



Reading A: The Tattered Blanket

Reading B : My Mother (Poem)

Reading C : Letter to a Friend





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Family

Look at the pictures and answer the questions that follow.



- 1. What do you observe in the pictures?
- 2. Do we find many joint families in our society? Yes/No? Give reasons.





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 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'l 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

futile (adj) : unsuccessful

huddled (v) : held arms and legs close because of fear or cold.

reluctantly (adv) : not willing to do something

screwing up eyes (v): narrowing the eyes to look more carefully

on toes (*idm*) : busy, ready to work

mumbling (v) : speaking unclearly and quietly

exasperatedly (adv) : very annoyed

kesariyogam (n) : well settled (in Malayalam)

tattered (adj) : torn

irritation (n) : annoyance



Answer the following questions.

- 1. Why didn't the mother recognize Gopi and 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?



II.

I. Fill in the blanks with the most appropriate words from the box. Remember, the box has some extra words.

	irritation	huddled	awkwardly	futile	9
	vacation	reluctantly	exasperatedly	mumbling	
1.	All my atte	mpts to make h	im happy proved	45	
2.	It was very	cold. So, I	in a con	rner.	
3.			a		oloma course.
4.			? I c		
5.			ed promotion cau		to him.
Ti			re similar in n		
	ords.	words that a		incuming to th	ic underfined
1.		made a futile a	attempt to get up.		
	a. barren		nited c	. useless	d. empty
2.	It's all tatte	red now.			1 2
		d b. old	d c	. dirty	d. torn
3.	There is a c	cold mist in the	mornings.		
	a. ice	b. sne	ow c	. fog	d. win
4.	It's just like	e a ball of <u>knott</u>	ed yarn.		
	a. very sn	nall	b	. rounded tightly	y
	c. joined		d	. tied.	
5.	I can't <u>mak</u>	e both ends med	et with my salary.		
	a. earn a	lot of money	b	. spend a lo	ot of money
	c. earn iu	st enough mone	ev d	. give all th	at one has



Phrases, Noun Phrase and Noun Phrase Apposition

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

She saw <u>a bald</u>, 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**.

middle-aged

	ч	outa	Itt	illiadic agea	IIICIII
	\		\bigcirc	\	\
	article	adj	adj	adj	noun
Identif	y some mor	e noun phrases	from the s	tory and write the	em below.
1)		2)		3)	
Compl	ete the sento	ences with noun	phrases usi	ing the words give	n in brackets
1. I bo	ught			(beautiful/a/u	mbrella/red)
2. We s	saw	in the zoo	. (baby/a/ele	ephants/of/couple)	
3. Our	grand father	· lives in	((big/house/a/stone-	-built).

Noun Phrase in Apposition.

Look at the following sentences and observe the underlined part in each sentence.

1. Kamala, her eldest daughter, a widow, got up reluctantly.

4. Ramya has (nice/a/sari/silk).

2. Don't you remember Vimala, <u>District Collector Nambiar's eldest daughter</u>?





The underlined part in the above sentences refers to the noun that occurs before it, the underlined parts are called **Noun phrase in Apposition**.

Rewrite the following sentences using Noun Phrase in Apposition.

1.	Mahesh is my elder brother. He	lives in Delhi.
	Mahesh,	, lives in Delhi.
2.	Sarojini Naidu is popularly know poems in English.	n as the Nightingale of India. She wrote many
	Sarojini Naidu,	, wrote many poems in English.
3.	Rabindranath Tagore is called G literature in 1913.	urudev. He was awarded the Nobel Prize for
	Rabindranath Tagore,literature in 1913.	, was awarded the Nobel Prize for
4.	Mount Everest is the highest pea	ak in the world. It is located in Nepal
	Mount Everest,	_, is located in Nepal.



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 paragraph 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 human relationships







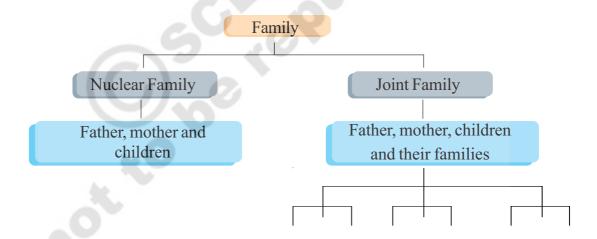


Listen to your teacher making an announcement and answer the following questions.

- 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 announcement you may make or listen at school.
- 5. What are the other ways to trace the missing persons or things?



Family related information.



Is yours a nuclear or joint family?

Do write which type of family you prefer and why.

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

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My Mother

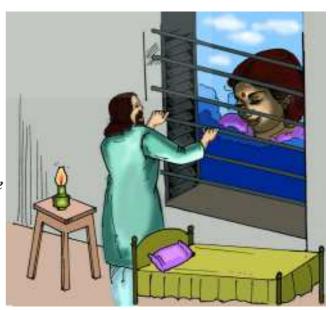


I cannot remember my mother, only sometime in the midst of my play a tune seems to hover over my playthings, the tune of some song that she used to hum while rocking my cradle.

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



Answer the following questions.

- 1. How does the poet feel the presence of his mother?
- 2. What do you understand from the statement 'I cannot remember my mother'?
- 3. Does the poem convey sadness? If yes, pick out the suggestive expressions.
- 4. What imagery do you find in each stanza? How does it appeal to you?

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



5. Read the poem 'My Mother' again to 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?			

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

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

Stanza	Action of the main character	Action of the supporting team /
		characters
1		
2	0.0	
3	4.0	

Each group may choreograph different stanzas of the song.

Figurative language: The use of words to express meaning beyond the literal meaning of the words themselves.

Imagery: Language which describes something in detail, using words to substitute for and create sensory stimulation, including visual imagery and sound imagery.

e.g: Mother rocking the cradle. Here child senses with eyes and ears.

Metaphor: The comparison of two unlike things in which no words of comparison (*like* or *as*) are used.

e.g: Harry was a lion in the fight.

Simile: A figure of speech involving a comparison between unlike things using like, as, or as though.

e.g: as cool as a cucumber, as white as snow, life is just like an ice-cream.

Personification: Giving non-human objects human characteristics.

e.g: The moon danced mournfully over the water.







Letter to a Friend

Hyderabad. 12-11-2012.

Dear Suresh,

This is Ramesh. I apologize 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 fruit 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 the 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 we went on a picnic to Koil Sagar. There we went boating. Our tour to Srisailam 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 fruit for us. Our aunt brought me a new dress for *Dasara*. How we enjoyed *Depavali*! 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.

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

Any how 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.



Answer the following questions.

- How did Suresh and Ramesh spend their time?
- 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?
- What made Ramesh write to Suresh?



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 (\checkmark) 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 exercies given under 'Vocabulary'.			
I was able to use the Noun Phrase and Noun Phrase in Apposition.			
I was able to write a Notice 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 able to 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'.			

Reading A: Oliver Asks for More

Reading B: The Cry of Children (Poem)

Reading C : Reaching the Unreached



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Social Issues

Read the saying given below.

Home is the happiest place in the world.

Answer the following questions.

- 1. What does the sentence mean?
- 2. Do you agree / disagree with the view expressed in it? Why?



Reading

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

'Yes, sir,' replied Oliver, weeping bitterly.

mother, and that you were brought up by the parish, weren't you?'

'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 redfaced 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 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 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

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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 a 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.



will be hung.'

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

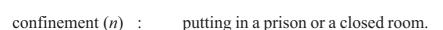
voracious (adj): wanting great quantities of food

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



apprentice (n) : one who works under a skilled person.



Answer the following questions.

- 1. How did Oliver feel when he was told 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 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?



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

"You have come here to be educated..." said the <u>red-faced gentleman</u>.

