

FLIGHT

ENGLISH READER

Class - X

सत्र 2026-27



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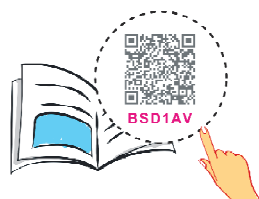


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निःशुल्क वितरण हेतु



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Preface

Learners of vernacular medium in the Chhattisgarh state government schools have been exposed to a Functional Communicative Approach in English at the upper primary level. The focus has been on a gradual improvisation in the ways to acquaint the learners with all the skills of language while reading a textbook in English.

Flight, the English Reader-X is an attempt to provide the high school learners an opportunity to understand and use English with ease through an exposure to interesting and challenging texts and exercises. We have tried to create space for more comprehension, practice and production skills in English through a variety of genre under different themes.

This revision is essentially based on the feedback obtained from the students and teachers who expect a comprehensive change in the approach of the English textbook at high school level. It has been ensured that pieces of literary merit and authentic material are exploited for formative evaluation and self learning. The content of the book has been distributed into themes each containing a pre-reading, a main reading text, a poem and a third reading selected from extracts that inculcate life skills and help learners grow confident in using English. The book has been supplemented with enjoyable Practice Exercises. It is intended to enhance reinforcement of the language skills, vocabulary and structures of English learnt in the past years through more exposure in these areas.

We would like to acknowledge, with thanks, the guidance and support provided by Prof. Rama Kant Agnihotri and Dr. A.L. Khanna and all the members of the writers' group and the special assistance group from Azim Premji Foundation, Bengaluru who have consistently worked hard to give shape to the book within severe time constraints. We express our appreciation for the illustrations and lay out design of the text book to the members of the Vidya Bhawan Society.

ETB (Energized Text Book)is an innovative effort by the Department of school Education and State Council of Educational Research and Training Chhattisgarh for the capacity building of teachers and students by providing extra text book related content that can be accessed both online and off line(after downloading). The objective of ETBs is to offer extra topic related content (in interesting audio- video and animated formats), assessments and teacher reference material on the same platform.

The council welcomes suggestions from teachers, students, teacher trainers and parents for bringing to its notice any shortcomings or suggestions for improvement in the future editions of this book.

Director,
SCERT, Chhattisgarh, Raipur

For the Teachers

According to the National Curriculum Framework 2005, we must recognize that, given space, opportunity and freedom, children generate knowledge from textbooks, media and surroundings. This textbook is an attempt towards exploiting the creativity and competence of the teachers to facilitate them build in their students higher levels of language proficiency in English. Following a Communicative Functional Approach, the content of the textbook has been divided into five themes: Adventure, Humour, Adolescence, Inspiration and Inclusion. Each theme comprising three chapters is introduced with a Pre-reading section and includes a main reading text (preferably literary text), a poem and a non-literary text. The selected content is exploited for Meanings in context, Comprehension, Vocabulary, Grammar, Writing, Listening and Speaking, Study skills and Project. Activities for listening and writing are included in the book to reinforce comprehension. The Communicative Functional Approach is evidently an improvement over the structural pattern that exploits the possibility of communicative exercises in grammar, vocabulary and other language skills. It also focuses on the functions of language through listening and speaking tasks that justify the approach in the form of integrated exercises. The integration of skills will be seen in the synthetic treatment of study skills and the teacher's role in facilitating the learners' engagement with the text.

You would need to focus your attention on the way a unit should be treated in the classroom. The following points might help you use the book better:

1. Every text is preceded by a Pre-reading which is an introduction to the theme. Most of the units have visuals in the pre-reading section that provide adequate space to stimulate the learners' engagement with the theme. Teachers are expected to motivate the students to discuss, discover and react to the visuals dealing with the themes. A few brief questions have also been included in the pre-reading section to connect with the three readings and related activities that follow in each unit.
2. The meanings of some difficult words have been provided according to their usage in the given text. You are advised to have a copy of an English dictionary to have unambiguous answers about spellings, meaning, grammar and usage of words.
3. Care has been taken to help the learners critically understand the text through not only 'wh' questions, but also through visuals, multiple-choice questions, true and false statements and higher-order thinking questions that encourage the learners to critically reflect and extrapolate to go beyond the text.

4. Exercises/activities in vocabulary have been designed to help the learners expand their word power by making them think about synonyms, antonyms, phrases, derivatives and words related to specific registers/domains of real life. Most of the vocabulary exercises are text driven and encourage the learners to revisit the text again and again and scan it closely to get to the word they may be looking for. The major aim has been to activate the use of words learnt and provide a spiral exposure to an assumed word power of the learners.
5. Grammar in the text book is contextual. The structures and language functions that recur in the texts have been focused and reinforced through practice exercises. An attempt has also been made to link these structures and functions with their written and oral expressions in the sections on writing and speaking.
6. The Writing section encourages the learners to use the language creatively by asking them to think independently on a topic given to them, brain storm it in the group and finally organize their ideas before getting down to preparing individually their first and subsequent drafts. The students are also given some exposure to the mechanics of writing i.e. spellings, punctuation marks and capital letters.
7. The texts for the Listening tasks have been very carefully selected. Some of these texts include announcements, conversations, recipes and instructions. These texts have been provided in the Appendix-I. Care should be taken to read the texts slowly and clearly, preferably twice before the learners are asked to attempt the task. Although the instructions use a very simple language, the students might need hands-on support in some of the tasks.
8. Speaking tasks are rooted in the theme of the unit and they not only support the text but also reinforce the language functions and vocabulary highlighted in the texts. Students are encouraged to discuss issues/topics in groups/pairs, organize debates and speak extempore on related topics confidently and with relevance. Teachers need to take special care that the learners who are shy and lack confidence are also encouraged to participate in group discussions, and get a chance to articulate their ideas/ opinions/ views. Initially, they may use some faulty expressions, but the teachers should ignore these. As all of you know, mistakes/errors are mere steps towards learning and not the end of learning. All of us have learnt through making mistakes.
9. The section on Study skills includes tasks such as filling in information, answering brief questions, taking notes, interpreting tables, using a dictionary, preparing flow-charts etc. Most of these tasks would be learner friendly because they tend to include areas of the learners' interest with a very low demand on their productive skills.

10. Projects have been identified as an extended activity towards building integrated language skills. Some of the projects have been included to encourage the learners to conduct surveys which gradually are expected to motivate the learners towards self-evaluation and get peer-feedback.
11. Practice exercises (link units) have been added for each theme to give plenty of practice to the language items and skills discussed in the main unit. It is advised to take up the practice exercises before the exercise for the Main Course Book to strengthen the deficit competencies in the learners.
12. The textbook extends a helping hand to the teachers in many aspects but it expects them to be more focused on and proficient in their use of English in class. The textbook provides enough space for formative evaluation. Teachers will be given orientation and provided support for both formative and summative evaluation.
13. While-reading questions should be framed by the teacher during teaching a lesson in the class. This will be required to ensure comprehension of new words and the context of the content. Writing skill should preferably be practiced as a follow up of other skills.

Every time you go to a class, it is a new experience. Sometime you may face situations that may expect you to take an extempore decision about how to deliver or handle the content. However, sharing of every such experience at your end would help us in improving this book towards achieving its communicative objectives.

SCERT Raipur wishes to acknowledge & express heartfelt thanks to all the direct & indirect sources referred to in this text book.

About the Practice Exercises

The try out edition of English Reader Class IX, 'Flight' was an attempt to help students of Secondary level in continuity to the Communicative Functional approach followed in the text books of classes VI-VIII. The book has been featured with more exposure to reading in different genres and themes.

After the field reports for the try out edition, the book has now been edited and five units containing three lessons each (Total 15 lessons) have been retained. It was found that students and teachers found the book interesting but the approach rather new. Also, the need to familiarize and provide ample practice with grammar, comprehension and integrated skills was emphasized.

The Practice Exercises are designed to equip learners with self learning strategies and more attractive practice. The exercises have been based on selection from the reading texts and small easy and enjoyable extracts from poems which have been exploited for the development of language skills.

The focus of the practice exercises :

Enhanced practice in factual and inferential comprehension through exposure in multiple choice type exercises.

Extended grammatical practice for all the structural items occurring in context.

Supportive listening and speaking exercises.

Writing tasks that include activities to support study skills.

Some important points to note:

1. Each unit has one practice exercise. Please make the students do these exercises after completing each unit of the text book.
2. The exercises can be used partially for class work and home work according to the achievement level of the individual learners.
3. Please read the listening texts slowly and carefully.
4. Help the students understand and do the speaking tasks in the class.
5. Help the students do the writing tasks and check their exercises among themselves.
6. These exercise can be used for formative evaluation of the learner in English language skills.



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Unit 1

Inspiration

Reading A : Patriotism

Reading B : How The Little Kite Learned To Fly ?

Reading C : A Great Moment for
all Those Children



Inspiration

Pre-reading



1. Who is this famous person in the above picture?

Here are some of his utterances :

- i. *'Don't read success stories, you will get only message. Read failure stories, you'll get some ideas to get success.'*
 - ii. *'To succeed in your mission, you must have a single-minded devotion to your goal.'*
 - iii. *'Life and time are the world's best teachers. Life teaches us to make good use of time and time teaches us the value of life.'*
2. Which of these observations do you like most and why?
3. What according to him are some of the most important steps that we need to take to get success in life?



“Nanaji, what is patriotism?” asked Ajit.

“It means going to jail like Gandhiji and Chacha Nehru or dying for your country like Bhagat Singh,” explained his sister Naina.

“Yes, Naina you are right. But it also means a lot more. To be a patriot one need not die or go to jail. One can show one’s love for one’s country in many small ways,” Nanaji said.

“How?”

“By loving its culture and its people. Do you remember Ajit, on 26th after the Republic Day Parade, a tune was being played?”

“Yes, Nanaji, as soon as the tune started you stood and continued standing till the end.”

“Do you know what the tune was?”

“I know, Nanaji” Naina said. “It was our National Anthem - ‘Jana gana mana’...”

“Good. But do you know why I got up and stood to attention?”

“No, Nanaji. Why?”

“As a mark of respect to the National Anthem. And unfortunately I was the only one to do so. Your father continued to read the paper and your mother went on with her conversation on the phone. Earlier, in the cinema halls at the end of the movie the National Anthem was played. But it was found that the people used to leave the hall midway, laughing, shouting and creating a racket. The government then decided to stop the playing of the National Anthem. The reason why I gave you this example is to explain to you that a person’s patriotism can be reflected in simple day to day things like his respect for his language, his nation’s anthem or flag and above all the love for his fellow countrymen.”

“Nanaji, I still don’t understand. I thought patriotism was all about dying for one’s country or making a big sacrifice.”

“Yes, Beta you are right. It is about big things but also little ones too. And remember it is not the battlefield alone which produces patriots. In the battlefield of life too you will find many martyrs. Okay, let me tell you a story which will help you understand better.”



“Yahoo! Nanaji, tell me a story about dragons and dinosaurs,” shouted Ajit.

“No, Ajit I’ll tell you a story about real people and their real problems. But not today. This Sunday I’ll take you for a picnic to a small village around 100 kilometres from here. We’ll spend the day there and return by night.”

~*~

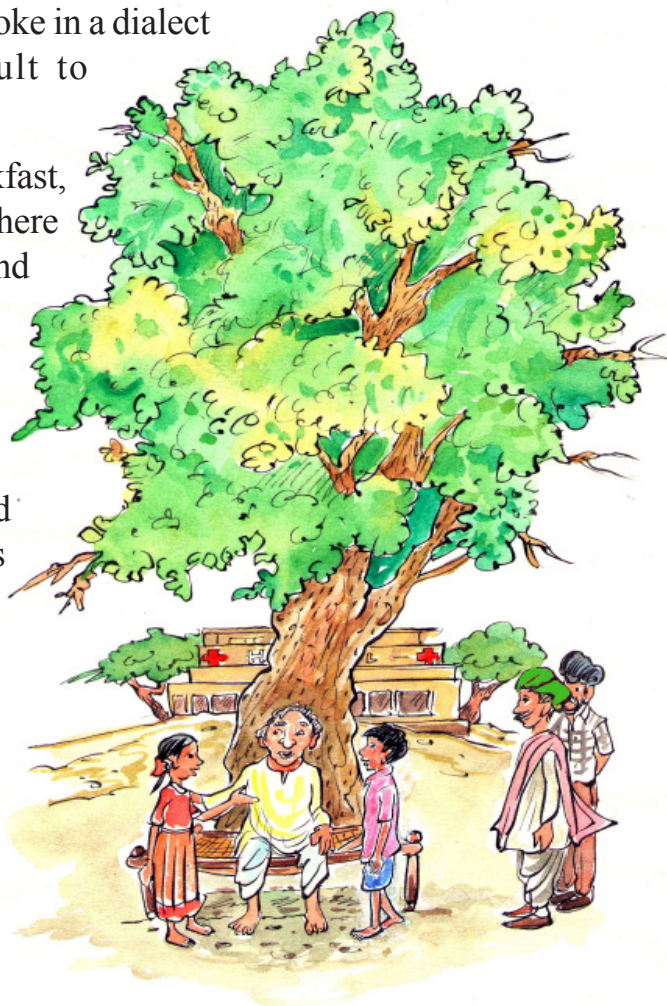
On Sunday Nanaji, Naina and Ajit started very early for their ‘picnic’. They took the first train to the village ‘Himapet’.

