledge of the harmful effects of tanneries and their toxic waste will force citizens to demand more action.

And now, I welcome a well-known human rights activist, Ms. Shraddha Shankar, who has been actively spearheading the project of 'Save the children of Kanpur.'

**Ms. Shraddha Shankar:** Hello friends! I am grateful that I have been given an opportunity to address you and convey the gravity of the situation.

**Host:** Ms. Shankar, what are your concerns regarding the youth of Kanpur?

**Ms. Shraddha Shankar:** The future of a large number of children living in Kanpur is at stake. Thousands of them are working in the tanneries and are being exposed to serious risks.

**Host:** What risk do these children face? Why do they work in the tanneries despite laws prohibiting child labour?

**Ms. Shraddha Shankar:** A lot of them are there because of their abject poverty. This makes them open to exploitation. Their health is affected due to the working condition of these tanneries and the smoke coming from the factories. Moreover, they are drinking water which is not safe.

These child labourers are deprived of the basic facilities of education and they miss out on the joy of childhood. Their parents do not realize that by sending them to these factories they are ruining their future prospects. As concerned fellow human beings, we have to fight for the cause of these child labourers. We have to counsel the parents and suggest an alternative solution to them. Moreover, we have to spearhead an agitation against the unscrupulous factory owners. We need your constructive support for the 'Bachpan Bachao Andolan'. Come, let us join hands and pledge support for the cause. Host: Thank you!

### C. SAVE THE TIGER

- C.8. Listen to the extract read by your teacher on Tigers and as you listen, complete the summary given below by filling the blanks.

#### Save Tigers

The price of human greed is being paid by yet another animal species – the Tiger. Today, the tiger population is getting depleted at an alarming rate. According to a recent survey, a tiger is being poached everyday. If the present state of affairs is allowed to continue, the next generation will not get to see the majestic animal even in the zoo.

It is high time that action is taken to protect and conserve the tigers in order to maintain the ecological balance. Stringent laws against poachers must be enforced. It has been over 40 years since the tiger became our national animal. As a result, the species ought to be protected. Ironically, they are closer to extinction now than ever before. Children, scientists, conservationists, NGOs and institutions in India and world wide have put their heart and soul into trying to save the tiger. Yet, there is little we all have been able to do. The responsibility and the power of protection lies with the government, specifically the forest department.

Let us not forget that if we destroy nature, ultimately we will be destroyed ourselves.

Tiger, an apex predator is an indicator of our ecosystem's health. Saving the tiger means we save the forest, since the tiger cannot live in places where trees have vanished, and this way it secures food and water for all.

Tigers are now an endangered species. Today, there are about 5000 to 7,400 of them left in the world. Three types of tigers - The Bali, Javan and Caspian tigers have become extinct. The two reasons why tigers are endangered are: Loss of habitat and illegal killing.

#### Illegal Killing

One of the most concerning threats to our national animal that needs to be recognised is poaching. Tigers are killed to make rugs and coats out of their skins.

In many Asian cultures, medicines made from the tiger's organs are believed to cure diseases.

### **Habitat Loss**

Forests where tigers live are cut by humans for farming, building houses and roads. This leads to tigers becoming homeless and without any food. Since other animals also die when forests are cut, it leads to tigers becoming weak and this leads to their death.

### **Project Tiger**

Project Tiger is a wildlife conservation project initiated in India in 1972 to protect the Bengal Tigers. It was launched on April 1, 1973 and has become one of the most successful wild life conservation ventures. The project aims at Tiger conservation in specially constituted Tiger reserves representative of various biogeographical regions throughout India. It strives to maintain a viable conservation based on tiger population in their natural environment.

Project Tiger was Indira Gandhi's pet project. The main achievements of this project are excellent recovery of the habitat and consequent increase in the tiger population in the reserve areas, from a mere 268 in 7 reserves in 1972 to above one thousand in 28 reserves in 2006.

Tigers can be considered as the indicator of the integrity of the eco system as they are at top of the food chain. They can be found in a wide range of habitats, from the evergreen and monsoon forests of the Indo-Malayan realm to the mixed coniferous - deciduous woodlands of the Far east Russia and the mangrove swamps of the Sundarbans, shared by India and Bangladesh.