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 <u>cricketer who is famous all over the world.</u> He is a <u>batsman playing with right hand</u>. He has many <u>world records to his credit</u>



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.

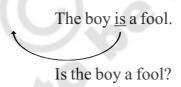
deep-roote	ed, old-fashioned, well-manno	ered, softspoken, brand	l-new
Latha is a	girl. She	speaks kindly with her	classmates.
Look at her,	she is wearing an	dress. She does	s not like to
wear	dresses. Don't you th	ink Latha is a	girl?



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



Look at some more sentences.

- 1. 'I understand that he asked for more.'
 - 'Do I understand that he asked for more?'
- 'Oliver asks for more' 2.

Does Oliver ask for more?

3. 'The boys took their places.'

<u>Did</u> the boys take their places?

These sentences are changed into a question by placing 'do/does/did at the beginning, such questions are called Yes / No questions.







	was frightened at the sight of so many gentlement
You ar	an orphan.
You sa	y your prayers every night.
You w	ll pick oakum tomorrow morning.
Mr. Bu	mble rushed into the room.
They c	an devour the big bowl.
Boys h	ave generally excellent appetites.

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, questions 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 will begin 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 an 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.



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?

Imagine you are Oliver Twist. Attempt a diary entry with the above features in mind after facing the live board, Oliver returned to his bed crying. He sat up to write his diary.



B Reading

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

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in a painful manner sorely (adv) drooping (adj): hanging downward

not bright/ light in colour pale (*adj*)



Answer the following questions.

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



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 Child Line" 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, moping, 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 organizations working for children, their parents and communities. CRY's role is that of a bridge between child developmental organizations and people working for marginalized 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 since 1964. 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 earning 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's 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 aims to improve the overall framework conditions for children whose parents cannot take care of them, or who are at 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 leads to sustainable changes to improve the situation for children and families everywhere.



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
	6	4	

- 2. Who rescued the two children? Where did they take them to?
- *3. Many households in your and neighbourhood employ children to do the menial jobs. What will you do to save those children?
 - 4. What is the role of CRY?
 - 5. Two organisations are working to save the destitutes. What are they?
 - 6. How does SOS work?



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 men. 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 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.





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.

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

Now, read the passage Child Rights and You (CRY) once again and make notes with another suitable title.



Listening

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

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



In your village/city you may come across children who are working in some households, factories, shops, hotels and construction work 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.

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

Self Assessment

How well have I understood this unit?

Read and tick (\checkmark) 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 exercies given under 'Vocabulary'.			
I was able to understand framing Yes/No type questions and frame			
the 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 child given under 'Project Work'.			







3

Humanity

Reading A : The Selfish Giant (Part I)

Reading B: The Selfish Giant (Part II)

Reading C: The Garden Within (Poem)





Humanity

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



- 1. What do you notice in the picture?
- 2. What do you think of them size and sitting posture in the picture about the figure which is looking at the children?
- 3. What is the mood of the children?



The Selfish Giant

Part I

(Old Giant and The Giant refer to the same character. 'Old Giant' is a selfish character whereas 'The Giant' is a 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 spring time 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.





peach trees (n): trees bearing round fruit with soft red and yellow skin.

spring time (n) : the season between winter and summer when plants begin

to grow

delicate blossoms (n.phr): tender flowers

castle (n) : large, strong building with strong and thick walls

trespassers (n) : persons who go into land without permission

whispering (v) : speaking quietly

scatter (v) : disperse, spread over

cloak (n) : a type of coat that has no sleeves

wrapped (v) : covered or dressed

rejoiced (v) : expressed great happiness

chimney-pot (n): a short, wide pipe placed on top of a chimney

delightful (adj) : very pleasant, charming



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. Who are the two giants in the play?
- 4. How can you say that the giant is selfish?



The Selfish Giant

Part II

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 become 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 come 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 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: Idon't know.

Round Boy : He has gone away.

The Giant: You must tell him to be sure and 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 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 marvellous sight is this? 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 play wrights 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, a collection of children's stories.



Glossary

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

suddenly expel air from the nose and mouth due to irritation sneeze (v)

in one's nostrils

feeble (adj) lacking strength hath(v)has (old usage)

you (old usage) thee (pro)

kill slay(v)

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



Comprehension

Answer the following questions.

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

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

1.	Both 'The grass stood beautiful flowers like stars' and 'the peach-trees broke
	into blossoms' refer to

a) autumn b) spring

c) winter

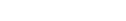
2. The Giant observed the children

a) hiding in the garden

b) playing in the garden

c) dancing in the garden











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3.	The Giant knew the spring had arrive	d from		
	a) song of a linnet bird b) sounds made by th	ne children	
	c) blossoms in the garden			
4.	The little boy			
	a) called the Giant by gesturing b) flung hands aroun	d the neck	
	c) ran towards the Giant			
5.	'What a marvellous sight is this?' is s	said by		
	a) the children b) the lit		c) the Giant	
	,			
Voc	cabulary			
_				
	ok at the following underlined phr	ase taken from tl	he text and know	
the	e meanings.			
1.	Peach-trees that in the spring time <u>br</u>	oke out into delicate	te blossom.	
	In the above sentence, the phrase 'brol	xe out' means 'to co	me out with delicate	
	blossoms'.			
A)	Refer to a dictionary and find out the phrasal verbs beginning with			
	'break'. Use them in your own sen	tences.		
	1			
	2			
	3			
	4			
B)	Pick out some more phrasal verbs	from the play 'Th	e Selfish Giant'.	
	1			
	2			
	3			
	4			
Rea	ad the underlined part of the sen	tence taken fron	the text.	

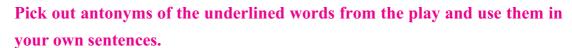
II.

This is a <u>delightful</u> spot.

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







1.	Nobody likes to be in <u>hell</u> .
Ans:	
2.	You should beware of your <u>foe</u> .
A:	
3.	It <u>started</u> raining cats and dogs.
A:	
4.	She <u>uncovered</u> her head after she came out of the temple.
A:	
5.	This is the <u>nearest</u> 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 the children '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	Column-B
1.	screaming	A. continuous loud noise
2.	whisper	B. many people skeaking at the time
3.	yell	C. give a loud cry
4.	roaring	D. a long deep sound
5.	groan	E. speak quietly
6.	weep	F. a loud high shout
7.	shriek	G. shout loudly
8.	babble	H. continuous short sounds
9.	wail	I. soft quiet voice difficult to hear
10.	Twitter	J. cry







•

IV. Choose the correct meaning for the underlined word.

1.	The Grant put a notice board, <u>tresp</u>	assers will be prosecuted	L	J
	a) someone who enters a premises	without permission		
	b) someone who forcibly enters a	premises		
	c) someone who officially enters a	a premises		
2.	The Giant was wrapped in furs and	roared all day about the gard	en. []
	a) made loud noise with anger			
	b) felt frustrated			
	c) looked pleased			
3.	There are twelve peach-trees tha	t in spring-time broke out	into de	licate
	<u>blossoms</u> .		[]
	a) leaves	b) flowers	c) fru	its
4.	He <u>rattled</u> on the roof the whole d	ay.	[]
	a) made series of sounds	b) shouted	c) tap	ped

Grammar

Read the following sentences.

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

In two sentences you notice that verbs are used with '-ing'. Do you notice any difference in them?

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

In the second sentence you don't find is, are, was or were with verb + ing. Such verbs with '-ing' 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 healthy and wealthy.



Read the following notice taken from the play.

TRESPASSERS WILL BE PROSECUTED

Write a similar one - line notice each that you may find in the following places.

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

Listening

Listen to a description and answer the following questions.

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



Talk about any garden you have visited.