Two and half hours later, they found themselves at a tiny, dusty railway station. They got down and stepped outside. A large well built man wearing a white dhoti and kurta and sporting a huge turban greeted them with folded hands.

He led them to a bullock cart and much to Ajit’s delight lifted and placed him on the cart. The cart trundled on for almost an hour till they finally reached the village. They alighted in front of a large brick house. An elderly man and a woman came out greeting Nanaji and fussing over the kids. They spoke in a dialect which Naina and Ajit found difficult to understand.

An hour later, after they had their breakfast, Nanaji took them to a huge peepal tree where there was a platform. They sat down and Nanaji started his story.

Around ten years ago there was a young man whose name was Akash. He was studying to be a doctor. After he completed his MBBS he worked hard and won a scholarship to USA. He got his masters degree and decided to come back. Along with him ten of his friends had also gone for higher studies to America. They all stayed back but Akash returned. Akash’s father was not very happy with his son’s decision. He was very proud that his son had got a foreign degree. He wanted his son to make America his home, earn a lot of money and finally



invite his parents and sister also to settle down in America. But Akash was adamant. “My country has spent thousands of rupees in educating me. I have to repay this debt. The only way I can do it is by serving the people here. And moreover India and its villages need good doctors far more than rich countries like America.”

“What happened Nanaji? Did Akash come back to India?”

“Yes child, he did. In the beginning he worked in a Government Hospital in the city. A year later an epidemic broke out in the nearby villages. When Akash learnt about that he just packed his bags and left. He didn’t even inform his parents.”

“Why?” asked Ajit.

“Because they would have stopped him. In science I have studied that during epidemics, sometimes the doctors who are treating the patients also die,” Naina said.

“Yes, Naina is right. Anyway, a week later, Akash’s father got a postcard from him saying that he was busy treating the patients and that the situation was very grim. But Akash did not mention where exactly he was, fearing that his father would land up and try to drag him back. Two weeks later, his father received a phone call saying that Akash had been admitted in the City Hospital in a serious condition.

His parents rushed to see him. He was in a very bad state. He could barely speak.

“Why are you torturing yourself, as well as us, son?” His father asked him while his mother started sobbing.

“I can’t help it father. I can’t bear to see people suffer.”

“Your friends are enjoying life in America, earning pots of money and living in comfort and look at you here - fighting for your life. I can’t understand what you are getting by doing all this. If you don’t care about yourself at least spare a thought for your poor mother. Just see her condition. She has gone half mad worrying about you.”

“Father, I don’t think I’ll ever be able to convince you about my actions. All I can say is that I have the satisfaction that I have been able to save so many lives. Forgive me if I have tortured you. But...but please try to understand that I could not help it. I can’t watch people dying all around me and not do anything.”

~*~

After battling for a month Akash died in his mother’s arms.

The entire village was there at his cremation and there was not even one eye which was dry.

The villagers decided to pay homage to Akash. They launched a drive to collect donations for building a small hospital in the village. They approached the local MLA who agreed



to organize a hefty donation thinking that the hospital would be named after him. However, the villagers were adamant. They took the money, built the hospital and called Akash's parents for the opening ceremony. Akash's father inaugurated the hospital.

"Come, I want to show you something," Nanaji said and taking their hands in his, he led them to a building, a few hundred metres behind the peepal tree."

They stopped in front of a blue board.

"Naina, please read what is written."

"Akash Memorial Hospital - in memory of Dr. Akash Rai, who saved this village from death."

Naina looked at her grandfather. His eyes were wet with tears.

"Nanaji, Akash Rai, but your surname is also Rai.....was he your..."

"Yes, my child, he was my son, your mother's elder brother. As a professor of Philosophy I always thought I knew everything about everything. But my son taught me the true essence of the term 'service' and the real meaning of the word 'patriotism'."



About the author

Ramendra Kumar is an Indian writer for children. He has written more than 20 books so far. His books have been translated in seven foreign and eight Indian languages.

Meanings in context

unfortunately	:	sadly
reflected	:	expressed
martyr	:	one who dies for a particular cause
racket	:	noise
trundled	:	moved slowly
fussing over	:	paying too much attention to some body
epidemic	:	sudden spread of an infectious disease affecting a large number of people
grim	:	unpleasant
torturing	:	act of causing a great physical or mental pain

spare	:	to stop (somebody) from having unpleasant experience
convince	:	to succeed in making (somebody) believe
satisfaction	:	the feeling of pleasure on achieving something
hefty	:	a large amount (of money)
adamant	:	not willing to change one's mind
inaugurated	:	start something in a formal manner
essence	:	basics or important quality

Comprehension

I. Answer the following questions.

1. What is patriotism?
2. Why is the National Anthem not played in the cinema halls these days?
3. Why did Nanaji take Ajit and Naina to Himapet?
4. Why did Akash decide to settle down in India? What does it show about his character?
5. How did the villagers express their gratitude to the service provided by Akash?
6. What difference do you notice between Akash and his friends?
7. If you were in Akash's position what would you have done?

Vocabulary

Work in groups

I. Quiz: Guess the words and spell them

1. Rules:

- i. You will be given three chances. If you get the answer
 - a. after the first clue you get 3 marks.
 - b. after the second clue you get 2 marks.
 - c. After the third clue you get 1 mark.
- ii. If you spell the word correctly, you get 1 mark. Thus if you guess the word and spell it correctly in the first attempt you will get 4 marks
- iii. If the first group isn't able to tell the word or spelling, it goes to the next group (2nd group) and they get 2 marks. If the third group gives the correct answer,, they get 1 mark.
- iv. If the group is not able give the answer, the chance rolls on to the next group but the clues won't be repeated for them.



An example is given. Take more words from the lesson and conduct the quiz with your classmates.

2. Clues:

- i. The first clue will tell about the number of letters in the word and its meaning.
- ii. After a short while you will get the second clue which would be a rhyming word.
- iii. The third clue will tell about the letter /letters to be added/ replaced/ deleted from the rhyming word

Eg. Spare

- a. First clue: 5 letter word and means 'to save from trouble'
- b. Second clue: rhymes with rare
- c. Third clue: replace 'r' with sp

II. There are some words that are misspelled in the sentences below. Circle the words and correct their spelling.

1. In the party the children were lafing shauting dancing and kreating a rekat.
2. Peeple vizit the gardan on weak days.
3. The vilajers dicided to pay hamoge to Akash.
4. Don't pul the tale of the puppy! shouted the old men .
5. The trafic single shoed the red light.

III. Compound words

Look at the following words from the text.

breakfast

battlefield

grandfather

Each of these words is a compound word. They are formed as below:

break + fast = breakfast

battle + field = battlefield

grand + father = grandfather

Now complete the following compound words.

1. Identity _____
2. _____ master
3. pen _____
4. letter _____
5. _____ light
6. book _____
7. _____ pen
8. black _____
9. _____ lamp
10. chain _____

Grammar

Read the following pairs of sentences and notice what is common in them.

1. Yes, Naina you are right. **But** it also means a lot more.
2. “Good. **But** do you know why I got up and stood to attention?”
3. “Forgive me if I have tortured you. **But**...but please try to understand that I could not help it.”
4. “No, Ajit I’ll tell you a story about real people and their real problems. **But** not today.”
5. The senior students have a library period **while** the juniors go for games.



As you may have noticed that all the second sentences begin with ‘**but**’. We use ‘**but**’ to introduce contrasts with the idea expressed in the first sentence.

Sentences with **while** do not take **but**

But/Although/Nevertheless/even though/

But	The car may be the most common form of transport but it causes the most pollution.
Although	Although the car may be the most common form of transport, it causes the most pollution.
Nevertheless	The car may be the most common form of transport, nevertheless it causes the most pollution.
even though	Even though the car may be the most common form of transport, it causes the most pollution.



1. Read the dialogues and choose the most appropriate options to complete the dialogues.

i. Doctor: Take this medicine for a week and you'll start to feel better.

Patient:I've used it before and it did not help at all.

Doctor: Are you sure? It's the best in the market.

Patient: Yes I am. Can you please suggest some other medicine?.

a. Although

b. In spite of

c. But

ii. Sarah : I can't wait for you. You are coming, right?

Ramdeen: Yes! I have to work late; I'll be there later.

a. Though

b. In spite of

c. But

2. Fill in the blanks with correct alternative:

i. the public's anger, the government passed the new law.

a. Nevertheless

b. In spite of

c. Even though

ii. You did very well in your test, I recommend you to practice reading some more for the next one.

a. while

b. in spite of

c. nevertheless

iii. They decided to go ahead with the public, the bad weather.

a. while

b. in spite of

c. even though

Listening

- I. Listen to the story about Medicine Baba and put a tick (✓) in the box under his picture and the features/qualities that describe him.


☐

☐

☐

Qualities / Features

doctor

☐

hardworking

☐

handicapped

☐

lazy

☐

young

☐

inactive

☐

social worker

☐

sincere

☐

Speaking

Work in pairs and role play the following conversation between Smita and Soha.

Smita – (Dialing the number) 8769540321

Soha – (receives the call) Hello!

Smita – Is it 8769540321? Soha – Yes! May I know who I am speaking to?

Smita – Yes, Good Morning! Soha, this is Smita calling from 'GO GREEN GO CLEAN', an organization working for health and sanitation. Actually, we are organizing a Swachh Bharat Abhiyan in your locality from 15th Nov 2015 to 18th Nov 2015. We would like to have your support during that period.



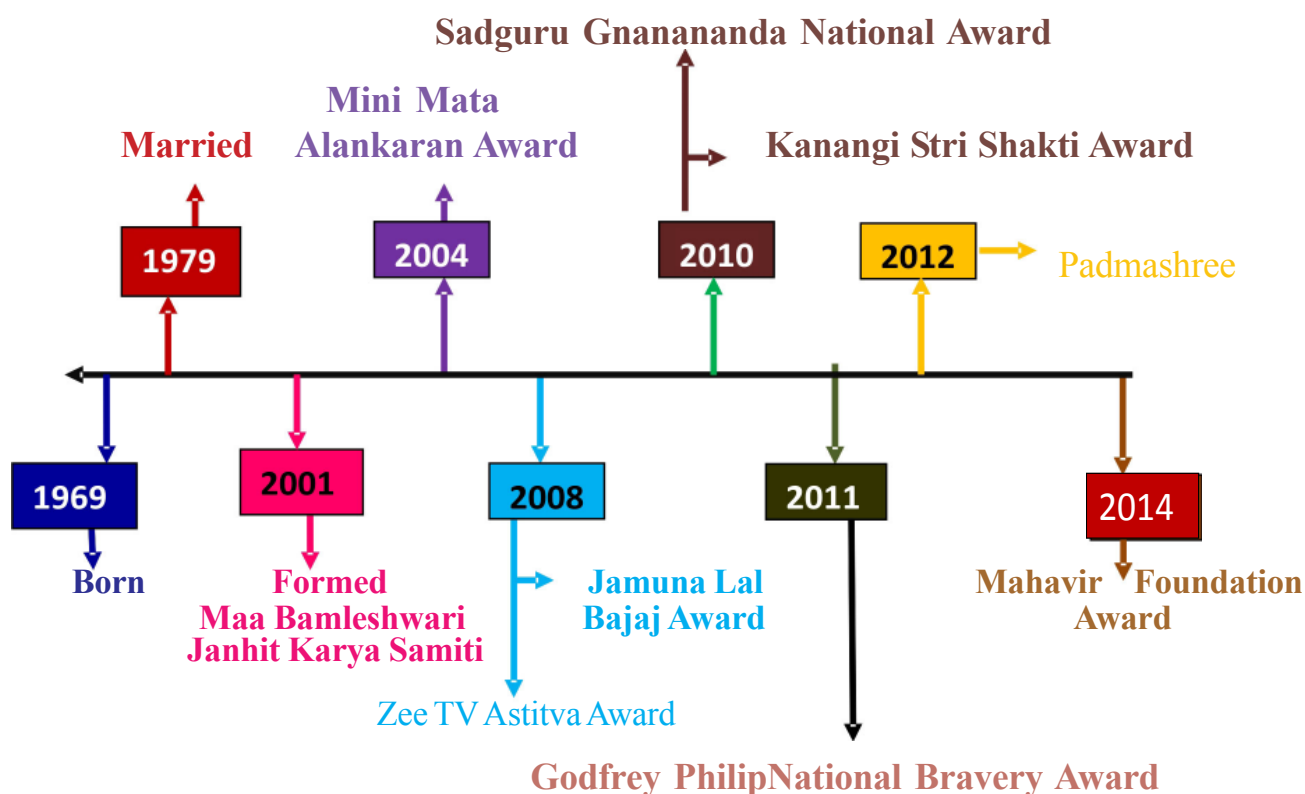
Soha- Oh ! Great ! I would be pleased to work with you.

Smita- Thank you very much Soha! So... meet you on 15th.

Soha- Welcome Smita! Sure I'll be there.

Study Skills

Go through the time line given below and complete the information about Phoolbasan Bai Yadav.



Phoolbasan Bai Yadav

Phoolbasan Bai Yadav was born on 5th Decemberat Sukuldaihan, in the Rajnandgaon district of Chhattisgarh. She got married in childhood when she was justyears old and had education only up to the seventh standard.

Yadav's social career started when she began taking part in the activities of the self help groups in the district. She faced many problems from family and society during these days. In ----- she combined the activities under one umbrella by forming the non governmental organization (NGO), -----



..... The organization has since grown to cover 12000 women self help groups with a reported total strength of over 200,000 members. The participating groups engage in activities such as health programs, education, sanitation and social reforms.