Tigers are mostly nocturnal but in the northern part of its range, the Siberian sub-species may also be active during the day in winters. All wild tigers live in Asia, others live in the humid jungles of Sumatra. The body length is 140 - 280 cm and the tail length is 60 to 95 cm. The upper part of the animal ranges from reddish orange to ochre and the under parts are whitish. The body has a series of black stripes of black to dark grey colour.

### UNIT-4 : Class IX Video/Radio show

#### Project: A - THE CLASS IX RADIO SHOW

- A.1** First, you will listen to a local radio programme which will give you ideas for your own programme. You will hear the programme twice. First, listen without writing anything. The teacher may record it or read it with help from students.

(Sound FX 10 seconds. Music, fading into ...)

**Presenter 1:** A very good day to all our listeners. This is your local radio station, Class IX Local Radio - bringing you up-to-the-minute news, current affairs, music, interviews, round-ups - and much much more.

**Presenter 2:** Yes, and in today's programme we have a special report from Ketaki Lahiri on "Safety at School".

**Presenter 1:** Nikhil Gomes brings you his regular weekly review of "Beyond the Timetable".

**Presenter 2:** And Leena invites you to "Meet the Teacher".

**Presenter 1:** And lots more - jokes, news - you name it and we have it. We start with the round-up of School News by our roving correspondent - Anant Singh. Anant, over to you.

**Anant:** Good morning, everybody! The highlight of this weeks' School News is that our school football team lost every single match it played in the YMCA football tournament at league level. The physical education teacher is so livid that he has threatened to make the school team practice on a doubletime schedule from tomorrow. So, friends, it's "wake-up" at 4 a.m for all footballers henceforth.

In another school news, the tiny tots were taken on a visit to the zoo. Some, it is said, did not wish to return. One of the teachers accompanying there, we are told, had a tough time convincing them that life outside is better!

Class XII put on a one-act play "Examination Fever" which was written, directed and produced by them. The proceeds from this show are being sent to "Prathyasha" - an organisation that helps handicapped children.

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Look out next week for new faces around the school. A group of 20 students from Japan are arriving on a cultural exchange programme. We might even get one of them on our next edition of 'The Class IX Radio Show' !

Presenter 1: So ... Lots happening at school, it seems, and lots more on your Local Radio. It's time for jokes now. Over to you, Hafeez and Aaroahi.

Aaroahi: Waiter, waiter, what's wrong with these eggs?

Hafeez: I don't know. I only laid the table.

Aaroahi: Waiter, waiter, what's this fly doing in my soup?

Hafeez: Breaststroke, I think, Sir.

Teacher: I wish you would pay a little more attention.

Pupil: I'm paying as little as I can.

Teacher: You should have been here at 9 o'clock.

Pupil: Why, what happened?

Presenter 2: Thank you, Hafeez and Aaroahi. And don't forget, listeners, to send in your jokes. Every original joke will win you a reward of Rs 10/- for each one played on your favourite radio programme - Class IX Local Radio - the station just for you.

Presenter 1: And now to your regular spot "Meet the Teacher", in which Leena interviews one of your favourite teachers to discover the real person "behind the chalk dust".

So it's all yours, Leena.

Leena: Thank you ! I'm delighted today to be able to interview the Head of the Science Department, Mr Chirag Sharma. Mr Sharma, what all our listeners are dying to know is - are you as strict at home as you are at school?

Mr Sharma: (Laughs heartily). I don't have a bunch of forty naughty children at home.

Leena: Did you ever get into trouble when you were at school?

Mr Sharma: Have you ever thought about how I am able to catch you in your tricks? I was usually up to the same tricks at school! No, I'm afraid my teachers were not very happy with me.

Leena: How good were you in your studies, Sir?

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Mr Sharma: Ah, that was my strong point. My work was always up-to-date and fairly good. I was naughty, but I was also keen to learn more.

Leena: How do you spend your evenings and holidays, Sir?

Mr Sharma: I like to spend time at home with my teenage children. We have common taste in music.

Leena: Any message for our listeners Sir?

Mr Sharma: Yes. Fun and-play have their place in our lives. We must enjoy our play. At the same time, we must work with enthusiasm and sincerity.

Leena: Thank you, sir !

Presenter 2: Thank you Leena for that fascinating interview. I'm sure we all know, now what makes Mr Sharma 'tick'. And now it's time for a break. It's "advert time".

"Buy two but pay for one!"