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

Remember to follow the points given below.

- 1. Identify the main and subordinate 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

petal (n) a delicate coloured part of a flower

bestowed (v)gave, showed respect

bowers (*n*) a pleasant place in the shade of tree

nutritious (adj) good reap (n)result

spirit (n) feeling rathar than their body

gratitude (*n*) being grateful to / express thanks

goal (n) something that you hope to achieve







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 $(\sqrt{\ })$ mark.
 - a. sad

- b. hopeful
- c. thankful
- 4. Explain the word 'gratitude' in the poem.

Simile, Metaphor and personification

Observe the following sentences.

1. Here and there over the grass stood beautiful <u>flowers like stars</u>.

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

- e.g:a. He roared <u>like a lion</u>.
 - 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 'metaphor'. They are used to show that two things have same qualities. They make the description more powerful.

- e.g:a. Rudramadevi was a <u>lioness in battle</u>.
 - b. Her <u>home was a prison</u>.
- 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 <u>danced playfully in the moonlit sky</u>.
 - b. The snow <u>covered up the grass with her great white cloak</u>.







Collect a few story books and fill in the table with details and present it before the class.

Name of the story	Name of the writer	Name of the characters in the story	Main character	Setting (where do the actions take place)	Characters you like
				4	
			<u> </u>	(9)	
			- 10		

SelfAssessment

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'.			



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?

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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 through 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."

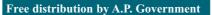
"What's it about?"

"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

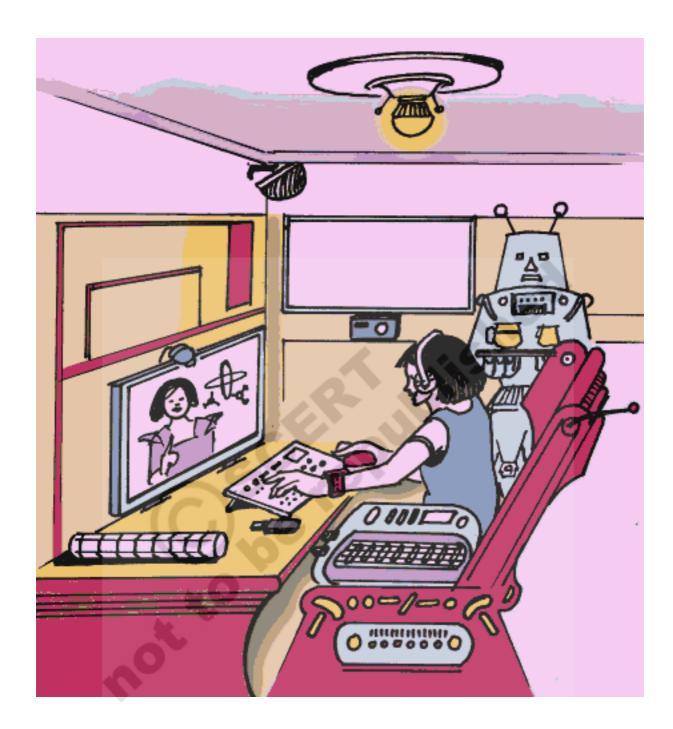












geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

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 how all right, and, 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 after he was finished and patted Margie's head. 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



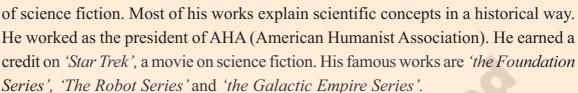


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About the author

Isaac Asimov (1920 - 1992) was an American author best known for his science fiction. He was the professor of biochemistry at Boston University. He is considered the master





Glossary

crinkly (*adj*) : with many folds or lines

awful (*adj*, *adv*) : very bad, unpleasant

million (n) : ten lakhs

telebooks (n): books seen or read on a television or computer screen

attic (n): a space just below the roof, used as a storeroom

scornful (adj) : contemptuous; think something is worthless

slot (n) : a given space, time or position

geared (v) : adjusted to a particular standard or level

loftily (adv) : in a superior way

regular teacher (n.phr): a mechanical teacher (here)

betcha (exp) : (bet you) I'm sure

dispute (v) : disagree with screamed (v) : give a loud cry

nonchalantly (adv) : not showing much interest

beneath (prep.) : below

mechanical (adj) : connected with mechines operated by power

patted (v) : repeated hitting

disappointed (adj) : upset

probably (*adv*) : is likely to happen

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Answer the following questions.

- What did Margie write in her diary?
- 2. What things about the book did Margie find strange?
- 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?
- 'And the teachers were people.' What do you understand by this expression? *7.



Vocabulary

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

		slots,	loftily, dispute, screa	amed, scornful	
	1.	We look _	when w	e show something	g useless.
	2.	Your work	book does not have _	for v	writing.
	3.	Why do yo	ou always	your younger	brother's statements?
	4.	The comm	nander ordered	to the sol	diers, "Open fire".
	5.	All the boy	ys	when they saw a	snake in their class room
I.			pposites for the fo own sentences.	ollowing words	from the story and use
	1.	serious	:		
	2.		:		
		idle			
	4.	agree	:		
	5.	create	:		
	6.	knowingly	:		



Look at the underlined words in the following sentence taken from

He was a <u>round little man</u> with a red face.

As you can see, there are two adjectives that precede the noun 'man'. The adjective '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.

encil
om
apath
t
1

Grammar

the text.

Read the sentence taken from the text.

He added <u>loftily</u>, pronouncing the word <u>carefully</u>, "Centuries ago".

In this sentence the words 'carefully' and 'loftily' are adverbs of manner, because they tell us about 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.

l.	
2.	
3.	
4.	
5.	

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

none	chalantly, quickly,	completely, sorrowfully, awfully, carefully, differently
1.	We all behave	when we don't have any anxiety.
2.	Ι	forgot about it.





3.	The report must be read then the action will be taken.					
4.	The teacher shook her head when her student lied to her.					
5.	The two teams played					
Rea	d the following sentences and notice the underlined part in each					
sent	ence.					
1.	They turned the pages, which were yellow and crinkly.					
2.	It was awfully funny to read words <u>that stood still instead of moving the way</u> they were supposed to — on a screen.					
	What, according to you, is the function of the underlined clause? Which pare sentence does it modify? The underlined parts in these sentences are Relative					
Clau						
	A Relative Clause gives extra information about or identifies a person, place or thing. It normally begins with a relative pronoun such as who, where, when or that. It functions like an adjective. They are known as adjective clauses.					
Now	, read the following sentences and underline the relative clauses.					
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.					
Con	ibine 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 was my grandfather.					
4.	We should remember the place. We used to meet often.					

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Divija gave me a camera. It was not working.



II.

III.

5.

The _____





IV. Complete the following sentences using with suitable relative clauses.

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



Writing

Margie 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, Margie.

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.

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









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

- What is the text about?
- Where was Sunita Williams when she sent the message?
- 3. On which occassion did she send the message?
- 4. What are the two things Sunita received from her father?
- 5. In what way did the *Upanishads* help Sunita?



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 class room
 - Special class for IIT and AIEEE
 - 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.

Every one of you have an aspiration. Some one wants to become a sportsperson, a software engineer etc., As a student in which school do you want to join? Why? Write your opinion here.



Reading

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.