.....

.....

.....

Project Work

Think of any one person in your area who may have inspired you and complete his/her profile.

Name	
Born	(Date)
	(Place)
Education	
Occupation/Hobby	
Job	
Lives	
Qualities	
Incidents that inspired you	



Reading B

“I never can do it,” the little kite said,
As he looked at the others high over his head.

“I know I should fall if I tried to fly.”

“Try,” said the big kite, only try!

Or I fear you never will learn at all.”

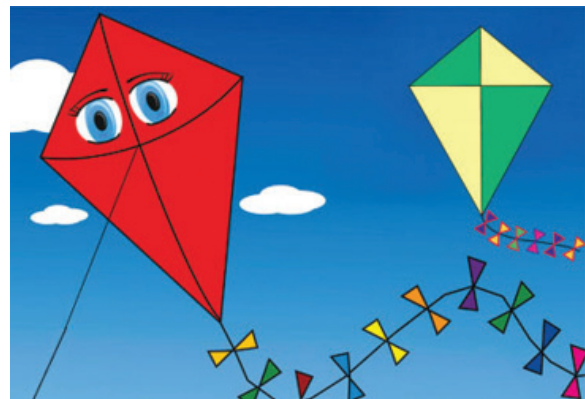
But the little kite said : “I’m afraid I’ll fall.”

The big kite nodded : “Ah, well, good-bye;
I am off.” And he rose toward the tranquil sky.

Then the little kite’s paper stirred at the sight.
And trembling he shook himself free for flight.
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite looking down could see
The little one rising steadily.

Then how the little kite thrilled with pride,
As he sailed with the big kite side by side!
While far below he could see the ground,
And the boys like small spots moving round.
They rested high in the quiet air,
And only the birds and clouds were there.

How The Little Kite Learned To Fly?



“Oh, how happy I am,” the little kite cried.

“And all because I was brave and tried.”

(Katherine Pyle)

About the author



Katherine Pyle was born in Wilmington on November 23, 1863. In 1879, while a 16-year old student at Wilmington’s Misses Hebb’s School, her poem “The Piping Shepherd” was published in Atlantic Monthly. During her career she wrote and illustrated about thirty books and illustrated a number of books by other authors, including Anna Sewell’s *Black Beauty* in 1923. In 1924 her serialized article “The Story of Delaware” appeared in the Wilmington newspaper, the *Sunday Morning Star*. Many of her stories were drawn from fairy tales, ancient myths, nursery rhymes, and stories about animals. Katharine Pyle died on February 19, 1938 at her residence at 804 North Franklin St., Wilmington.

Meanings in context

nodded	:	moved head up and down or from side to side
tranquil	:	peaceful
stirred	:	inspired
trembling	:	shaking (with fear)
steadily	:	little by little / gradually
sailed	:	flew / moved smoothly
whirling	:	moving round and round (here expressing thrill)



I. In the table given below there are some sentences from the poem in column A. In column B put a tick mark (✓) on who said these sentences - the big kite or the small kite.

A		B	
S.No.	Sentences / Phrases	Big Kite	Small Kite
1.	I know I should fall if I tried to fly.		
2.	I can never do it.		
3.	Try only try!		
4.	Or I fear you will never learn at all		
5.	I'm afraid I'll fall		
6.	'Ah well, good bye; I'm off		
7.	Oh, how happy I am!		
8.	And all because I was brave, and I tried.		

II. Tick (✓) the appropriate answer.

- The big kite flew away because_____
 - he was kind.
 - he wanted to encourage the little kite.
 - he was clever.
 - he was bold.
- In the beginning the little kite was_____
 - inspired
 - not confident
 - thrilled.
 - excited.
- The little kite succeeded because of_____
 - the big kite.
 - his efforts.
 - the wind.
 - other kites.

Comprehension

III. Answer the following questions.

1. What was the little kite afraid of?
2. Why did the little kite's paper stir?
3. How did the boys look like from the sky?
4. Pick out the words from the poem that tell us that the little kite was frightened.
5. How did the little kite feel when it sailed up in the sky?
6. Who were the little kite's companions up in the sky?

IV. Complete the table given below by writing the feelings of the small kite described in the stanzas of the poem.

Stanza	Feelings
1.	
2.	
3.	
4.	
5.	
6.	

You may choose the words from the box.

Afraid, depressed, brave, tired, quiet, encouraged, inspired, thrilled, happy, sad, free



Reading C



A Great Moment for all Those Children

Telephone interview with Kailash Satyarthi following the announcement of the 2014 Nobel Peace Prize, 10th October 2014. The interviewer is Adam Smith, Chief Scientific Officer of Nobel Media.

[Kailash Satyarthi] Hello.

[Adam Smith] Hello, Mr Satyarthi?

[KS] Speaking, hello.

[AS] Hello, my name is Adam Smith calling from the Nobel Prize website in Stockholm. Congratulations! on the award of the Nobel Prize.

[KS] Thank you so much, thank you very, very much. You have given the great honour and the .. [unclear] .. to hundreds of millions of children in the world who are deprived of their childhood and health and education, and fundamental right to freedom. It is a great moment for all those children, and thank you very much for that.

[AS] Well, thank you.

[KS] It is also a great honour for every Indian citizen, and I am really, really thankful to all of you.

[AS] That's very kind of you, thank you. What message do you hope that the Prize award will deliver to the world?

[KS] Well, I am quite hopeful and rather sure that this will help in giving bigger visibility and attention to the cause of children who are most neglected and most deprived. This will also inspire individuals, activists, governments, business houses, corporate to work hand in hand to fight this out. And I am quite hopeful about it, that the recognition of this issue will help in mobilising bigger support for the cause.

[AS] Marvellous. This will focus a lot of attention on your work. How can people around the world help you with your mission?

[KS] First of all, everyone must acknowledge and feel that child slavery still exists in the world, in its ugliest face and form. And this is an evil, which is crime against humanity, which is intolerable, which is unacceptable and which must go. That sense of recognition must be developed first of all. And secondly, there is a need of higher amounts of political will. There is a need of higher amount of corporate engagement, and the engagement of the public towards it. So, everybody has a responsibility to save and protect the children on this planet.

[AS] Thank you. And I suppose there is End Child Slavery Week coming up in November so everybody can get...

[KS] Of course! Yes, we are going to organise End Child Slavery Week from 19th November to 25th November, and that would be an annual event which we would be organising every year on different aspects of child slavery, and this year we are demanding to the information community that the abolition of child slavery must be incorporated into the post-millennium development goal or the sustainable development goal. So, that would be the emphasis of this year's End Child Slavery Week.

[AS] Thank you very much indeed for speaking to us, and again our congratulations on the award of the Nobel Prize.

[KS] Thank you once again on behalf of all my organisations whom I work with, all the activists and all my fellow Indians.

[AS] Thank you.

[KS] Bye, bye.

A note about Kailash Satyarthi



Kailash Satyarthi, along with Malala Yousafzai from Pakistan, was awarded the Nobel Peace Prize in 2014 for their struggle against the suppression of children and young people and for the right of all children to education. Satyarthi is the fifth Nobel Prize winner from India and the second Indian winner of the Nobel Peace Prize after Mother Teresa in 1979.



Meanings in context

Media	:	means of communication
visibility	:	clarity
neglected	:	ignored
deprived	:	disadvantaged
inspire	:	encourage
mobilizing	:	gathering together
incorporated	:	included
acknowledge	:	accept
intolerable	:	unbearable
unacceptable	:	undesirable
humanity	:	all the people in the world
marvellous	:	wonderful
abolition	:	ending
sustainable	:	capable of continuing
post-millennium	:	after a time period of thousand years

Comprehension

Answer the following questions.

1. Why did Adam Smith call Kailash Satyarthi?
2. Why was Kailash Satyarthi awarded the Nobel Prize for Peace?
3. What did Kailash Satyarthi say on being congratulated by Adam Smith?
4. What is the 'End Child Slavery Week'?
5. What does Satyarthi mean by 'planet' in the text?
6. As children how can you help in the movement started by Kailash Satyarthi?
7. Which are the two ways in which people can help to abolish child slavery according to Satyarthi?
8. "Child labour still exists in the world." Do you agree with the statement? Give reasons.

Vocabulary

I. Complete the word-web with words related to media, as shown below.



Grammar

1. Close **the** door, please.
2. I've got **a** friend in Canada.
3. **This** is my house.
4. **Little** knowledge is a dangerous thing.
5. **Their** bus is late.
6. Have you seen my keys?
- 7 **There** are a few students in the class today.
- 8 I don't teach **everyday**.
9. I go for walk **two days** a week.
- 10 Have you got **any** book for me?

All words in bold in these sentences are determiners. A determiner is a word that precedes and modifies a noun. This function is performed by the following.



articles (a, an, the)

determiners (this, that, these, those)

possessives (my, your, his, her, its, own, your, their)

quantifiers (some, any, few, little, much, many, each, every, both, all, enough, half, whole, less, etc)

Some quantifiers are used only with countable nouns and some only with uncountable nouns; some can be used with both. Look at the following examples to see this.

There are **a few** boys in the class.

There is **little** water in the cup.

There are **some** boys in the class.

There is **some** milk in the cup.

'Some' can be used with both countable and uncountable nouns('boys' and 'milk'). But 'few' can be used with a countable noun and 'little' can be used with an uncountable noun.

Examples	Meaning
I've got a little money. I'm going to the cinema. I've got a few friends. We meet everyday.	some / enough
I've got (very) little money. I need to borrow some I've got a (very) few friends. I need to make new friends.	hardly any/ not enough

I. Fill in the blanks with the most suitable determiners from the list given below.

a, an, the, every, one, a little, her, little, the little, first, his

— seed was no bigger than — nail on Deepa's little finger. It was as hard as — nutshell.

"I'll plant it, and — flower will grow from it," Deepa said to herself. She fetched — flowerpot and planted — seed. She watched it — day. — day — shoot sprang up. — plant was no bigger than — little finger. No one knew what it was.

“We’ll have to wait until it flowers,” said Deepa’s mother. — plant grew and grew. It grew very tall.

We’ll have to measure ourselves to see who is bigger, “said Deepa to — baby tree as she set off for school for — ——— time.

By summer, — tree had grown much taller than her. It almost filled — sitting room.

“I wonder what kind of — monster it is,” said mother. So she borrowed — book on plants, buried — nose in it and finally called out, “Here we are! It is — Semul also called Silk Cotton — enormous tree. It’ll bring — whole house down!”

Father dashed off to — shed to get — axe. “No!,” shrieked Deepa. “If you chop its top off, it will die. Father dear, please !”

II. Fill in the blanks with ‘some’/ ‘any’.

1. Would you like _____ milk?
2. There are _____ books on that table.
3. No, I don’t want _____ book.
4. She wants _____ papers to write a story.
5. They do not have _____ money with them.

III. Fill in the blanks with ‘little’, ‘few’, ‘a little’, ‘a few’.

Remember (‘little’ and ‘few’ are used to give a negative idea; ‘a little’ and ‘a few’ are used to give a positive idea.)

1. They are not happy because _____ food is left with them.
2. She is quite satisfied now. She has done _____ better than she expected.
3. Raju has made _____ mistakes in English paper that’s why he is sad.
4. He has _____ hope to get success.
5. There are _____ points to discuss still to get the expected result.



IV. Insert 'much' or 'many' in the following.

1. Did you buy _____ story books?
2. How _____ water is left in this tank?
3. They do not have _____ houses.
4. Raj is fond of reading books but he has not brought _____ books with him.
5. How _____ money you want?
6. How _____ students have their textbooks?

Writing

Read this story carefully.

One day a father took his son to a village.



He wanted to show him how poor someone can be.

They spent time on the farm of a poor family.

Dad asked, "Did you see how poor they are?"

What did you learn?"

Son said, "We have one dog, they have four;

we have a pool, they have rivers.

We have lanterns at night, they have stars;

we buy food, they grow their's.

We have walls to protect us, they have friends;

we have encyclopedias, they have the Holybooks"

Then they headed.

"Thanks Dad, for showing me how poor we are!"

You are a reporter impressed with this boy. Imagine that you have interviewed this boy. Complete the interview given below.

Reporter: Good morning, *Beta*. I am Arnab Ghosh from *Wisdom*.

Boy :

Reporter :?

Boy : I am Sankalp Sharma.

Reporter :

Boy : It was a very nice experience.

Reporter :
 Boy :
 Reporter :?
 Boy :
 Reporter :?

Study Skills

Read the profile and biographical sketch of Teejan Bai carefully.



Teejan Bai	
Born	August 8, 1956
	Ganiyari Village, Chhattisgarh
Father	Chhunuk Lal Pardhi
Mother	Sukhwati
Occupation	Pandvani Singer (folk)
First performance	At 13 years
Job	At Bhilai Steel Plant
Lives	Bhilai
Awards	Padma Bhushan (2003)
	Hon. D.Litt., Bilaspur University (2001)
	Sangeet Natak Award (1995)
	Padma Shri (1988)

Teejan Bai was born to Mr. Chhunuk Lal Pardhi and Mrs. Sukhwati on August 8, 1956 in Ganiyari village of district Durg (Chhattisgarh). She is a well known Pandwani singer (folk). She gave her first public performance at the age of thirteen. She worked for Bhilai Steel Plant and lives in Bhilai. She has been felicitated with many awards. She has been honoured by Padma Shree in 1988. In 1995 she got the Sangeet Natak Award. Bilaspur University honoured her with the Doctor of letters (D.Litt) in 2001. She was given Padma Bhushan in 2003. She is an inspiration to the children of Chhattisgarh. We feel proud as she belongs to our state



Now, based on the profile given, write the biographical sketch of Saba Anjum in about 100 words.