Ruchita of VIIC has a fabulous offer. Two pencil boxes for the price of one. Pay Rs 5/ for the bargain.

Lost - A Keltron calculator. Krishna of Class XIIA has offered a treat in the school canteen to the finder.

Presenter 1: And now, a very serious subject. Ketaki has been researching the topic 'Safety at School'. She has come up with some very disturbing findings. This is the report. Ketaki?

Ketaki : As I went around the senior school, I was alarmed to find a number of broken electric sockets with exposed wires. Beware of this hidden danger, senior students. That brings me to another danger - this time in the primary block. The lid of the ground level water tank is broken. Till it is repaired, students are warned not to go anywhere near it.

Presenter 2: Well, time's up boys and girls of Class IX Local Radio - bringing you news and entertainment of interest to you, in your school and locality. Until next week...

[fades into SOUND FX 10 SECONDS MUSIC]



### UNIT 5 : Mystery

#### A. BERMUDA TRIANGLE

##### A.6. The teacher asks two students to read an interview between a radio jockey and a pilot.

Pilot: Yes, I was on board the plane & I rogered my position to the control room. But, later on something strange happened all of a sudden. There was a lot of distance.

Interviewer: Did you try to contact the control room?

Pilot: I was trying to send an SOS message to the control room but there was just a crackle. I was surrounded by mist and cloud and something strange happened. I felt I was engulfed in a time-warp. I entered the cloud and then I stepped into the period of French Revolution.

Interviewer: You mean you travelled back in time to the French Revolution period?

Pilot: Exactly! I was perplexed.

Pilot: When I returned I tried to share it with my friends and other people, but they hardly believed me. I perfectly understand them. If I were in their shoes, I would do exactly the same.

#### D. HARRY POTTER

##### D.1 Listen to the following conversation adapted from 'Harry Potter and the Philosopher's Stone' by J. K. Rowling.

**While your teacher reads the excerpt, complete the following statements.**

Aunt Petunia: Wizard, indeed!

Harry Potter: You knew? You knew I'm a - a wizard?

Aunt Petunia: (shouting angrily) Knew! Knew! Of course, we knew! How could you not be, my dratted sister being what she was? Oh, she got a letter just like that and disappeared off to that - that school - and came home every holiday with her pockets full of frog-spawn, turning teacups into

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rats. I was the only one who saw her for what she was - a freak! But for my mother and father, oh no, it was Lily this and Lily that, they were proud of having a witch in the family! (Drawing a deep breath) Then she met that Potter at school and they left and got married and had you, and of course I knew you'd be just the same, just as strange, just as - as - abnormal - and then, if you please, she went and got herself blown up and we got landed with you!

Harry Potter: (Listens in shocked silence). Blown up? You told me they died in a car crash!

Hagrid: (Angrily) CAR CRASH! (Jumping to his feet) How could a car crash kill Lily an' James Potter? It's an outrage! A scandal! Harry Potter not knowin' his own story when every kid in our world knows his name!

Harry Potter: But why? What happened?

Hagrid: (Anxiously) I never expected this. I had no idea, when Dumbledore told me there might be trouble gettin' hold of yeh, how much yeh didn't know. Ah, Harry, I don' know if I'm the right person to tell yeh - but someone's gotta - yeh can't go off to Hogwarts not knowin'. Well, it's best yeh know as much as I can tell yeh - mind, I can't tell yeh everthin', It's a great myst'ry, parts of it...' (Hagrid pauses for a moment. Sound of chair being dragged). It begins, I suppose, with - with a person called - but it's incredible yeh don't know his name, everyone in our world knows-

Harry Potter: Who?

Hagrid : Well - I don' like sayin' the name if I can help it. No one does.

Harry Potter: Why not?

Hagrid: Gulpin' gargoyles, Harry, people are still scared. Blimey, this is difficult. See, there was this wizard who went... bad. As bad as you could go. Worse than worse. His name was.... (Hagrid gulps but no word comes out).

Harry Potter: Could you write it down?