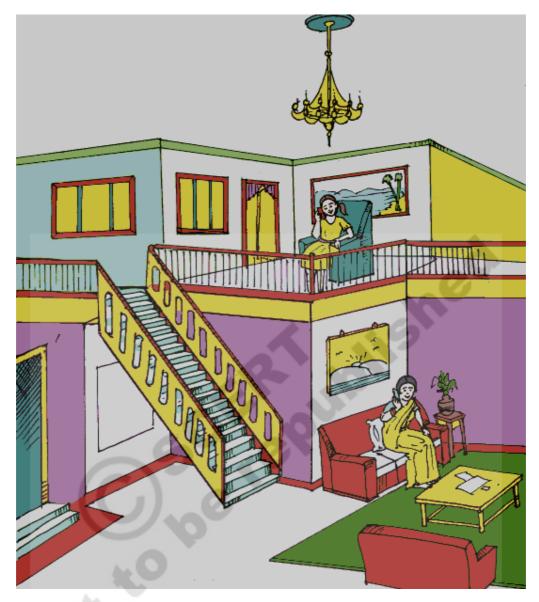
The latest crisis, who likes whom, The rock star with the best perfume; Such weight matters cause her thrill And elevate our monthly bill.

> 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) bright

smile broadly grin(v)

elevate (v)raise to a higher level

things lying one on top of another pile (n)

exhale (v)breathe out chores (n)routine tasks

alibis (n) excuses

a rope for tying an animal tether (n)

grandiose (adj): planned on a large scale



Comprehension

Answer the following questions.

- 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?









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 for the Oak Street School. Feeling

smart, Joan?

Joan : Ready!

Gary Lopez : I hope so! may I remind you no one has beat 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!

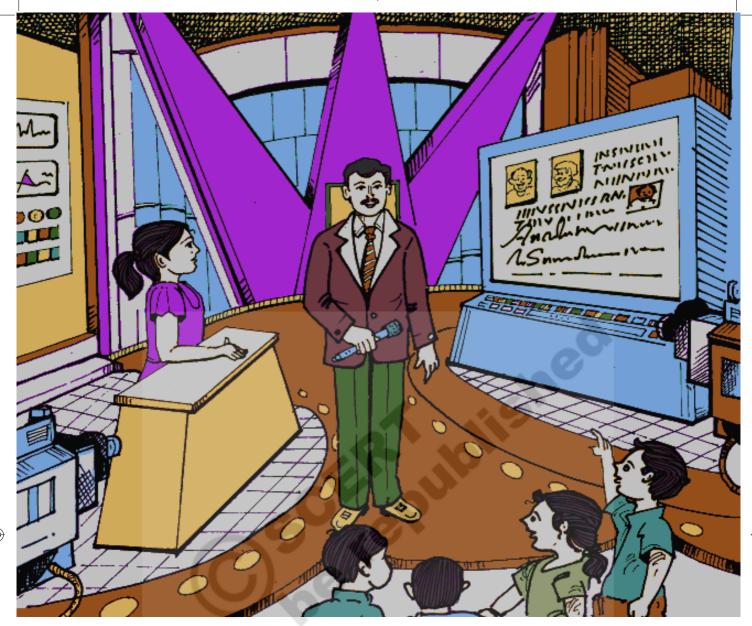
MT2 : The pilgrims landed at Plymouth Rock on December 21 of the

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.







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...

 $I\,am\,MT\dots MT\dots M\dots T\dots$

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



Answer the questions.

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



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 dailogue between you and the robot, and present it before the class.







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

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	Sungsung	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 (\checkmark) 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 pamphlets 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'.			

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

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









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







The Treasure Within

Read the following interview. It is based on a conversation between Ms. Bela Raja, Editor of Sparsh, a newsletter from the Resource Centre, The Valley School, Bangalore and Mr. Hafeez Contractor, 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 from 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 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.



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 fights

academics (n) : educational matters (books, studies, discussions, etc.)

book (v) : offer to buy in advance.



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 on to 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)

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 either take 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 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 tell 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 smarts. 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

architecture (n): the art and study of designing buildings

stumbled on (v) : got into (architecture) by chance

offbeat (adj) : unusual

calling (n) : work of his choice

cakewalk (n) : something easy to achieve









instinctively (adv): naturally

ammunition (n) : be fired from guns

broke

curriculum (n): the subjects that are included in a course of study

 \bigoplus

contention (n) : angry disagreement between people

spontaneously(adv): not planned



defied (v)

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?



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.

Have you ever had a nightmare? What was it about?

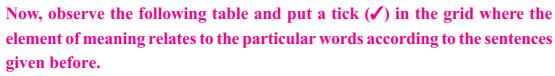
Now, Read the following sentences and find the appropriate meaning.

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









	Meaning			
Word	something that excites to do	completely involved	pay undivided attention	so interested in one thing that you forget yourself
interested				
absorbed				
rapt				2
engrossed				
fascinated				

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

"I used to have this <u>terrible nightmare.</u>"

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 you
	own sentences. One is done for you.

1.	terrible ex	xperience: We had a terrible experience when we met with an
	accident	
2.		
3.	200	
4.		
5.		
Loc	ok at the fo	llowing words and write the possible word combinations
1.	ugly	
2.	sweet	
3.	difficult	
4.	funny	
5	horrible	

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В.

6.

ordinary







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

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 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 <u>present(1)</u> there. In the beginning of the party, Lahari's father <u>presented(2)</u> Ms.Mrunalini Guptha, the world number one Kathak artist at <u>present(3)</u>. Ms. Guptha did <u>present(4)</u> a scintillating show. I enjoyed the party a lot. At the end, I gave Lahari a marvellous <u>present(5)</u>.

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			
l.			





2.		
3.		
4.		
5.		



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

"I <u>used to</u> be so interested in playing. I <u>would</u> 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 notes.
- B. Tell your friends what you did normally when you were in class VII.

1.		

- 2.
- 3.4.



In the interview, you have read about Hafeez Contractor's school experiences and career development. Now, imagine that Hafeez Contractor has been 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 Bunglow 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, township, 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.



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

- How did the student begin compering?
- 2. How did she/he arrange the programme sequentially as required by the context?
- 3. What were the highlights of the event?
- How did he/she conclude the programme?



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 multi faceted, 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, multistoreyed buildings, microwave towers, transmission lines for electricity and pipelines for water supply and oil and gas supply.

Construction engineers plan and coordinate construction projection. 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)



exaggeration (n) : make an overstatement

sophisticated (adj): showing a lot of experience of the world

stringent (adj) : strict

client (n) : customer

multifaceted (adj): having many faces or branches

offshore (n): at a distance from the sea shore

compliance (n) : conformity in fulfilling official requirements.

internship (n): training to gain practical experience.

procurement (n): obtain the required material

proliferation (n): increase in number

Com

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?





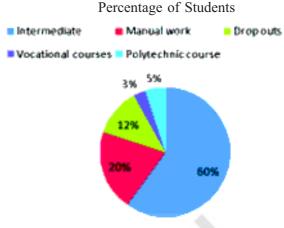






Observe the following Pie diagram which shows a survey done on 1200 students who have completed class 10 and chosen different career options.

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





We have different options of further studies after completing the school education. Find out different courses that one can pursue after 10th Class. Make a tree diagram of it and present it in the class.

Self Assessment

How well have I understood this unit?

Read and tick (\checkmark) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. The Treasure within			
B. The Treasure within			
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	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 draw a tree diagram given under 'Project Work'.			





Reading A : The Story of Ikat

Reading B: The Earthen Goblet (Poem)

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Reading C: Maestro with a Mission



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. Why did the woman decorate herself differently? Do you find anything unique in the decoration of the woman in the picture? What could be the occasion for this decoration?
- 3. Are these handicrafts and the decorations a part of our culture? Give reasons to your answers?.







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 were 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 few children giggled. Janaki teacher said it is pronounced as "I", "ka" as in "Kamala" and "t". "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 colors 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.

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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.