Saba Anjum	
Born	June 12, 1985
	Bhopal, Madhya Pradesh
Mother's Name	Farida Begum
Father's Name	Rafique Baksh
Occupation	Hockey Player
Job	DSP (Deputy Superintendent of
	Police) at Durg
Lives	Durg
Games	Common Wealth Games
	2002 Manchester, Asia Cup
	2004 New Delhi, Asian Games
	2006 Doha
Awards	Gundadhar Sports Award
	Arjun Award (2013)
	Padam Shri (2015)



Project Work

Interview a person you like most from your area and ask him the following questions. Write down his/her replies in your notebook.

1. Who inspired you?
2. Where were you born?
3. How many brothers and sisters do you have?
4. At what age did you start?



PRACTICE EXERCISE - I

Link Unit : Inspiration

I. Read the following.

Around ten years ago there was a young man whose name was Akash. He was studying to be a Doctor. After he completed his MBBS he worked hard and won a scholarship to USA. He got his masters degree and decided to come back. Along with him ten of his friends had also gone for higher studies to America. They all stayed back but Akash returned. Akash's father was not very happy with his son's decision. He was very proud that his son had got a foreign degree. He wanted his son to make America his home, earn a lot of money and finally invite his parents and sister also to settle down in America. But Akash was adamant. "My country has spent thousands of rupees in educating me. I have to repay this debt. The only way I can do it is by serving the people here. And moreover India and its villages need good doctors far more than rich countries like America."

(An Extract from *Patriotism*)

Pick out the false statements and correct them.

- i. Akash got his MBBS degree from India.
- ii. Akash studied in USA only.
- iii. Akash got his master's degree from USA.
- iv. Akash wanted to settle in America.
- v. India had spent thousands of rupees in educating Akash.

1. Answer the following questions.

- i. What was the name of the young man?
- ii. Why was Akash's father unhappy?
- iii. What was Akash's father proud of?
- iv. Why did Akash return to India?
- v. How did Akash repay the debt?
- vi. Write the full forms of:
 - i. USA
 - ii. MBBS



2. Word Building

Sit in groups and make as many words as you can make from the word 'Patriotism' and then fill them in the table. The first one is done for you.

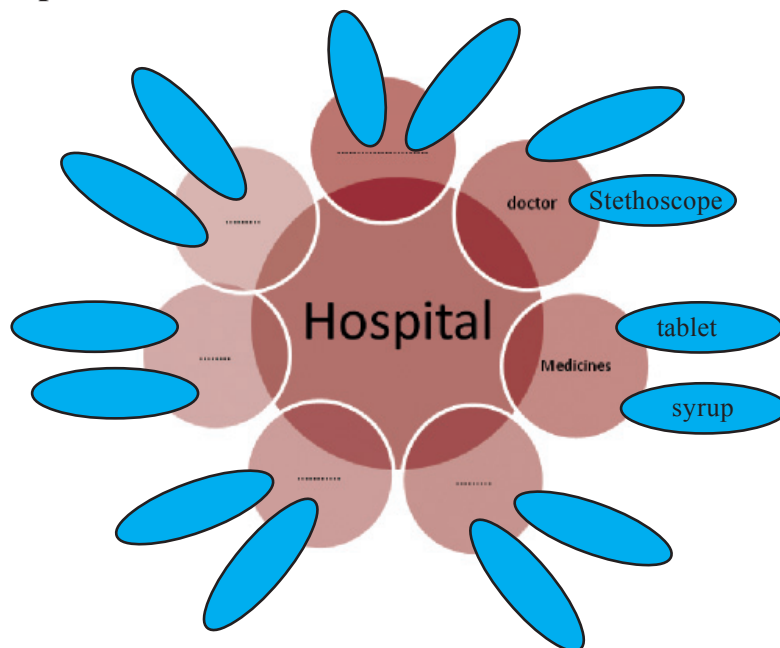
(You can change the order of the letters)

S.no	Two letter words	Three letter words	Four letter words	Five letter words
1	to	tap	trip	prism
2				
3				
4				
5				

3. Add some more opposites words starting with un-, mis-, dis-,il- , ir-, in to the list:

1. unfortunately (un + fortunately)
2. irrelevant (ir + relevant)
3. misuse (mis + use)
4. disappear (dis+ appear)
5. illogical (il + logical)
6. intolerance (in + tolerance)

4. Complete the word web with the words related to Hospital.



5. Fill in spaces with some determiners -

It was around Eid. We wanted to buy clothes, Eid lights and other items. Anarkali is famous for such items. My mother asked me to join her. My mother and I went to Anarkali. It is near Medical College. There was crowd. Everyone was pushing each other. There were traffic jams and vehicles were blowing their horns. Street vendors were selling various items, which were very cheap. They were shouting on top of their voice to attract the customers. Many customers were bargaining with shopkeepers. beggars were asking for food and money. We went to saree shop, where my mother bought saree. She bought artificial jewellery for me. There were no fruit shops there. We wanted to buy fruits too but.....

We also bought sweets from famous shop, *Butt Sweets*. From the electrical market we bought Eid lights and mixer-juicer. I also bought records, cassette, tapes of classical music. We were all tired after shopping. We took cold drinks to refresh ourselves. Thereafter, we returned home. I enjoyedshopping very much, although market was very crowded.

6 (a). Fill in the blanks with ‘a’, ‘an’ or ‘the’

Last year we went for holiday to Mainpat. It is beautiful place with mountains, rivers and rocks. We stayed there in hotel. When I woke up in morning, I looked out of window of my room. sun was shining brightly. There was small cottage outside the window, and old woman was standing with child in her arms. man was chopping some wood with axe. There was beautiful mountain far away.



7. You always observe your mother busy doing different activities from morning till night. Write the daily routine of your mother. You may choose the hints given below and add some more.

*eg.: My mother **gets up** at 5 O'clock in the morning*

takes bath, cleans, worships, cooks, serves tea, reads news paper, packs lunch, brushes teeth, goes to work, prepares dinner.....

8. Here is a description of Anant's Library. Listen carefully and fill in the blanks.

My library is near my local shopping centre. I use it every week. There are books all around the library and there are books on these shelves. Also, there are tables and chairs where people can In one corner are the and in another corner are the computers. In the of the library is a counter. The sits here. He is very helpful. Library is a place and I can read or study there. I love to read many different books, newspapers and at the library.

9 . Sanjay will be given an award for full attendance on School Annual Day. You are Manoj and you are interviewing Sanjay. Some parts of the interview are missing. Complete the interview using the hints and enact it.

Manoj : Congratulations, Sanjay! You will be given an award on our School Annual Day Celebration. How did you manage to come to school every day?

Sanjay : I love my school, so I don't like missing the school even for a day.

Manoj : How do you keep yourself fit?

Sanjay : _____

Manoj : Tell me how _____ feel?

Sanjay : My mother was very happy. She takes care that I'm regular to school.

Manoj: Congratulations, Sanjay! nice talking to you.

.....: Thank you. It's my pleasure, Manoj.

II. 1. Read the passage and answer the following questions.

In India, Mother Teresa had the first glimpse of poverty. She loved children so she started off as a teacher; the young children loved her too. She even took care of those who were sick. She went for medical training to know how to help them. Soon, Mother Teresa felt that she had to do more. What she really wanted to do was to care for the poorest of the poor; people who were cast aside by society. She understood that to help them she had to sacrifice everything. She ate only rice, to experience their life, because that was all the poor could afford.

- i. Write two qualities of Mother Teresa.
- ii. Why did Mother Teresa decide to live among the 'poorest of the poor'?
- iii. Why did she eat only rice?
- iv. Why did she go for medical training?
- v. List the kind of work the Mother did.
- vi. Why do you think 'Teresa' was called Mother Teresa?

2. Mother Teresa wanted to care for the 'poorest of the poor'. Find out from the passage the phrases that tell about such people.

3. Read the passage carefully and tick (✓) the correct meanings of the words in bold.

- i. **Started off**
 - a. began
 - b. entered
 - c. became
- ii. **Cast aside**
 - a. rewarded
 - b. Ignored
 - c. punished
- iii. **Glimpse**
 - a. outcome
 - b. experience
 - c. Sight



iv. Afford

- a. Pay for
- b. Give up
- c. manage

v. Sacrifice

- a. Sell out
- b. Give up
- c. See off

4. Use the linking words given below and join the sentences in Column A and B

or and so but because

A

- i. Mother Teresa wanted to care for the sick
- ii. She ate only rice
- iii. She loved children
- iv. She helped the poor and cared for the sick
- v. To help the sick, she had to either arrange for a specialist

B

- She wanted to be with the poorest of the poor.
- That was all the poor could afford.
- She started off as a teacher.
- She felt that she had to do more.
- She had to go for medical training.

eg. : Mother Teresa wanted to care for the sick and to be with the poorest of the poor.

5. Based on the passage, write five sentences about Mother Teresa. You can use the hints given in brackets. We can begin as:

Mother Teresa had the first glimpse of poverty in India.

- _____ (love children)
- _____ (take care)
- _____ (get trained)
- _____ (sacrifice)
- _____ (help)

Unit 2

Humour

Reading A

The Never-Never Nest

Reading B

Excuses, Excuses and Excuses...

Reading C

Uncle Podger Hangs a Picture

“I have many problems in my
life. But my lips don’t know that.
They always smile.”

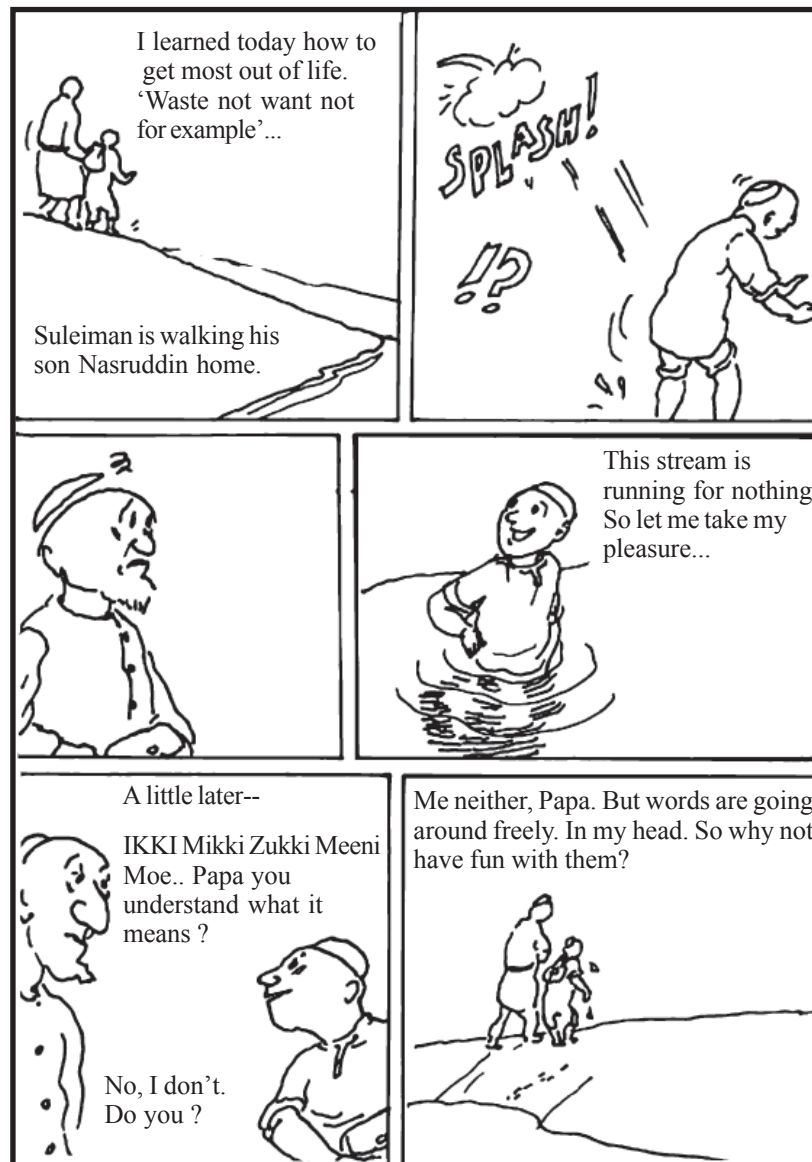
Charlie Chaplin



Humour

Pre-reading

Read the comic strip given below and answer the questions:



- Did this make you laugh? What lesson did the son learn?
- What is the pleasure that Nasruddin tries to take?
- What did Nasruddin mean to say by IKKI Mikki Zukki.....?
- Tell your class some more jokes like this

Reading A

The Never-Never Nest



Characters

Jack

Jill, his wife

Aunt Jane

Nurse

Scene: *The lounge of Jack and Jill's Villa at New Hampstead. The essential furniture consists of a table on which are writing materials, and two chairs. As the curtain rises the lounge is empty, but Jack and Jill come in immediately, followed by Aunt Jane.*

Jill: And this is the lounge.

Aunt Jane: Charming! Charming! Such a cozy little room! And such pretty furniture.

Jack (*modestly*): We like it, you know, handy place to sit in and listen to the radiogram.

Aunt Jane: Oh, have you got a radiogram as well as a car and a piano?