Hagrid: (in a whisper) Nah - can't spell it. All right - Voldemort. (shudders) Don' make me say it again. Anyway, this - this wizard, about twenty years ago now, started lookin' fer followers. Got 'em, too - some were afraid, some just wanted a bit o' his power, 'cause he was gettin' himself power, all right. Dark days, Harry. Didn't know who to trust, didn't dare get friendly with strange wizards or witches.. Terrible things happened. He was takin' over.' Course, some stood up to him - an' he killed" em. Horribly. One o' the only safe places left was Hogwarts. Reckon Dumbledore's the only one You-Know-Who was afraid of. Didn't dare try takin' the school, not jus' then, anyway. Now, yer mum an' dad were as good a witch an' wizard as I ever knew. Head Boy an' Girl at Hogwarts in their day! Suppose the myst'ry is why You-Know-Who never tried to get 'em on his side before... probably knew they were too close to Dumbledore to want anythin' to do with the Dark Side. Maybe thought he could persuade 'em.. maybe he just wanted 'em outta the way. All anyone knows is, he turned up in the village where you was all living, on Hallowe'en ten years ago. You was just a year old. He came to yer house an' - an' -' (Blows nose with a sound like a foghorn). Sorry. But it's that sad - knew yer mum an' dad, an' nicer people yeh couldn't find - anyway" You-Know-Who" killed 'em. An' then - an' this is the real myst'ry of the thing - he tried to kill you, too. Wanted to make a clean job of it, I suppose, or maybe he just liked killin' by then. But he couldn't do it. Never wondered how you got that mark on yer forehead? That was no ordinary cut. That's what yeh get when a powerful, evil curse touches yeh - took care of yer mum an' dad an' yer house, even - but it didn't work on you, an' that's why yer famous, Harry. No one ever lived after he decided to kill' em, no one except you, an' he'd killed some o' the best witches an' wizards of the age - the McKinnons, the Bones, the Prewetts - an' your parents Harry.

## UNIT 6 : Children

### C. CHILDREN AND COMPUTERS

#### C.4 Now listen to two speakers debating on the topic, 'School Uniforms Should Be Banned'. Two students can be designated for this task.

##### Debate Motion : School Uniforms Should Be Banned

Respected Chairperson and Members of the Jury, a very good morning to you all! Today, I, Manish stand before you to express my views in support of the motion, School Uniforms should be banned. While some of my friends may like having a uniform as it removes the pressure to keep up with the latest fashions, and it removes the barrier between the classes and it shows pride in the school, I feel that abolishing uniform allows a freedom of expression.

I think school uniforms are not a very good idea because they do not allow students the freedom to choose what they want to wear. Why must students wear the same thing every day and not express themselves in the clothing they wear? Everyone should enjoy and love how they look and choose what they want to wear to school. Thus, a uniform is not a good thing because it takes away our personality and our identity. All pupils wear the same clothes and submit to regimentation as in the Army.

Moreover, the uniform can be quite expensive for parents and can be a prohibitive expense for families, especially those struggling to make both ends meet or those with more than one child in school. In many cases, purchasing one school uniform is insufficient, as students will need multiple uniforms to wear throughout the week as well as separate uniforms suitable for different types of weather. While government schools supply uniforms for free, debate has resulted regarding whether the number of uniforms supplied is enough or whether the quality is satisfactory.

My worthy opponent just pointed out that school uniforms create equality among students. While uniforms undeniably create some equality among students, they also give pupils the wrong idea. Uniforms teach children that whenever they face diversity, the solution is to simply make everyone the same. This is a

problem, especially since some differences, like race or size, cannot be changed. School uniforms should be banned because they give students the wrong idea.

My friend just pointed out that school uniforms level the playing field and reduce bullying. However, I do not agree with her. Not all school uniforms are flattering to every body type. In all likelihood, the selected uniform will not fit well on every pupil in the student population. Overweight and even underweight students may hear taunting and harassing comments made by their peers because of their ill-fitting uniforms. Also, students who may have faced bullying continue to face the wrath of their tormentors, despite how they look in their uniforms, as bullies always find ways to harass their victims.

Students who aren't able to explore their own personalities and express themselves as individuals, which occurs when wearing a uniform, may have their growth inhibited as they enter young adulthood. Despite the best efforts of educators to promote an inclusive environment for all students, cliques can be found in many schools. Regardless of their negative reputations, cliques allow students to express themselves and find acceptance within their individual peer groups. Having students wear uniforms may prevent students from forming peer relationships that are crucial to social development.

Friends, with this I would like to conclude my case. I repeat once again, most forcefully, that school uniforms must be banned.