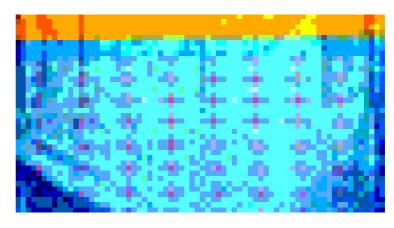
"When trade was vigorous with other nations in South – East Asia, "tie and dye" or chitiki, as lengths of fabric was a favourite export item, both in silk and cotton." She said, "There are other interesting stories on Ikat. Different regions fight about its origin. Did it travel from Gujarat to the South 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 (adj) : compulsory

wonder (v) : wish to know

drab(adj) : dull

pelt(v): throw; shoot

giggle (v) : laugh in a silly way

babble (n) : a talk difficult to understand

pensive (adj) : serious

hesitantly (*adv*) : unwillingly/uncertainly expectantly (*adv*) : hopeful of something

intersect (v) : crossing each other at a point headgear (n) : a piece of cloth worn on head

jubilant (*adj*) : showing great happy

resolve (v) : solve

knot(n) : fastening

vibrant (adj) : active

compelling (adj) : extremely interesting

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Answer the following questions.

- 1. What is the main theme of the story?
- 2. How is 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 fabrics as she opened silk patola sari. Why?
- 5. The writer described some designs, historical things and the weaving. Which part of the story do you like most?



I. Read the following sentences.

V.V.S. Lakshman is a top <u>class</u> batsman.

Sruthi is in class VIII.

We have ten minutes left for the show.

The minutes of every official meeting remain an important document.

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

Find the meaning of the following homographs 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)	





Use the above homographs in your own sentences.

l.	a)
	b)
2.	a)
	b)
3.	a)
	b)

III. Read the following sentences carefully.

The students have some knowledge about 'Ikat'.

This <u>sum</u> 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 <u>not</u> of the <u>died</u> ribbon. One boy came forward and helped her. There is a wonderful gift inside the box!

Grammar

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

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



Let's analyse the sentences 1 and 2.

The first part of the sentence 'Ramya aksed' has a subject 'Ramya' and a verb 'asked'. This clause is called the reporting clause. The verb is called reporting verb.

The part within the quotation marks is called reported clause, which gives the exact words spoken by the speaker.

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

- Ramya asked if / whether those fabrics were from Indonesia.
- 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.

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

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

Report the following conversation.

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

Ramya Uncle, What are you doing?

I'm making a sari. Do you like it? Weaver

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 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

WASH AWAY THE GERMS

Washing hands helps prevent the spread of germs, and should be done frequently.

- Before you eat.
- Before and after you help a sick person.
- Before you care for a wound or cut, and again after.
- After you use the toilet.
- After you cough, sneeze or blow your nose.
- After you handle animal waste or an animal or pet treats / food.







B Reading

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 was 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 stage was best

With just one flower flaming through my breast.'

- Harindranath Chattopadhyaya







twirl (v) : turn something round and round.

fatal (adj) : causing death

captive (n) : prisoner



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 stage'?

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 in 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. Still, it was not much popular. And, it was not recognized on a 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. Yet, some others sympathized with him. And then, died his father. He had to feed four sisters and mother. Beyond this Satyam was interested in nothing but his favourite art form with some rudimentary knowledge in 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.

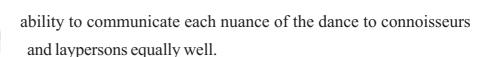
With encouragement from his cousin Vempati Pedda Satyam, Vempati Chinna Satyam tried his luck in Telugu film world. Can the Telugu film lovers forget the dance sequences in "Narthanasala", "Devadasu", and "Pandava Vanavasam"? Even now the film admirers become nostalgic when they recollect those sequences. 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







Dr. Vempati's distinguished disciples include Shanta Rao, Yamini Krishna Murthy, Vyjayanthimala Bali, Hema Malini, Manju Bhargavi, Shoba Naidu, , Bala Kondala Rao and the Union Minister Daggubati Purandeshwari 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 a 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".





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



Answer the following Questions.

- 1. Vempati Chinna Satyam left his house on a purposefully. 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 <u>not</u> 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)?









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

Full name : Sripathi Panditaradhyala BalaSubrahmanyam

Date of Birth : 4th June 1946

Place of Birth : Konetammapeta, 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 Governments of Andhra Pradesh – 25 times

3. State Award from Tamil Nadu

4. State Award from Karnataka

5. Padma Shri Award

6. Padma Bhushan



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

1. What are the highlights of the news bulletin?

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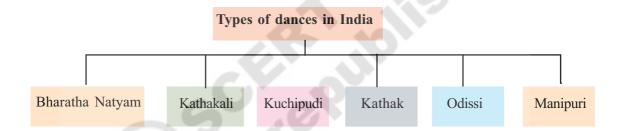


- 2. Where is the art and culture policy programme going to be announced? Who is going to be benefitted from this policy?
- 3. How will the weavers be benefitted from this policy?



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

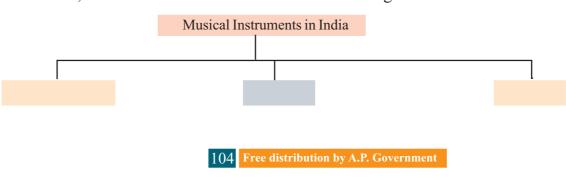
The information can be transformed into a tree diagram.



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 instruments. Among the stringed instruments, The veena is the most ancient stringed instruments. 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.









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 class room.









Self Assessment

How well have I understood this unit?

Read and tick (\checkmark) 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 homographs and homophones		0	
given under 'Vocabulary'.			
I was able to use reported speech given under 'Grammar'.			
I was able to edit the passage using homophones given			
under 'Grammar'.			
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 is 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 the '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.









Reading A : Bonsai Life – Part I

Reading B : Bonsai Life – Part II

Reading C : I Can Take Care of Myself



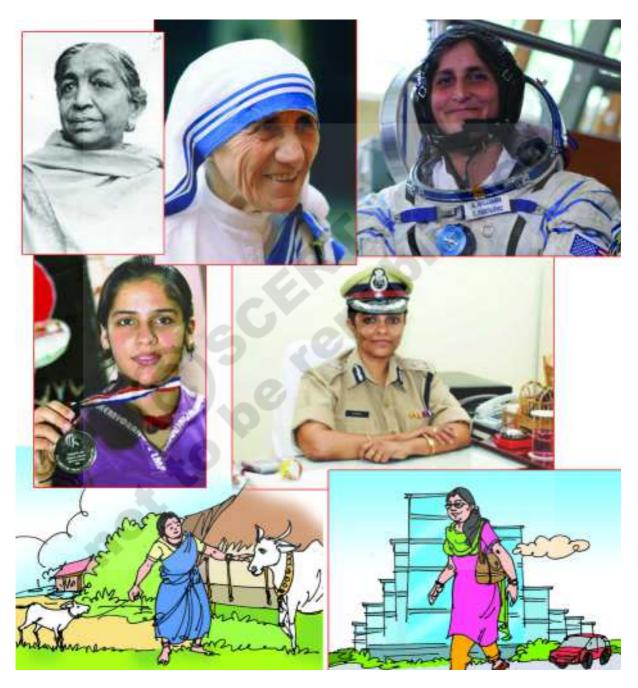
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Women Empowerment

Observe the pictures and discuss the questions that follow.



- 1. Who are these people? What do you know about them?
- 2. Whose life style do you like more? Why?







Bonsai Life

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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, appadums, 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.











exhaustion (n) : extreme tiredness

vanish (v) : disappear

mutter (v) : complain about something privately

savour (n) : taste

elated (*adj*) : very happy, excited

sumptuous (adj) : grand

wretched (adj) : very unhappy, miserable

uphill (adj) : difficult

dignified (adj) : deserving respect



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 his 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

Akkayya was stunned.

room. Then I closed the doors and windows in a hurry.