Jack: Why, of course, Aunt Jane. You simply must have a radio set nowadays.

Jill: And it's so nice for me when Jack's away at business. I even make him move it into the kitchen, so that I can listen to it while I cook.

Jack: Sit down, Aunt Jane, You must be tired—and we've shown you everything now.

Jill: What do you think of our little nest, Aunt Jane?

Aunt Jane: I think it's wonderful, my dears. The furniture—and the car—and the piano—and the refrigerator and the radio—what's it—it's wonderful, really wonderful!

Jack: And we owe it all to you.

Aunt Jane: Yes, Jack, that's what's worrying me.

Jack: Worrying you, Aunt Jane?



Aunt Jane: Yes. That cheque I gave you for your wedding present—it was only two hundred pounds, wasn't it? I— didn't put two thousand by mistake?

Jill: Why no, Aunt Jane. What on earth made you think that?

Aunt Jane (*relieved*): Well, that's all right. But I still don't altogether understand.

This house—it's very lovely—but doesn't it cost a great deal for rent?

Jack: Rent? Oh, no, we don't pay rent.

Aunt Jane: But, Jack, if you don't pay rent, you'll get turned out—into the street. And that would never do. You've Jill and the baby to think of now, you know.

Jack: No, no, Aunt Jane. You misunderstood me. We don't pay rent because the house is ours.

Aunt Jane: Yours?

Jill: Why, yes; you just pay ten pounds and it's yours.

Jack: You see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when you can buy and enjoy a home of your own for ten pounds—and a few quarterly payments, of course. Why be Mr. Tenant when you can be Mr. Owner?

Aunt Jane: I see. Yes, there's something in that. Even so, you must be getting on very well to keep up a place like this.

Jill: Oh, he is, Aunt Jane. Why, only last year he had a five shilling rise—didn't you, Jack?

Jack (*modestly*): Of course that was nothing, really. I'm expecting ten this Christmas.

Aunt Jane (*suddenly*): Jack! I've just thought of something. That car—is it yours?

Jill: Of course it's ours.

Aunt Jane: All yours?

Jack: Well, no. Not exactly all.

Aunt Jane: How much of it?

Jill: Oh, I should say the steering wheel—and one of the tyres — and about two of the cylinders. But don't you see, that's the wonderful thing about it.

Aunt Jane: I don't see anything wonderful about it.

Jill: But there is, Aunt Jane. You see, although we could never buy a car outright, we can enjoy all the pleasures of motoring for a mere five pounds down.

Aunt Jane: And the rest by easy instalments, I suppose.

Jill: Exactly.

Aunt Jane: Exactly. And What about The radio-what's it?

Jack: Well, that's the—

Aunt Jane: And the piano?

Jill: Well, of course—

Aunt Jane: And the furniture?

Jack: I—I'm afraid so—

Aunt Jane: I suppose all you own is this leg. *(She points to one)*

Jill: Well, no, as a matter of fact, it's that one. *(She points to another.)*

Aunt Jane: And the rest belongs to Mr. Sage, I suppose?

Jill : Er—Yes.

Aunt Jane: Well. I'm not going to sit on—Mr. Sage's part for any one.

(She stands up.) Now, tell me, how much do all these instalments come to?

Jack: Well, actually—*(He takes out his pocket-book and consults it.)*—actually to seven pounds eight and eight pence a week.

Aunt Jane: Good heavens! And how much do you earn?

Jack: As a matter of fact—er—that is—six pounds.

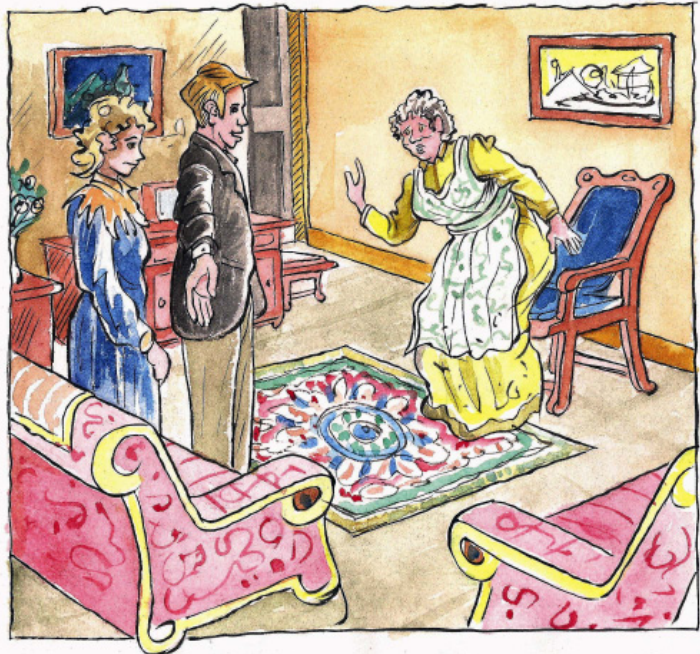
Aunt Jane: But that's absurd! How can you pay seven pounds eight and eight pence out of six pounds?

Jack: Oh, that's easy. You see, all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation.

Jill: They're only too glad to loan you any amount you like, on note of hand alone.

Aunt Jane: And how do you propose to pay that back?

Jack: Oh, that's easy, too. You just pay it back in instalments.



Aunt Jane: Instalments! *(She claps her hand to her forehead and sinks back weakly into the chair. Then realizes that she is sitting on Mr. Sage's piece and leaps to her feet again with a little shriek.)*

Jack: Aunt Jane! Is anything the matter? Would you like to lie down?

Aunt Jane: Lie down? Do you suppose I'm going to trust myself in a bed that belongs to Mr. Sage, or Marks and Spencer, or somebody? No, I am going home.

Jill: Oh, must you really go?

Aunt Jane: I think I'd better.

Jack: I'll drive you to the station.

Aunt Jane: What! Travel in a car that has only one tyre and two thingummies! No thank you—I'll take the bus.

Jack: Well, of course, if you feel like that about it....

Aunt Jane *(relenting a little)*: Now, I'm sorry if I sounded rude, but really I'm shocked to find the way you're living. I've never owed a penny in my life—cash down, that's my motto and I want you to do the same. *(She opens her handbag.)* Now look, here's a little cheque I was meaning to give you, anyway. *(She hands it to JILL.)* Suppose you take it and pay off just one of your bills—so that you can say one thing at least really belongs to you.

Jill *(awkwardly)*: Er—thank you. Aunt Jane. It's very nice of you.

Aunt Jane *(patting her arm)*: There! Now I must be going.

Jack: I'll see you to the bus, anyway.

Jill: Good-bye, Aunt Jane—and thanks so much for the present.

Aunt Jane *(kissing her)*: Good-bye, my dear. *(She and Jack go out. Jill looks at the cheque and exclaims 'Ten pounds!'* Then she hurries to the table, addresses an envelope, endorses the cheque and slips it inside with a bill which she takes from the bag and seals the envelope. Then she rings the bell. In a moment the Nurse comes in with the baby in her arms.)

Jill: Oh, nurse. I want you to run and post this for me. I'll look after baby while you're gone.

Nurse: Certainly, madam. *(She hands the baby to Jill, takes the letter, and goes.)*

(A second later Jack comes in again.)

Jack: Well, she's gone! What a tartar! Still, she did leave us a bit on account—how much was it?

Jill: Ten pounds.

Jack (*with a whistle*): Phew! That's great! We can pay off the next two months on the car with that.

Jill: I—I'm afraid we can't—

Jack: Why ever not?

Jill: You see, I—I've already sent it off for something else. Nurse has just gone to post it.

Jack: Well that's all right. Who have you sent it to?

Jill: Dr. Martin.

Jack: Dr. Martin! What on earth possessed you to do that?

Jill (*nearly in tears*): There! Now you're going to be angry with me.

Jack: I'm not angry! But why waste good money on the doctor? Doctors don't expect to get paid anyway.

Jill (*sobbing a little*): Bu—but 'you don't understand —

Jack: Understand what?

Jill: Why; just one more instalment and Baby's Really ours!

(*She is holding out the infant, a little pathetically, as we Blackout.*)

Cedric Mount

About the author

Cedric Mount is an English playwright. He has written in English and French. He wrote many satires during the first half of the twentieth century.

Meanings in context

lounge	: a room in a house that is used for sitting or entertaining guests
radiogram	: an entertainment device that combined a radio and a record player or a gramophone
villa	: a large and luxurious country residence
shriek	: a high loud cry
tartar	: an irritable person



phew	:	expressing shock or relief
motto	:	a guiding slogan
pound	:	the unit of money in the United Kingdom worth 100 pence
shilling	:	a British coin in use till 1971
absurd	:	not logical
relent	:	finally agree to something after initial refusal
Marks and Spencer:		a British multinational retailer of goods
thingummy	:	a word used in spoken english when name of the object has been forgotten
endorse	:	to put signature on the back of a cheque in order to make it able to be paid to someone

Comprehension

- I. Read the questions or the statements given in column I and say who asked these questions or made these statements to whom and in which context?

	I	II	III	IV
	Questions or statements	Who said	To whom	In which context
i.	What do you think of our little nest, Aunt Jane?			
ii.	No, No, Aunt Jane. You misunderstand me.			
iii.	I'm expecting ten this Christmas			
iv.	They're only too glad to loan you any amount you like, on note of hand alone.			
v.	Aunt Jane! Is anything the matter? Would you like to lie down?			
vi.	Er-thank you. Aunt Jane. It's very nice of you.			
vii.	Good-bye, Aunt Jane— and thanks so much for the present.			

II. Answer the following questions.

1. Choose the correct answer from the options given below each of the following questions.
 - i. Why didn't Jack and Jill pay rent for their house? They didn't pay the rent because
 - (a) they were too poor to pay the rent.
 - (b) they were staying in the house illegally.
 - (c) they had bought the house on instalments
 - ii. How much did Aunt Jane give Jack and Jill as their wedding present?
 - (a) one hundred pounds
 - (b) two hundred pounds
 - (c) one thousand pounds
 - iii. How much did Jack and Jill pay to get a car?
 - (a) five pounds
 - (b) ten pounds
 - (c) five hundred pounds
 - iv. Why did Aunt Jane refuse to lie down on the bed? She didn't lie down on the bed because
 - (a) she was angry with Jack and Jill.
 - (b) the bed did not belong to Jack and Jill.
 - (c) she was in a hurry to leave the house of Jack and Jill.
 - v. Why did Aunt Jane gift a cheque of ten pounds to Jack and Jill?... because
 - (a) Jack and Jill asked Aunt Jane to help them with a cheque.
 - (b) Jack and Jill wanted to repay their loans.
 - (c) Aunt Jane thought that Jack and Jill could make full payments for at least one of their bills.
 - vi. What did Jack intend to do with the ten pounds cheque?
 - (a) He wanted to pay off the instalments to the doctor.
 - (b) He wanted to pay off the instalments for the houses.
 - (c) He wanted to pay off the instalments for the car.



- vii. How many persons were present in the house when Aunt Jane visited Jack and Jill?
- (a) four
 - (b) five
 - (c) six
2. Describe Jack and Jill's house and the things that impressed Aunt Jane.
 3. Why was Aunt Jane worried about her gift cheque?
 4. Why did Jack say that it was better 'to be Mr. Owner than to be Mr. Tenant'?
 5. Why did Aunt Jane say that she would take a bus rather than go by Jack's car?
 6. What did Jill do with the ten pound cheque presented by Aunt Jane?
 7. Many people are in the habit of buying things on instalment? Do you support this trend? Give reasons for your answer.
 8. Describe a situation which you find most humorous in the play.
 9. What do you understand by the title 'The Never, Never Nest'? Can you suggest a new title?

Vocabulary



- I. Tick (✓) the words which are similar to the words given in bold.
1. Charming! Such a **cosy** little room.
 - (a) costly
 - (b) cute
 - (c) comfortable
 2. Aunt Jane (*suddenly*): Jack! I've just thought of something. That car—is it yours?
Jill: Of course it's ours.
Aunt Jane: All yours?
Jack: Well, no. Not **exactly** all.
 - (a) immediately
 - (b) completely
 - (c) correctly
 3. Now, tell me, how much do all these **instalments** come to?
 - (a) loans
 - (b) full payment
 - (c) part payment

4. Yes, Jack, that's what's **worrying** me.
- (a) surprising
 - (b) irritating
 - (c) troubling
5. Suppose you take it and **pay off** just one of your bills
- (a) give away
 - (b) make full payment
 - (c) pay in instalments

Grammar

Use of 'do', 'does' 'did'

Look at the use of 'do' in the following dialogues:

Jill: What **do** you think of our little nest, Aunt Jane?

Aunt Jane: But, Jack, if you **don't** pay rent, you'll get turned out—into the street.

Jill: Oh, I should say the steering wheel—and one of the tyres — and about two of the cylinders. But **don't** you see, that's the wonderful thing about it.

Aunt Jane: I **don't** see anything wonderful about it.

Aunt Jane: And how **do** you propose to pay that back?

Jack: I'm not angry! But why waste good money on the doctor? Doctors **don't** expect to get paid anyway.

The use of the verb 'do'

'Do' is one of the three auxiliary verbs (be, do, have) in English and is used to make question and negative forms (do + not). Note that we use do with I, we, you, they and plural subjects and does is used with singular subjects.

The use of the verb 'did'

'Did' is the past tense form of the verb *do*. It commonly appears before another verb. When there is an auxiliary verb, the main verb does not need to be marked for tense, because the tense is shown in the auxiliary. Consider the following sentences.