### **AGAINST**

In some countries like India, the U.K., Japan, Hong Kong, and several African countries, school uniforms are worn in almost every school. In other countries, like the United States, France and Germany, school uniforms are only worn in a few schools. However, in these countries, too, the general opinion is changing. Both France and Germany have recently considered bringing school uniforms back, and in the U.S.A. the percentage of public schools in which children wear a uniform has increased from 11.8 in 1999-2000 to 17.5 in 2007-2008. On the other hand, some schools in the U.K. have got rid of school uniforms. This trend shows the need for wearing school uniforms. Respected Chairperson, Members of the Jury and my dear friends, I, Shweta stand before you to oppose the motion "School Uniforms should be banned."

## ANNEXURE

I strongly feel school uniforms should not be banned because in a country like India, where some people cannot afford many clothes, especially as trends change, it is better for students to wear a school uniform as they don't have to look for clothes to wear daily or worry about being teased because they don't have any fashionable clothes. Uniforms have taken away this pressure because everyone is wearing the same clothing. Friends, think of all economically challenged families who spend money on giving their child a good education. Do they really need their less fortunate children to be teased and bullied by the more fortunate ones in school for their clothes that reveal their parent's economic status?

Uniforms help to make all the students equal. Uniforms definitely shouldn't be abolished because they encourage discipline and make the wearer take pride in his/ her alma mater. The level of a student's academic achievement and their behaviour both in and out of school is reflected in their appearance. Pride in wearing the uniform of their school indicates a pride in their school as a whole, and shows that the individual is able to integrate and contribute to the whole social group. A study conducted in the United States of America by Gentile and Imberman found that test scores for elementary school students dramatically increased after uniform adoption. Scores somewhat increased for the higher grades too. The study went on to say that when students are wearing uniforms, they tend to behave better and disrupt the classroom less. Requiring uniforms also opens a venue for rewarding good behaviour. A teacher or the entire school can have a T-shirt day as a reward.

Uniforms potentially make schools safer. Unauthorized visitors are easy to spot. Gangs cannot instigate fights by wearing their gang colors or insignia. Thefts may decrease because students can no longer wear expensive clothing items.

Thus, I can safely conclude that there seem to be more benefits than drawbacks of the use of school uniforms. The evidence of less peer pressure, higher grades and more participation in extracurricular activities seem to outweigh any possible problems, like lack of individual choice of clothing that may arise. Schools should also address that when the students enter the adult world, they will need to look past the fact that not everyone will be dressed like them, and they will have to form a sense of community anyway.

### E. WE ARE THE WORLD

- E.2 Your teacher will now play the song, 'We are the World', sung by many famous singers of the west. Do you know why it is called 'We are the World'? Why was it recorded? What were the singers trying to do? Did they succeed? Listen to the song and check whether you have guessed right in E.1. Listen again until you are ready to sing along with it.

Play the song a number of times.

#### **We are the world**

There comes a time  
When we heed a certain call  
When the world comes together  
As one  
There are people dying  
Oh, and it's time  
To lend a hand to life  
The greatest gift of all  
We can't go on  
Pretending day by day  
That someone, somewhere  
Will soon make a change  
We are all a part of  
God's great big family  
And the truth you know  
Love is all we need

We are the world  
We are the people  
We are the ones  
To make a brighter day  
So let's start giving  
There's a choice we are making

## ANNEXURE

We're saving our own lives  
It's true we'll make a better day  
Just you and me

We'll send them your heart  
So they know that someone cares  
And their lives will be stronger  
And free  
As God has shown us  
By turning stone to bread  
And so we all must  
Lend a helping hand

We are the world.

We are down and out  
And there seems no hope at all  
But, if you just believe  
There's no way we can fall  
Oh yes, let's realise  
That change can only come  
When we stand together  
As one  
We are the world  
we are the children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
it's true we'll make a brighter day  
Just you and me



### UNIT 7 : Sports and Games

#### B. IT'S SPORTS DAY

##### B.1 Sports Day at school is always great fun. Along with the excitement of the event, there is the added desire to know if your House has won the Sports Championship Cup!

The Teacher/ Student can read out the Sports Day commentary and fill in the House positions for each event. (1st, 2nd and 3rd) Then calculate the points to find out which House has won the Sports Championship Cup.