"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



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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 life and their feelings.



Glossary

adept (adj) : a natural ability to do something skilfully

drudgery(n): hard, boring work

stunted (v) : prevented from growth

perplex (v) : confuse

canopy (n) : a cover fixed over something for shelter

squall (n) : a strong wind rage (n) : violent anger

respite (n) : a short period of rest

nought(n) : nothing/zero



I. Complete the statements giving more than one reason.

1.	Girls s	should	be ec	lucated	llik	e boy	/s because
----	---------	--------	-------	---------	------	-------	------------

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	2.	Fully grown trees are more useful because
		a)
		b)
		c)
II.	An	swer 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 working women?
	4.	What made the narrator feel the urge to free the Bonsai?
	5.	What is the central theme of 'Bonsai Life'?
Ш.	Ma	ike a list of activities done by a homemaker and a working woman
•		
		Homemaker Working Woman
V.	Put	t a tick (\checkmark) mark against the most appropriate meaning for the
	phi	rases 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.
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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

give in

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'.

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'.

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Here are a few more examples of similes.

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

Look at the following similes.

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

Now write five sentences using the above similes.

- 1.
- 2.
- 3.
- 4.
- 5.

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



out of in on of

the world water back foot the wall flesh

Idiom	

Sentence

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









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 sentence 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.



Look at the following poster.

Handicrafts Exhibition Cum Sale Innovative and original products by the crafts women from all over Andhra Pradesh From 15th to 25th October Inauguration: By Hon'ble Home Minister. Time: 4 p.m. on 15 October Venue: People's Plaza, Necklace Road, Hyderabad. AP DWACRA, Arunodaya building, Nampally, Hyderabad.









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:** Andhra Pradesh Arts and Crafts Society, Nizamabad.
- 2. **Event:** Dance performance by Aarthi.
- 3. November 14.
- 4. **Chief Guest:** Honourable Chief Minister of Andhra Pradesh.
- 5. **Venue :** Rajiv Gandhi Auditorium, Khaleelwadi, Nizamabad.



Listening

Listen to a 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	.0						
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 traveling 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 one 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 one 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 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 one 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.

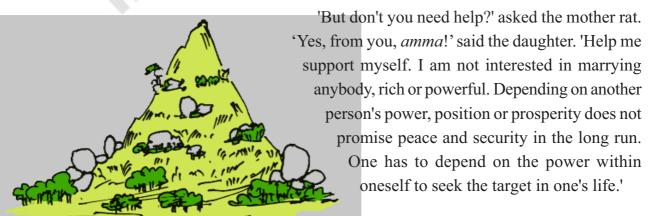
'The best protection is to be able to protect oneself,' said

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 self 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.'









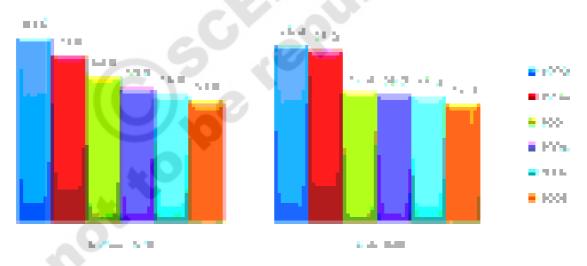


Answer the following questions.

- 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.



I. 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.



Work in pairs and debate on the following proposition.

"Reservation in education, employment and legislature will empower the woman."



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
		Married	Unmarried	Married	Unmarried	

C. Based on the above information write a paragraph on 'Woman Empowerment'.





Self Assessment

How well have I understood this unit?

Read and tick (\checkmark) 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 verb given			
under 'Vocabulary'.			
I was able to frame idioms given under 'Vocabulary'.		9	
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 debate on a topic 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 with neighbourhood women given			
under 'Project Work'.			

Grammar Family

Parts of Speech

There is a family in london whose surname is grammar. There is a couple, Mr. Noun and Mrs. Verb. The couple has three children one son pronoun and two daughters adverb and adjective. The son (pronoun) has to do all the work of his father in his absence. The two daughters love each other but there is a difference in them. Adjective loves her father and brother and keeps praising them. Adverb loves her mother more she always modifies her when there is a need. There are two servants in the family, preposition and conjunction. The preposition is the chief servant. He is the official servant of his master. He is the family servant and looks after every member of the family. The interjection joins the family in times of joy and sorrow.









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Reading A: Dr. Dwarakanath Kotnis

Reading B : Be Thankful (Poem)

Reading C : The Dead Rat







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Gratitude

Read the newspaper headline given below and answer the questions that follow.

International Nurses Day: President gives away Florence Nightingale Awards



President Pratibha Patil giving away Florence Nightingale Award to S. Hoikholhing on 12th May 2012.

- 1. Why are the nurses given awards on the name of Florence Nightingale?
- 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?



Reading

Dr. Dwarakanath Kotnis

No other Indians 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 battlefront 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. DwarakanathKotnis was born in a lower middle class family on October 10. Sholapur, Mumbai. 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 practice 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 the 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.





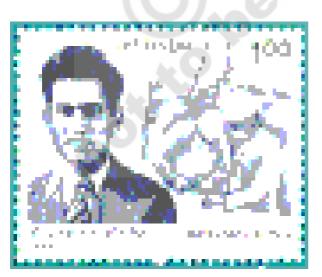
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It was while working with the soldiers that Dr. Kotnis lost his heart to a Chinese woman, Guo Qinglan. They were working in the same hospital. Dr.Kotnis was a doctor and Guo, a nurse. In November 1941, Kotnis married Guo and a son was born on August 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.

In one long-drawn out battle against Japanese troops in 1940, Dr. Kotnis did 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 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 more revered by ordinary Chinese than 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 have 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.

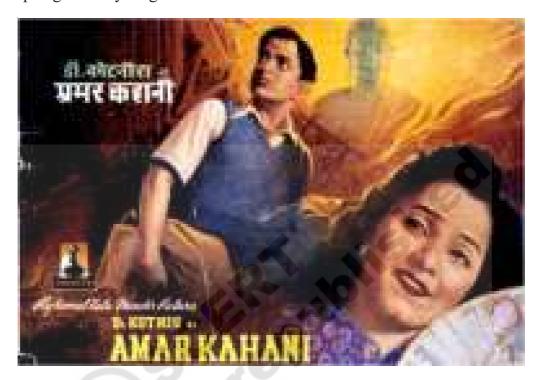
Kotnis never let weeds cover her India connection. She visited the country at least half a dozen times and maintained her links with the Kotnis family.

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

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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 charter 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.'





adulation (n) : admiration; praise

virulent (adj) : dangerous

shy away (*phr.v*) : avoid something that you dislike

epilepsy (n) : a disease of the nervous system that causes a person to

fall unconscious

revered (v) : respected or admired deeply

commemorate (v): keep a great person, event etc. in people's memories

vivacious (adj) : cheerful venerated (v) : respected

septuagenarian (n): a person who crossed 70 years

memorabilia (n) : objects that are collected in memory of persons and events



I. Answer the following questions.

- 1. Why was Dr. Kotnis sent to China?
- 2. What was Dr. Kotni's contribution to the Dr. Bethune International Peace Hospital in China?
- 3. Why did Dr. Kotnis opt to stay back in China?
- 4. How did 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, Dr. Kotnis was? 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:



I. Here are some of the 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 : MD

dress code : white coat

medicines : crocin, ointment

place of work : clinic, Hospital

service : treatment

tools : syringe

related vehicle: ambulance.

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 <u>lost his heart</u> to a Chinese woman. What does the expression 'lose heart' mean?

Lost his heart means fell in love.

Here are a few more expressions using the word heart.

eg: 'Eat your heart out'.