1. Didn't the students like the story?
2. Did you buy the car on instalment?



Remember

The shortened forms *don't*, *doesn't* and *didn't* are used in everyday informal language. The full forms **do not**, **does not** and **did not** are used in more formal situations.

Fill in the blanks in the following conversation with the appropriate form of verbs *do* and *did*.

Jill: Hi Mum. Can you guess who visited us this morning?

Mother: Sorry, I can't.

Jill: Aunt Jane, Mum.

Mother: Jane visited you this morning?

Jill: Yes, she visited us this morning.

Mother: Did she like your house?

Jill: Yes, Mum. She liked our house. But she _____ like the idea of buying it on instalment.

Mother: How silly! She has very old fashioned ideas, I'm afraid.

Jill: Yes, Mum. She has very old fashioned ideas.

Jack: She was rather too worried.

Jill: She even refused to sit on the furniture.

Mother: Why _____ she refuse to sit on the furniture? That's amazing!

Jack: But Aunt Jane was very kind and considerate. _____ you know what she gave us at the time of her departure?

Mother: What _____ she give you?

Jill: A ten pound cheque.

Mother: She gave you a ten pound cheque!

Jill: Yes, yes. A ten pound cheque.

Mother: What _____ you propose to do with that extra money?

Jill: We have spent it already.

Mother: Good heavens, you spent it already! What _____ you do with that money?

Jill: I sent it to Dr. Martins. _____ I do a good thing, Mum?

Mother: To Dr. Martins? Why _____ you send it to Dr. Martin?

Jill: For the last instalment

Mother: Oh, I see. How nice of you! You did the right thing, my dear.

Jill: Thanks, mum.

Project Work

I. Look at the following cartoons.



*"Thank you for calling the Weight Loss Hotline,
If you'd like to lose half pound right now,
press 1 twenty thousand times."*



*"I'd like to offer you a seven-figure salary -
Rs. 15,525.95"*

What do you find funny in them? Collect four such funny cartoons from newspapers and magazines and discuss in groups what makes them humorous. Then, present these points to the whole class.

II. Hold a best-joke contest. Have students rate the submitted jokes or read them aloud to determine the level of humour in them.

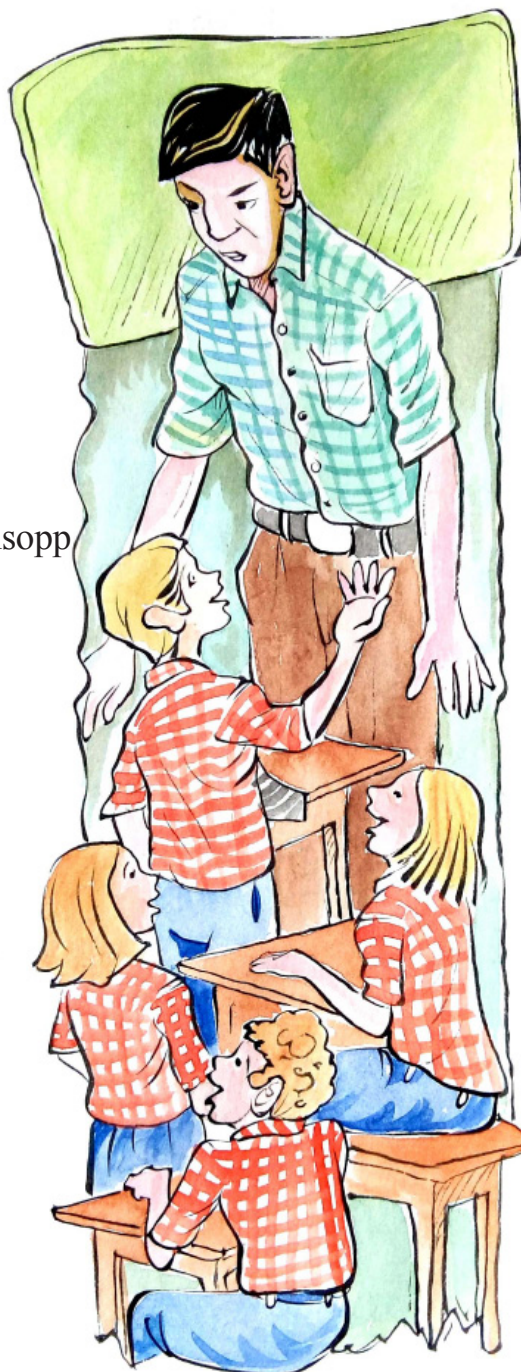


Reading B



Excuses, Excuses and Excuses...

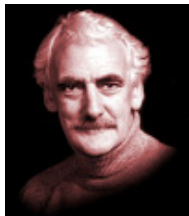
Late again, Beinkensopp?
What's the excuse this time?
Not my fault, sir.
Whose fault is it then?
Grandma's sir
Grandma's? What did she do?
She died sir.
Died?
She's seriously dead alright sir.
That makes four grandmothers this term, Beinkensopp
All on PE days.
I know, it's very upsetting sir
How many grandmas have you got Beinkensopp?
None sir.
You said you had four.
All dead sir
And what about yesterday, Beinkensopp?
What about yesterday, sir?
You were absent yesterday.
That was the dentist, sir
The dentist died?
No sir, my teeth sir.
You missed the maths test, Beinkensopp!
I'd been looking forward to it, sir.
Right, line up for PE
Can't sir.



There is no such word as can't Beinkensopp.
No kit sir.
Where is it?
Home sir.
What is it doing at home?
Not ironed sir.
Couldn't you iron it?
Can't sir.
Why not?
Bad hand sir.
Who usually does it?
Grandma, sir
Why couldn't she do it?
Dead sir.

by Gareth Owen

About the poet



Gareth Owen was born in 1936. He is a poet and writer. He received many awards for his poetry. He lived in England and wrote plays for children and adults.

Meanings in context

PE	: Physical Education
kit	: a set of articles or equipment needed for PE
bad hand	: when your hand pains due to wound or injury
iron (n)	: a strong, hard magnetic silvery-grey metal.
iron (v)	: to straighten the creases of a piece of cloth
excuse (n)	: reason given to explain your wrong doing
excuse (v)	: to pardon or forgive



Comprehension

1. Write against each statement whether it is true or false and give reasons for your opinion.

- i. Beinkensopp had four grandmothers, all of them were dead.
- ii. Beinkensopp's hand was aching and that is why he did not iron the uniform.
- iii. Beinkensopp was afraid of the Maths test so he made an excuse.
- iv. Beinkensopp did not like physical education and that is why he was always late.
- v. The teacher believed that Beinkensopp was telling the truth about his grandmother.

2. Fill in the blanks with the appropriate words from the brackets.

- i. As Beinkensopp walked into class, the teacher said, 'Late again, Beinkensopp?' The use of the word 'again' shows that the teacher was _____ (surprised/ annoyed/ disappointed) with Beinkensopp.
- ii. Beinkensopp said that his grandmother was 'seriously dead' when his teacher asked him why he was late to school. This means that he wanted the teacher to _____ (punish/ believe/ excuse) him.
- iii. The teacher remarked, 'that makes four grandmothers this term'. This means that Beinkensopp _____ (had four grandmothers/ had been late four times/ had four excuses)
- iv. Beinkensopp couldn't iron his shirt because he had a bad hand. Bad hand means _____ (he was injured/ he ironed badly/ he had dirty hands)
- v. Beinkensopp's teacher asked him, 'What's your excuse this time?' This means that he believed that Beinkensopp was _____ (telling the truth/ fooling him/ diverting attention).

3. In the table given below write the excuses that Beinkensopp gives and the work that he wants to avoid. Also think why he could be avoiding the work.

Excuses given by Beinkensopp	Why is he giving excuses?

4. Find other words with which you can replace the underlined words in the following lines.

1. Not my fault, sir
2. She's seriously dead alright sir.
3. I know, it's very upsetting sir
4. I'd been looking forward to it, sir.
5. Bad hand sir.

5. Think of some humorous excuses that you may give in the following situations. Here is an example.

Situation

Your mother wants you to go with her to the market but you want to go out and play with your friends, what excuse will you give her?

Excuse

I would love to come to the market with my mother but I have decided to save money.

Now, write some excuses for the given situations

1. Your younger brother is very troublesome, he does not let you talk to your friends. But your mother asked you to look after him. What will you tell her?
2. All the boys have to clean the courtyard after the festival of Holi, because they have played with water, mud and colour in the courtyard. Your mother asks you to clean up the mess. What excuse will you give her?
3. You have a maths test tomorrow and mother wants you to study. But there is nice movie on the TV and you do not want to switch it off. What will you tell her?

Vocabulary

1. 'Upsetting' is a word used by Beinkensopp to explain his situation. Give three more words to describe the feelings of Beinkensopp and his teacher.

2. Read the following lines of the poem

Whose fault is it then?

Grandma's, sir

Grandma's? What did she do?

She died sir.

Died?



The responses in the conversation are rhetoric. for Eg.: The word 'Grandma's' is used instead of 'It is Grandma's fault, sir'. **Find out such other expressions used in the poem.**



Reading C



Uncle Podger Hangs a Picture

A new picture would have come, and be standing in the dining-room, waiting to be put up; and Aunt Podger would ask what was to be done with it, and Uncle Podger would say:

“Oh, you leave that to me. Don’t you, any of you worry yourselves about that, I’ll do all that.”

And then he would take off his coat, and begin. He would send the maid out for six-pennyworth of nails, and then one of the boys after her to tell her what size to get; and from that, he would gradually work down, and start the whole house.

“Now you go and get me my hammer, Will,” he would shout; “and you bring me the rule, Tom; and I shall want the step-ladder, and I had better have a kitchen-chair, too; and, Jim, you run round to Mr. Goggles, and tell him, ‘Daddy’s best wishes, and hopes his leg is better; and will he let him have his spirit-level for the evening? And don’t you go, Maria, because I shall want somebody to hold the light; and when the maid comes back, she must go out again for a bit of picture cord; and, Tom, - where’s Tom? - Tom, you come here; I shall want you to hand me up the picture,”

And then he would lift up the picture, and drop it, and it would come out of the frame, and he would try to save the glass, and cut himself; and then he would jump round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat, and all the house had to stop looking for all the other things he had asked for, and start looking for his coat, while he would dance round and get in their way.

“Doesn’t anybody in the whole house know where my coat is? I never came across such people in all my life - upon my word I didn’t. Six of you! - And you can’t find a coat that I put down not five minutes ago! Well, of all the-”

Then he’d get up, and find that he had been sitting on it, and would call out:

“Oh, you can give it up! I’ve found it myself now. I might just as well ask the cat to find anything as expect you people to find it.” And, when half an hour had been spent in tying something round his finger, and a new glass had been got, and the step-ladder, and the chair, and the light had been brought, he would try again, the whole family, including the maid and the charwoman, standing round in a semi-circle, ready to

help. Two people would have to hold the chair, and a third would help him to get up on it and hold him there, and a fourth would hand him a nail, and a fifth would give him the hammer, and he would take the nail in his hand and drop it.

“There!” he would say, in an angry voice, “now the nail’s gone.”

And we would all have to go down on our knees and look for it, while he would stand on the chair, and want to know if he was to be kept there all the evening.

The nail would be found at last, but by that time he would have lost the hammer.

“Where’s the hammer? What did I do with the hammer? Seven of you, standing all round me, and you don’t know what I did with the hammer!”

We would find the hammer for him, and then he would have lost sight of the mark he had made on the wall, where the nail was to go in, and each of us had to get up on the chair, beside him, and see if we could find it; and we would each discover it in a different place, and he would call us all fools, one after another, and tell us to get down. And he would take the rule and measure again, and find that he wanted half of thirty-one and three-eighths inches from the corner, and would try to do it in his head, and go mad.

And we would all try to do it in our heads, and all get different results. And in the noise that was being made by everybody, the original number would be forgotten, and Uncle Podger would have to measure it again.

He would use a bit of string this time, and at the critical moment, when the old fool was trying to reach a spot three inches beyond what was possible for him reach, the string would slip, and down he would fall on to the piano, a really fine musical effect being produced when his head and body suddenly struck all the notes at the same time.

And Aunt Maria would say that she would not allow the children to stand round and hear such language.

At last, Uncle Podger would find the spot again, and put the point of the nail on it with his left hand, and take the hammer in his right hand. And at the first attempt, he would strike his thumb, and drop the hammer, with a loud cry, on somebody’s toes.

Aunt Maria would say quietly that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he’d let her know in time, so that she could make arrangements to go and spend a week with her mother while it was being done.

(An extract from *Three Men in a Boat* by Jerome K. Jerome)



About the Author



Jerome K. Jerome was an English writer. He wrote many humorous stories. Jerome lived his early life with immense difficulty. In 1888 he married Georgina and they spent some time after their wedding, rowing on the Thames. Their trip inspired his most successful book, *Three Men in a Boat*. Royalties from the book helped to improve his financial condition and since then Jerome devoted his life to writing.

Meanings in context

char woman	: house cleaner
spirit level	: an instrument used to check the surface level
ladder	: stairs made of bamboo or metal

Comprehension

I. Given below is a list of items Uncle Podger used in order to hang the picture. Read the story again and list them in the order in which they are used in the story.

string, nails, ladder, picture, hammer, rule, spirit level, light, picture cord

II. Answer the following questions.

1. Do you think the children in the house were fools ? Why did Uncle Podger think so about them ?
2. Despite telling that he would hang the picture himself, why was Uncle Podger not able to do it?
3. The story of hanging the picture is incomplete. Write what happened after Uncle Podger dropped the hammer at the end of the story.
4. Write down four actions that make Uncle Podger a funny character.
5. What did Aunt Maria say when Uncle Podger used bad language? What does it tell you about her character?
6. Did Aunt Maria have confidence that Uncle Podger will hang the picture? Quote the line that makes you think so.
7. How many times did Uncle Podger fail to hang the picture? List the evidences from the story.