**Students copy the scorecard into their notebooks. Play the tape (twice, if necessary) while students complete the positions for each event. When they have finished listening, they allocate points to positions, add the total points for each house, and discover the winning house.**

Tape script

(Two announcers, A and B-one male, one female)

- A. Ladies and gentlemen, we welcome you to the Annual Athletic Meet of Government Senior Secondary School, Danapur. Our Chief Guest today is Mr. Muhammed Tariq, an eminent sportsman of our town. Mr. Tariq is not only a keen sportsman himself, but is also a promoter of sports among school children.

First, a reminder about the events that have already been decided before today. The tally of points already decided is Nehru and Tagore Houses have 180 points each, Shivaji House has 170 points, and Raman House has 155 points.

- B. (pause) We begin today's programme with an impressive march-past by the senior boys and girls. It's important, of course, for each House to do its best in the March Past, because there are bonus points for the winner. The four Houses are now marching past by the announcer's box, in their smart blue and white uniforms. The judges are going to find it extremely hard to decide the winner.

- A. While we wait for the March Past decision, I can see the finalists for the boys 800m race getting ready. There goes the gun! All eyes are on Dakshya of Nehru

## ANNEXURE

House, the school's star athlete. They're halfway now, and it looks ... it looks as if we could be in for a shock result. Dakshya is second with Martin of Raman House in the lead. What a surprise! They're now in the last 100m. Dakshya is making a supreme effort, and is now neck to neck with Martin. Only 20m to go, and ... yes ... Dakshya passes Martin right on the line. Dakshya wins, then, for Nehru House. Martin of Raman House is second, and the Tagore House runner is third. First Nehru House, second Raman, third Tagore. What an exciting race!

B: (pause) Meanwhile, the result of the March Past has just been announced. And the winner is Tagore House.

A: Well done, Tagore House, for winning the March Past. Didn't they look smart!

B: (pause) And now to the girls' 100m dash. I can see the runners at their starting positions. Is there another P. T. Usha among them, I wonder? There goes the gun! Monica of Nehru House is once again way ahead, and an easy winner. Second is Nazima of Raman House. And third is Christine of Shivaji House. The result of the girls' 100m, then - first Nehru House, second Raman, third Shivaji.

A: (pause) And over now to the boys' high jump, where the results have just been announced. Yes - great excitement here! In the boys' high jump, Murti of Raman House has broken the school record with a magnificent jump of 1.74m. Yes - a new school record in the boys' high jump, of 1.74m for Murti of Raman House. Second was Sandeep of Shivaji House, with Hemant of Nehru House third.

B: (pause) Well done Raman House for winning the boys' high jump! Shivaji House second, and Nehru House third, (pause) Another field result just in is the girls' javelin. Yes - an excellent result for Raman House. Deeksha is the winner, with a throw of 30m, with Sandra and Varsha (both of Tagore House) coming second and third.

A: A good result, then, for both houses. In the girls' javelin - Raman house first, with Tagore House second and Shivaji third.

## ANNEXURE

- B: (pause) And the last field event has just finished, too. This is the boys' shot put. Here is perhaps the greatest shock of the whole afternoon, with little Arjun of Tagore House emerging as the surprise winner, with a wonderful put of 5m. Last year's champion, Abhas of Shivaji house, is a disappointed second 'strong man' of the school. The third place goes to Dinesh of Nehru House.
- A: The results of the boys' shot put again - first Tagore, second Shivaji, third Nehru, (pause) And now, the final event of the afternoon, the much-awaited 4 by 100m senior girls' relay. All four Houses are at the start line. There goes the gun!. Tagore House has raced into the lead. At the first change-over point it's a neck-to-neck competition between Tagore and Nehru. The next change-over point, and Nehru House is leading. Oh! Something's happened to the Tagore runner ... Yes, she's dropped the baton! What a tragedy! What a tragedy! The last change-over point now, and - yes - Nehru still in the lead with Raman and Shivaji very close behind, and catching up fast!. And at the tape it's ... Nehru! ... yes, Nehru House just held on to win, with Raman second and Shivaji third.
- B: What an exciting end to our Athletic Meet! The result of the girls' relay again - first Nehru house, second Raman, third Shivaji.
- A: Well, that's it, Ladies and Gentlemen! All the events have come to an end. I can see the judges adding up the points on the scoreboard. And the Champion House this year is ...



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