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

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

III. Match the following.

В 1. have a heart sadness 2. broken heart no feelings 3. heavy heart a very deep thank you 4. take to heart be merciful

6. thanks from the bottom of my heart(take seriously

Grammar

a heart of stone

5.

Coordination is a grammatical process by which two or more words or phrases 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.

to lose love

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

Subordinate Conjuctions: when, before, after, since, while, as, till, until, whenever, as long as, as soon as, nosooner..than, then, scarcely, hardly, wherever, because, inorder 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 conjuctions is called a **Compound Sentence**.
- A sentence which consists of one main clause and one or more subordinate clauses combined with subordinate conjuctions 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.













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 Minster'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 Bazars
 - 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 Andhra Pradesh Police have stepped up measures to trace them in co-ordination with various agencies and police forces.



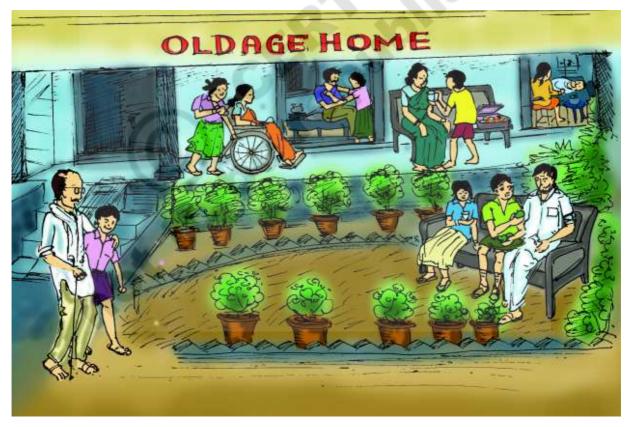


The full moon that rises on this Friday night, August 31,2012, will be a Blue Moon. That's what it has been dubbed as in modern folklore of the west. But will it actually be blue?

" 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 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 the old people from going to old age homes?

Now write an article based on the following hints. III.

- What are old age homes?
- Why do old people go there?
- Facilities at the 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 then 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?
- 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 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.



Answer the following questions.

- 1. The poet depicts the 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 the difficulties help us to grow? When will the troubles become blessings?











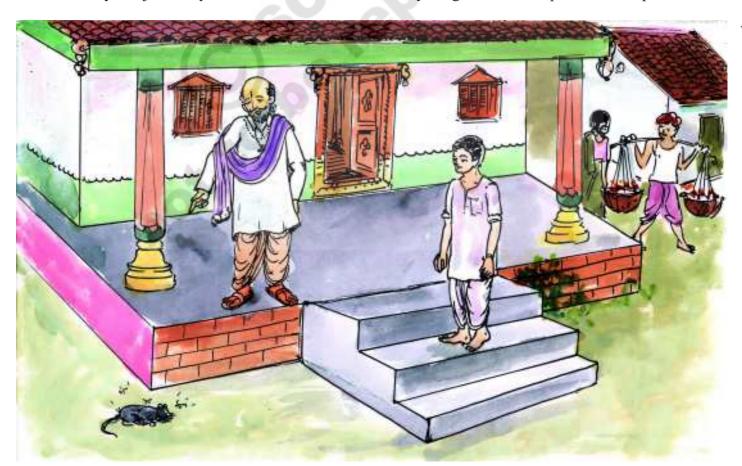


The Dead Rat

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 (about 4 kilograms in measure) 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 sliver 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 a particular place

abscond (v) : escape; or to go away suddenly and secretly in order to escape

from somewhere

stroll (n) : a slow relaxed walk

generosity (n) : the nature of giving money, time, gifts, kindness 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. Wha 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

. . .





There are many old age homes in our society. Visit any one of them and interview any two persons.

Before you conduct an interview, prepare a questionnaire centred around the following items.

- 1. Name
- 2. Age
- Gender 3.
- 4. Social background
- Reasons for coming to the old age home 5.
- Food served 6.
- Opinion about old age home 7.
- 8. Other care
- 9. Improvements suggested

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 (\checkmark) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. Dr. Dwarakanath Kotnis			
B. Be Thankful			
C. Dead Rat			
I was able to know the meanings of phrases and write 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 the old age 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. 9908806600)

Unit 2

Homeless Children

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

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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, modeled 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 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 tribute 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 onto come to 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 to make the event memorable and enjoyable.





Unit 6

News

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This is All India Radio, giving you the news. The headlines. The Government of AP all 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 AP is all 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, drive under this programme will benefit the artists of Kuchipudi, Burrakatha, Oggu katha and Hari katha. 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, Etikoppaka and Kondapalli toys. He also stated that handloom weaving would be given due importance. Dharmavaram, Pochampalli, Venkatagiri, Mangalagiri, Ponduru weavers would get interest free loans.

The headlines once again. The Government of AP 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 of the girl child is a burden.





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Speaker 2: Respected chairperson, honourable Judges and dear friends! My knowledgable 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 nation'.

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 a 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 A Note to the Teacher

'Our World Through English' Class VIII has been prepared in accordance with the syllabus for a ten year course in English as a second / third language. This is an integrated textbook. It has in it the workbook component as well as the supplementary reader component. We hope you would supplement or complement this textbook with some other materials of your choice for effective teaching / learning of English.

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 purposes,
- to develop his/her linguistic competence into an instrument for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary and script writing, profile writing, dramas, posters, slogans, letters, etc.
 - Each unit starts with a picture / quotation / poem followed by some questions. This is to warmup the students and to generate genuine interest towards what they are going to learn in the unit. This is followed by nine sections as shown below:
- **A. Reading:** This section contains some pre-reading questions, the main reading text, glossary, and some comprehension questions. You will find stories, narratives, biographical sketches, short plays, speeches, monologue, letters, interview and essays related to the theme of the unit. You will find questions that help students think critically, reflect on what they have read, and interpret the text in their own words.

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonym / antonym tasks, phrasal verbs, homographes, multiple shades of meanings, collocations, homophones and homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore language. You will also find activities that help students identify grammatical errors and correct them.

Writing: This section contains some writing tasks/activities/exercises. You will find the tasks that help your students to write a short message, a diary entry, a letter, a paragraph, an essay, and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they write a piece collaboratively.







Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some tasks / activities that involve the use of dictionaries, encyclopaedias, thesauruses, etc. You will also find some tasks that involve the use of bar charts, pie-diagrams, route maps, tables, etc.

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 contain some tasks/activities to improve speaking competencies. In the section you will find some activities that encourage the children to participate in the discussions, debates, competening, presenting reports, and speeches etc.

- **B. Reading(Poem / Text):** This section contains one poem/ text based on the theme followed by a glossary and some comprehension questions. You will find interesting poems related to the theme of the unit. The aesthetic appreciation is facilitated with the help of some interesting questions. The students are encouraged to write their own poems. They are also encouraged to sing / recite / choreograph the poems they have learnt.
- **C. Reading:** This section contains a reading text and some comprehension questions. You will find texts of different genre related to the theme of the unit. The comprehension questions require the students to reflect on what they have read.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work on the project for more than a week, to organize their work, and to present what they have found out before the class.

Self Assessment Checklist: There is a checklist given at the end of each unit for helping the learner to assess his / her own learning. The self-assessment tools include all the sections in the unit.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of language is different from information about language, and that every child constructs this knowledge through interpreting the world around her, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

You may have noticed that the new textbooks have a few features which make them different from the ones that we have been using.

■ Units are thematically organized with passages meant for listening and reading and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.