III. Read the incidents given in the table below and pick out adjectives from the box to describe Uncle Podger.

disorganized, forgetful, blames others, careless, clumsy, impatient

Incidents from the story	Adjectives describing Uncle Podger's Character
He dropped the picture, hammer and nail.	
He took off his coat and didn't know that he was sitting on it.	
And he would take the rule and measure again, and find that he wanted half of thirty one and three-eighths inches from the corner and would try to do it in his head, and go mad	
He shouted at all the children for not being able to find the coat when he was sitting on it himself.	
He sent the maid to get nails without telling what size.	
He said even a cat can find things that his family cannot.	

Vocabulary

In the sentences given below, the underlined phrases can be expressed in one word. Write meanings of the phrases in the space provided.



Underlined phrases	One word substitution
a. A new picture would come and would be standing in the drawing room, waiting <u>to be put up</u> .	hung
b. And then he would <u>take off</u> his coat and begin.	
c. You can't find a coat that I <u>put down</u> not five minutes ago.	
d. We would have to go down on our knees and <u>look for</u> it.	
e. I never <u>came across</u> such people in my whole life.	
f. Oh, you can <u>give it up</u> , I found it all by myself.	



Grammar



1. Expressing habitual action and states in the past

In this lesson we find the word 'would' used several times. Pick out ten sentences from the text where 'would' has been used. We have picked some for you.

1. Aunt Podger would ask what was to be done with it.
2. Then he would take off his coat and begin.
3. He would send the maid out for six pennyworth of nails.
- 4.
- 5.
- 6.
- 7.
- 8.

We can use the phrase 'used to' instead of 'would'.

For example

Aunt Podger used to ask what was to be done with it. Then Uncle Podger used to take off his coat and begin. He used to send the maid out for six pennyworth of nails.

Both '**used to**' and '**would**' are used to show **habitual action** in the past. However, 'would' cannot be used to show **states** in the past. Here is a table to help you understand the difference between actions and states.

Habitual Actions in the Past (both would and used to can be used)	Habitual States in the Past(would cannot be used)
	used to live in the village
would play all day as a child	used to be very naughty
would go to my grandmother's house every day	used to love my grandmother
would ride my tricycle every evening	used to have two cats
would not go out in the dark	used to believe in ghosts
	used to sleep in the afternoon

Verbs like 'play, go, ride' are action verbs. Verbs like 'be, love, have, believe and live' show states. (They are continuous not habitual)

1. *Would* is used when we establish the past time frame before the word *would* appears.

For example,

When I was a child, I would watch cartoons with my dad in the evenings.

When I was a student, I would read books in the library every Friday.

If the time frame is established after, *used to* can be used.

For example,

I *used to* watch cartoons with my dad in the evenings, when I was a child.

I *used to* read books in the library every Friday, when I was a student.

2. *Would* is not used with stative verbs (verbs that describe a state of being), such as be, understand, feel or love.

For example,

When I was a kid, I *used to* love playing in the park.

When I was a kid, I *would* love playing in the park.

3. We cannot use *would* when we want to talk about past state. We have to use *used to*!

For example,

I *used to* live in the village, when I was a child.

I *would* live in the village, when I was a child.

So, the use of *would* is more limited than *used to*.

II. For each of the following sentences, choose either '**used to**' or '**would**'. If both are possible, use '**would**'.

1. When I was a child, my father _____ pick me up and throw me in the air. I _____ love it.

2. My uncle _____ have a bicycle, when I was young. He _____ take me for a ride .

3. For years, I _____ be afraid of ghosts , as my grandmother _____ tell me stories of them every night .

4. I _____ become Krishna during *Janmastami* every year in childhood, and every year I _____ break the *matki*.

5. I _____ know many songs as a child, so my friends _____ ask me to sing every time we worked in the fields.

6. When I was five, I _____ be able to do incredible stunts. I _____ climb every tree in the neighbourhood and swing like a monkey.



- III. Read the conversation and fill in the blanks with **used to** or **would**. Use **used to** to describe states in the past and **would** to describe habits in the past.

Shahila: Hey guys, how about making biryani on Friday?

Shabana: Hmm, I'm not sure if biryani is such a good idea...

Rajiv: But you used to love biryani? What happened? I remember that we would eat lots of it when your mother _____ make it for Eid.

Shabana: I still do. But yesterday we had some, and ...

Rajiv: OK, I see. Well, then I have a better idea. Let's have a potluck party. I will prepare some cabbage curry, the way mom _____ do it. I _____ like it a lot when I was a kid. And Shabana can make some fried rice.

Shahila: Really? I _____ hate cabbage when I was a child. But now I like it. Maybe I can prepare some kheer.

Listening

Listen to the dialogue between Ram Lal, a student of Class X, and the Teacher In-charge of 'Lost and Found' room in your school.

Draw Ram Lal's cricket kit bag and complete the notice as shown in the box.

Dear Friends,

I have lost.....

If anyone has.....

Undersigned

Ram Lal

Draw the
bag here

Speaking

Work in groups. Discuss how you will decorate your classroom in a funny way for the Class Decoration Competition of your school. Make a list of all funny things that you will use and then present your plan to the whole class. The others will give their feedback.

Writing

I. Rearrange the sentences to describe the order in which Uncle Podger made mistakes while hanging the picture.

- a. He lost the hammer.
- b. He dropped the nail.
- c. He forgot where he had made the mark to hammer the nail.
- d. He dropped the picture.
- e. He fell down while measuring with the string.
- f. He tried to save the glass and cut himself.

II. Now write a paragraph based on these sentences and using linkers given in the box below.

first, then, next, after that, also, finally

Uncle Podger made a lot of mistakes while trying to hang the picture. First, he

.....

.....

.....

.....

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Study Skills

Look at the dictionary entry of ‘take off’.

take 'off 1 (of an aircraft, etc.) to leave the ground and begin to fly: *The plane took off an hour late.*—related noun TAKE-OFF [OPP] LAND **2** (informal) to leave a place, especially in a hurry: *When he saw me coming he took off in the opposite direction.* **3** (of an idea, a product, etc.) to become successful or popular very quickly or suddenly: *The new magazine has really taken off.* ♦ *Her singing career took off after her TV appearance.* **take sb ↔ 'off 1** to copy sb's voice, actions or manner in an amusing way **2** (in sports, entertainment, etc.) to make sb stop playing, acting, etc. and leave the field or the stage: *He was taken off after twenty minutes.* **take sth ↔ 'off 1** to remove sth, especially a piece of clothing from your/sb's body: *to take off your coat/hat/skirt/glasses* ♦ *He took off my wet boots and made me sit by the fire.* [OPP] PUT ON **2** to have a period of time as a break from work: *I've decided to take a few days off next week.* **3** [often passive] to stop a public service, television programme, performances of a show, etc: *The show was taken off because of poor audience figures.* **4** to remove some of sb's hair, part of sb's body, etc: *The hairdresser asked me how much she should take off.* ♦ *The explosion nearly took his arm off.* **take yourself/sb 'off (to ...)** (informal) to leave a place; to make sb leave a place **take sb off sth** [often passive] to remove sb from sth such as a job, position, piece of equipment, etc: *The officer leading the investigation has been taken off the case.* ♦ *After three days she was taken off the ventilator.* **take sth 'off sth 1** to remove an amount of money or a number of marks, points, etc. in order to reduce the total: *The manager took \$10 off the bill.* ♦ *That experience took ten years off my life* (= made me feel ten years older). **2** [often passive] to stop sth from being sold: *Doctors recommended that the slimming pills should be taken off the market.*

This entry tells you how ‘take off’ is used in various contexts with different meanings. In sentence 1 given below:

And then he would *take off* his coat, and begin.

‘take off’ is used to mean ‘to remove something, especially a piece of clothing from your or someone's body.’

Note: Sb: Somebody, Sth: Something

Now look up a dictionary and find out what the italicised words in the following sentences from the story ‘Uncle Podger Hangs a Picture’ mean.

1. I shall want you to *hand* me *up* the picture
2. And then he would *lift up* the picture,...
3. All the house had to stop *looking for* all the other things he had asked for.
4. I never *came across* such people in all my life - upon my word I didn't.
5. Six of you! - And you can't find a coat that I *put down* not five minutes ago!
6. “Oh, you can *give it up*!
7. And we would all have to go down on our knees and *look for* it.
8. We would find the hammer for him, and then he would have *lost sight of* the mark he had made on the wall,...
9. ...and he would call us all fools, one after another, and tell us *to get down*.



PRACTICE EXERCISE - II

Link Unit : Humour

I. Read the following.

Aunt Jane: Good heavens! And how much do you earn?

Jack: As a matter of fact—er—that is—six pounds.

Aunt Jane: But that's absurd! How can you pay seven pounds eight and eight pence out of six pounds?

Jack: Oh, that's easy. You see, all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation.

Jill: They're only too glad to loan you any amount you like, on note of hand alone.

Aunt Jane: And how do you propose to pay that back?

Jack: Oh, that's easy, too. You just pay it back in instalments.

Aunt Jane: Instalments!

(She claps her hand to her forehead and sink back weakly into the chair. Then realises that she is sitting on Mr. Sage's piece and leaps to her feet again with a little shriek.)

Jack: Aunt Jane! Is anything the matter? Would you like to lie down?

Aunt Jane: Lie down? Do you suppose I'm going to trust myself in a bed that belongs to Mr Sage, or Marks and Spencer, or somebody? No, I am going home.

Jill: Oh, must you really go?

Aunt Jane: I think I'd better.

Jack: I'll drive you to the station.

Aunt Jane: What! Travel in a car that has only one tyre and two thingummies! No thank you—I'll take the bus.

Jack: Well, of course, if you feel like that about it....

Aunt Jane *(relenting a little)*: Now, I'm sorry if I sounded rude, but really I'm shocked to find the way you're living. I've never owed a penny in my life—cash down, that's my motto and I want you to do the same. *(She opens her handbag.)* Now look, here's a little cheque I was meaning to give you, anyway. Suppose you take it and pay off just one of your bills— so that you can say one thing at least really belongs to you.

Jill *(awkwardly)*: Er—thank you. Aunt Jane. It's very nice of you.

(An extract from *The Never-Never Nest*)

1. Answer the following questions.

- i. How much does Jack earn? How much does he pay towards each instalment?
- ii. How does Jack manage to pay each instalment ?
- iii. Does Aunt Jane like the way Jack manages his money?
- iv. Why doesn't Aunt Jane want to travel by car?
- v. How did Jill and Jack feel when Aunt Jane gave them a gift of money?

2. Here are some pairs of words which sound the same but are spelt differently and have different meanings.

check/ cheque

tyre/ tire

peace/ piece

Fill in the blanks with these words.

- i. Aunt Jane gives Jack a _____ so that he can pay off one of his instalments. Jack will have to _____ whether he is now spending less than he earns.
- ii. Aunt Jane says that Jack's car has only one _____ because he does not own it completely . If Jack continues to buy things on instalments, the burden of the loan is certainly going to _____ him.
- iii. Aunt Jane wants Jack to live in _____. She does not want him to own just a _____ of the things he buys.

3. Read the following lines carefully and rewrite the poem as it would be you can choose the words from the given box :

Nothing to comb but air,
Quick as a flash 'tis gone;
Nowhere to go but off,
Nowhere to fall but on.

Nothing to _____ but air,
Nowhere to sleep but _____
Nothing to _____ but tears
Nothing to _____ but work.

The earth, do, shed breath, take



4. Tick (✓) the correct options in these sentences.

- i. Aunt Jane *hate/ hates* to owe money to anybody.
- ii. Jack and Jill *like/ likes* to buy things on instalment.
- iii. The Corporation *lend/ lends* money on a note of hand.
- iv. Both Jack and Jill *do/ does* not agree with Aunt Jane.
- v. Some people *buy/ buys* things only if they have money.
- vi. Everyone *is/ are* not a spendthrift.

5. Fill in the blanks with the correct forms of the verbs in brackets.

- i. What time _____ (do) the shops open here?
- ii. It _____ (rain) since morning.
- iii. We _____ (watch) a film last evening.
- iv. He _____ (reach) the station by the time the train arrives.
- v. She _____ (go) to New York many times.

6. Use appropriate punctuation mark sand capital letters wherever necessary in the following passages. (You may look at the table giving details about punctuation marks in the Unit Adventure.)

- i. a woman went inside a shop and said to the man behind the counter why are the signs in your shop window full of spelling and grammatical mistakes the man replied so that people think that im a fool and come inside expecting to get the best of me since i put up those signs business has boomed.
- ii. a man walking along the road said to a woman working in a field excuse me how long will it take to get to the next village the woman didnt answer so the man kept walking he hadnt gone far when he heard the woman call out it ll take you about 30 minutes why didnt you tell me when i asked you asked the surprised man the woman replied then i didnt know how fast you were going to walk did i

iii. hari walked into a pet shop and asked the shop owner if he could buy the following items 391 beetles 17 mice and 10 cockroaches the shop owner said im sorry sir but we can only supply the mice why do you want all these creatures i have been asked to vacate my flat said the young man and my landlord says that i must leave the place exactly as i found it

iv. Aunt Jane: Good heavens And how much do you earn

Jack: As a matter of fact—er—that is—six pounds

Aunt Jane: But thats absurd How can you pay seven pounds eight and eight pence out of six pounds

Jack: Oh thats easy You see all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation

Jill: Theyre only too glad to loan you any amount you like on note of hand alone

Aunt Jane: And how do you propose to pay that back

Jack: Oh that's easy too You just pay it back in instalments

Conjunctions

Read the following sentences.