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- Measures have been taken to help learners getting familiarised themselves with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though units 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 embedded avoiding decontextualised treatment of these.
- A few questions and activities have been highlighted (marked with * mark) from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercises are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The general design of classroom transaction will be something like the following:

The Pre-Reading Session

- 1. The teacher interacts with the learners in an informal way in order to instill in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (say a photograph, a visual clipping, a news report, etc.) that will work like a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.
- 2. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
- 3. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

- 1. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.
- 2. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand; and
 - The parts that they liked most in the passage.





- 3. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
- 4. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions, and so on.

These questions help the learners assimilate the text by virtue of localising and personalising it.

- 5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- 6. A mind mapping activity may be carried out which will act as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.

The Post Reading Session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- individual construction;
- presentation by a few individuals;
- sharing in group for refinement;
- presentation by the groups; and,
- the presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

Apart from the main reading passage, each unit contains a poem and a passage for extensive reading. The interaction based on these also is very important for generating language.







The Plan

In an academic year, we get at least 180 periods for teaching English. Since there are 8 units, each unit can be taught in 21 periods saving 12 periods for revision. You can further divide these 21 periods among the nine sections. Here is an approximate scheme of work.

Section	Periods
A. Reading	4 periods
Vocabulary	2 periods
Grammar	3 periods
Writing	3 periods
Study Skills	1 period
Listening	2 periods
B. Reading	2 periods
C. Reading	2 periods
Project	2 periods

Depending upon the complexity of a section, the number of periods for each section can be increased or decreased.

Sometimes, it may so happen that you finish a section much faster than expected, so while planning a unit, design some additional tasks / activities / exercise beforehand. It is also possible that some exercises are too easy / difficult for your students. In this case you have to adapt the tasks / activities / exercises or design new tasks to suit the needs of your students.

The Assessment

Language learning process is a continuous one and 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. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and





reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Self Assessment tools given in the TB (e.g. English VIII, IX) for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

- 1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
- 2. Using appropriate tools for assessment with specified indicators
- 3. Giving proper positive feedback to the learners in the form of qualitative statements
- 3. Recording assessment in terms of the indicators

Some Dos and Don'ts

Dos

■ It is good to ask the students to take dictation on alternate days. Let the students exchange their work, assess each other's work, and report to the group leader. You can supervise the process and intervene whenever necessary.







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- Encourage collaborative learning by dividing the class into mixed ability groups.
- Some comprehension questions / tasks / activities are star marked. They have no fixed / correct answer, so never try to take sides and decide on a correct answer. Never insist on memorising answers to comprehension questions or memorising chunks of the texts given for reading / listening. However, you can ask students to say their favourite dialogues / lines / quotations.
- You can ask them to memorise and recite at least two poems of their choice. Encourage them to read and recite poems from library books / magazines / newspapers.
- Every lesson you teach should help students to read more, to learn more, and to become an autonomous learner. To achieve this, encourage students to use and contribute to 'Reading Corner', 'Poetry Corner', 'Wall Magazine', and 'English Club'.

Don'ts

- Never read and explain (in either English or the students' mother tongue) each and every sentence in a reading / listening text.
- Never follow the age-old practice of 'read a sentence and ask a question'.
- Never speak for more than three minutes at a stretch. The teacher talk should be interspersed with the learner talk.
- Allow the students to speak in their mother tongue when they are stuck in the middle of a conversation / talk but never allow them to use it as liberally as they do outside the classroom. Encourage them to speak in English by supplying them with essential vocabulary.
- Encourage the students to explore English by comparing it with their mother tongue or some other languages available in the classroom.
- Never use a guide and never allow the students to use one, since it arrests the teaching learning process resulting in no learning whatsoever.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, movies, models, art, craft dance, drama, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that. Happy teaching!

NOTE: Use Teacher's Handbook for Effective Classroom Transaction and Continuing Professional Development.









Appendix III

Expected outcomes at the end of the Class VIII

The learner should attain the following competencies:

- 1. The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately
- 2. The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing
- 3. The competence to understand and use various words, idioms, phrasal verbs, proverbs, etc., in speech and writing
- 4. The competence to construct oral and written discourses in response to what is listened to or read.
- 5. The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres
- 6. The competence to appreciate the beauty of literature and to develop a taste for literature
- 7. The competence to free their mind from prejudices against other cultures / religions and be sensitive to the issues presented in the textbook such as conservation of resources, population concerns, deforestation, and sustainable development
- 8. The competence to study language and explore it the way a scientist does by making use of the multilingual classroom
- 9. The competence to appreciate similarities and differences across languages in their classroom and in the society
- 10. The competence to understand the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm
- 11. The competence to use language as a tool for knowledge acquisition and its sharing
- 12. The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment







CHILDREN'S BILL OF RIGHTS

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A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

- I have the Right to express my views freely, which should be taken seriously, and every-[Article-12,13] one has the Responsibility to listen to others.
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water. [Article- 24]
- I have to Right to good education, and everyone has the Responsibility to encourage all children to go to school. [Article-28,29,23]
- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. [Article-19]
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. [Article-23]
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. [Article- 29,30]
- I have the Right to safe and comfortable home and everyone has the Responsibility to make sure all children have homes. [Article-27]
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. [Article- 28]
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving. [Article-24]
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute [Article-29]
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. [Article-28, 37]
- I have the Right to be protected from economic exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. [Article- 32, 34]

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.





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SAVE THE PLANET EARTH

Reduce, Reuse and Recycle the Materials

Reduce:

- Buy permanent items instead of disposables.
- Buy and use only what you need.
- Buy products with less packaging.
- Buy products that use less toxic chemicals.

Reuse:

- Repair items as much as possible.
- Use durable coffee mugs.
- Use cloth napkins or towels.
- Clean out juice bottles and use them for water.
- Use empty jars to keep leftover food.
- Reuse boxes.
- Purchase refillable pens and pencils.
- Participate in reuse programs.
- Donate extras to people you know or to charity instead of throwing them away.

Recycle:

- Recycle paper (printer paper, newspapers, mail, etc.), plastic, glass bottles, cardboard, and aluminium cans. If your community doesn't collect at the curb, take them to a collection center.
- Compost food scraps, grass and other yard clippings, and dead plants.
- buy recycled products and products that use recycled packaging.



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The 7 Habits of Highly Effective People

- By Stephen R. Covey

Read the following 7 good habits, which will help in shaping your personality.

Be Proactive 1.

I am a responsible person. I take initiatives. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

2. Begin with the End in Mind

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision, and look for ways to be a good citizen.

3. Put First Things First

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Think Win-Win 4.

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise. I look for third alternatives.

5. Seek First to Understand, Then to be Understood

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes while talking.

6. Synergize

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us alone. I am humble.

7. **Sharpen the Saw**

I take care of my body by eating right, exercising, and getting sleep. I spend time with my family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.









W	ords	which	are	often	mis-spelt
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scene	religious	congratulation	restaurant
straight	treasure	anxious	schedule
independent	persuade	knowledge	twelfth
advantage	weight	analysis	definition
accident	technician	suggest	dictionary
pleasure	anxious	grammar	fulfill
except	height	summer	jealousy
profession	psychology	believe	magazine
measure stomach	discipline	acquire	obedience
parallel	criticism	calendar	pilgrimage
symbol	pronunciation	column	spontaneous
tongue	genuine	experience	souvenir
except	principle	guarantee	tomorrow
advertisement	authentic	humorous	vision
guarantee	dialogue	immediate	athletic
scientist	ambiguous	intelligence	repetition
already	hygiene	jewelry	sincerely
believe	colleague	leisure	loneliness
vegetable	martyr	license	marriage
success	paralyse	maintenance	february
calm	bureaucracy	mischievous	description
patient	encyclopedia	neighbor	arithmetic
foreign	rhythm	personnel	attendance
assess	abdomen	publicly	environment
necessary	assignment	questionnaire	eligible

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