- **Although** they earn very little, they have a piano, a fridge, a home **and** a car.
- Jack earned six pounds **but** paid seven pounds a month towards instalments.

The words in bold in these sentences join two sentences or clauses. Such words are known as conjunctions.

Coordinating Conjunctions

Words such as **and**, **but**, **or**, **nor**, **for**, **yet**, **so**, **not only...but also**, **neither...nor**, **either...or** join sentences or clauses of equal rank.

7. Complete these sentences by using suitable coordinating conjunctions.

- i. We can _____ start right now _____ wait for him to come.
- ii. She got a bit late _____ it took her a while to find a parking space.



- iii. I am Batman _____ that's the Batmobile.
- iv. For him, it was _____ a matter of pride _____ a matter of shame, _____ simply a matter of fact.
- v. She forgot her spectacles at home _____ she sat in the front row.
- vi. They weren't too excited about the event _____ they didn't want to miss it either.

Subordinating Conjunctions

Words such as **because, since, after, before, though, till, while, when, why** come at the beginning of subordinate or dependent clauses, and join them to the main or independent clauses.

Types of Subordinating Conjunctions

Subordinating conjunctions (in bold below) express different meanings. These meanings are mentioned in brackets.

- i. You must take this medicine **after** you have your meals. (time)
- ii. He was disappointed **because** the result was not as expected. (cause/reason)
- iii. She worked in the afternoon **so that** she could play in the evening. (purpose)
- iv. The ball was **so** quick **that** it went sailing past the wicketkeeper. (result /consequence)
- v. **If** I don't leave now, I shall be very late. (condition)
- vi. We managed to reach right on time **although** we were stalled in the traffic. (concession)
- vii. We are better **than** our rivals. (comparison)

8. Complete these sentences using suitable subordinating conjunctions and write their types after the sentences.

- i. What would have happened _____ he hadn't come on time?
- ii. Don't forget to consider all points of view _____ you give your opinion.
- iii. She opened the window _____ the room was all hot and stuffy.
- iv. _____ they still are in disagreement over some points, the major issues of conflict have been resolved.
- v. _____ we had finished dinner, we went out for a stroll.
- vi. He borrowed the phone _____ he could play the game on it.

9. Listen to the poem and tick (✓)the things that distract the speaker from doing his/her homework.

Cricket commentary

Songs on the radio

An sms

Videos

Playing games

Emails

A party at home

Watching a TV show

Computer

Visitors' noise

10. Work in groups and practise the following conversation between Nasruddin and his friends. Choose the characters for the role play.

One day, Nasruddin was chatting with his friends.

He began to boast, "No one can match my skill in archery. I string the bow, take aim, and shoot the arrow... Wh..o...o..sh. The arrow is sure to hit right on target." Hearing this, one of his friends immediately brought a bow and some arrows. Giving them to Nasruddin, he said, "Here, Nasruddin! Take this bow and arrows." Then pointing towards a Target, he said, "Aim at that target and shoot an arrow." Nasruddin held the bow in his hands, strung it, Aimed at the target and shot an arrow.

Wh..o...o..sh. The arrow didn't hit the target! Instead it fell down somewhere in the middle. "Ha..ha..ha..ha..." His friends started laughing. They said, "Hey, Nasruddin! Is this your best aim?" "Oh, no! Not at all," said Nasruddin, defending himself. "This wasn't my aim. It was Azad's aim. I just showed you how Azad shoots an arrow." Saying this, Nasruddin picked up another arrow.

Once again, he strung the bow, aimed at the target, and shot the arrow.

This time, the arrow fell a little further from where it had fallen before.

But it certainly didn't hit the target! They asked Nasruddin, "And this must be how you shoot an arrow!"

"Of course not," argued Nasruddin. "Even this aim was not mine. It was the chief guard's aim."

Now somebody remarked, "Well..."

Now who's next on the list?



Hearing this, all the friends burst out laughing.

Nasruddin didn't say a word.

He quietly picked up one more arrow.

and again....

And this time Nasruddin was really lucky! The arrow hit right on the target!

Everybody started at Nasruddin, their mouths agape in amazement.

Before anyone could say anything,

Nasruddin said triumphantly, "Did you see that? It was my aim!"

11.(a) Imagine that your family wants to purchase a house. You need to take a loan from the bank for this. Write an application to the Branch Manager, Bank of India, requesting him to grant you a loan of Rs. 20 Lacs.

Hints:

Type of house (flat, bungalow, single-storeyed, etc, location (address), Cost of the house, amount you need to borrow from the bank, type of loan - housing loan.

Here is the format for writing a formal application.

Writer's address

Bank Manager's Address

Date

Greeting/ Salutation

Subject

Body of the letter

Closing expression like 'Sincerely yours / yours thankfully'

Writer's name/ signature

(b) Read the jokes given below.

- Friend 1: Friend 2, what is ‘an idiot’?

Friend 2: An idiot is a person who tries to explain his ideas in such a strange and long way that another person who is listening to him can’t understand him. Do you understand me?

Friend 1: No.

- A boy asks his friend, “Are bugs good to eat?”

“That’s disgusting — don’t talk about things like that over dinner,” Friend replies.

After dinner the friend asks, “What did you want to ask me?”

“Oh, nothing,” the boy says. “There was a bug in your soup, but now it’s gone.”

- My friend thinks he is smart. He told me an onion is the only food that makes you cry, so I threw a coconut at his face.

Write a humorous definition about ‘an idiot’.

Write two jokes from your classroom.

12. Make notes on the following passage. Use abbreviations (eg. mnts. for minutes) wherever necessary. Also provide a suitable title. (You may consult the Unit Adventure for making notes.)

Our body converts the calories in food into energy by burning them. We use this energy for our daily activities. Even at rest, our body needs energy to perform vital functions like breathing and pumping of the heart. The number of calories our body burns to perform these functions is the metabolic rate or metabolism.

Different factors like body size, age, gender, and physical activity determines metabolism. People with more muscle or a large body frame burn more calories even at rest. On growing old, while our energy needs don’t change, our muscles tend to decrease. So, the calories burn much slower. Among men and women with the same age and weight, calories burn much faster for men as they tend to have more muscle and less fat. The amount of calories burnt during a physical activity depends on its nature, intensity, and duration.

While we cannot entirely control metabolism, we can follow a healthy lifestyle to avoid becoming overweight. We should avoid oily, sugary, and fatty foods, and eat whole grains, pulses, low-fat dairy, fruits, and vegetables. Along with eating healthy food, we also need to be physically active. We should avoid a sedentary lifestyle, and perform some physical activity on a regular basis for at least 30 to 45 minutes.



II. Read the following poem.

Messy Room

Whosever room this is should be ashamed!
His underwear is hanging on the lamp.
His raincoat is there in the overstuffed chair,
And the chair is becoming quite mucky and damp.
His workbook is wedged in the window,
His sweater's been thrown on the floor.
His scarf and one ski are beneath the TV,
And his pants have been carelessly hung on the door.



by Shel Silverstein

1. Answer the questions given below.

- Pick out the line(s) that indicate(s) the season.
- What is wrong with the chair?
- What do these lines suggest about the character of the person who owns the room?
- Make a list of the clothes mentioned in the poem.
- What items other than the clothes are mentioned?
- What does the word 'messy' suggest? Think of some other situations where you may use this word.

2. Fill in the blanks with appropriate words from the list given below:

carelessly, beneath, hang, damp, ashamed, overstuffed

- If you can't clean your room, you should be _____ of yourself.
- I have eaten too much, I feel _____.

- iii. It is raining outside, and the table inside is_____.
- iv. Our cats sit_____the TV.
- v. We do not even have a nail in our room to _____ a picture.
- vi. You spend_____.

3. **Your little brother spilled his glass of milk on your drawing copy and made a mess of the room. Discuss in groups about some situations where you or your friends made a mess of things. Each group can tell the class about one messy incident.**
4. **Write five Do's and five Don'ts to keep yourself and your home neat and clean. One each has been done for you.**

Do's	Don'ts
1. Wash your vest daily.	1. Don't wear dirty shoes.
2.	2.
3.	3.
4.	4.
5.	5.



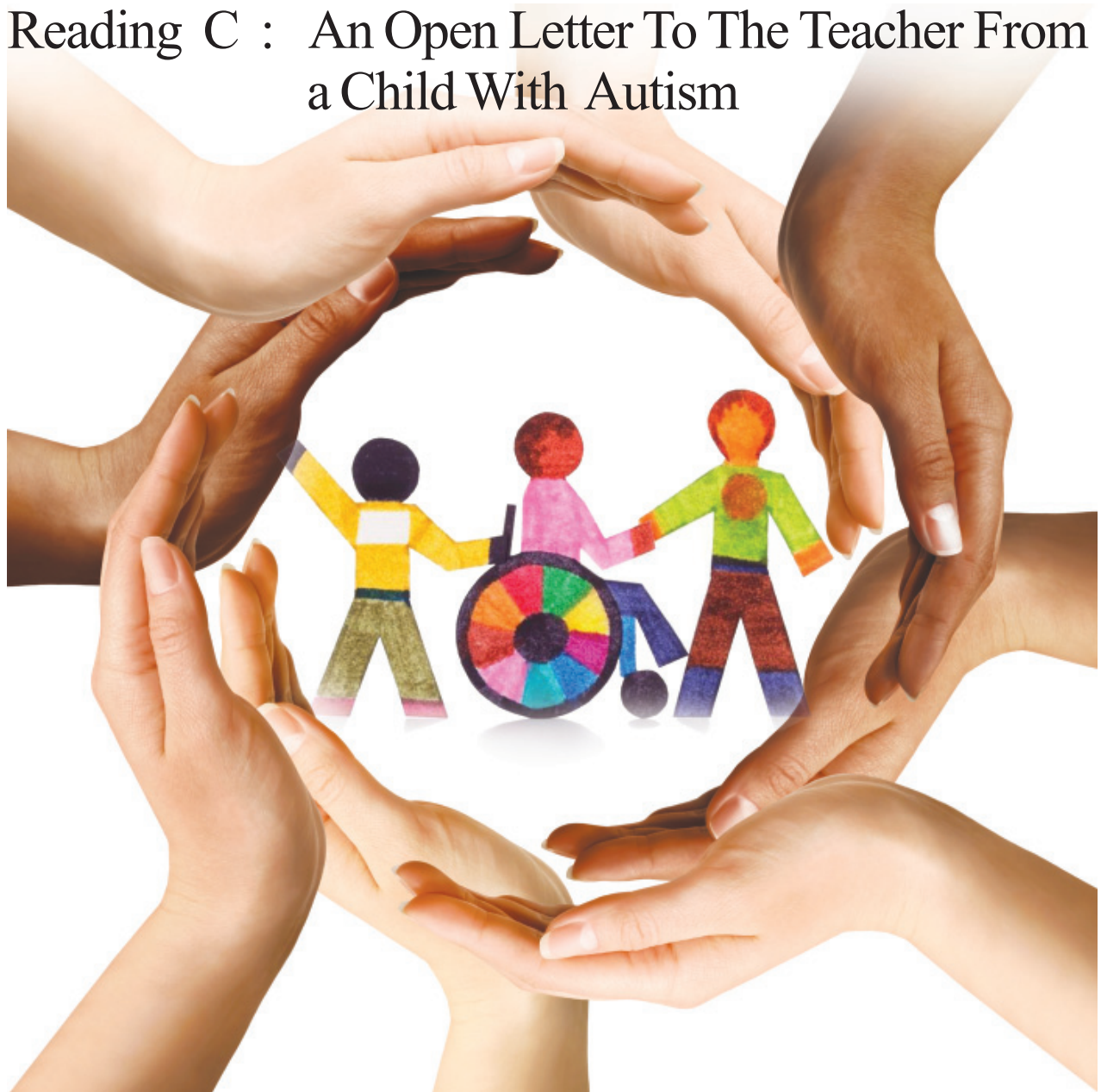
Unit 3

Inclusion

Reading A : The Girl Who Asked Why

Reading B : Including All My Friends

Reading C : An Open Letter To The Teacher From
a Child With Autism



Inclusion

Pre-reading



We're All Special

- Why do the children in the picture call themselves special?
- What is special about them?
- What makes you different from them?



Reading A



The Girl Who Asked Why

This story happened really long time back, but it is still very relevant.

Girls were taught to cook, to take care of the family, and then married off. Studying was off-limits to girls.

In those times, there lived a girl. She was a little different. She always had lots of questions in her mind.

When she was little, her mother wanted her to learn cooking.

The girl asked her mother, “Why should I learn to cook?”

Mother said, “So that you can feed yourself when required.”

The girl said “Fair enough”, and learned to cook.

After some time, her mother wanted to teach her household work.

The girl again asked, “Why?”

Mother said “so that you can be self-dependent.”

The girl said “Fair enough!”, and she learned the household chores.

Then one day, her parents told her that they will be marrying her off soon.

She asked, “Why?”

“Because all girls get married at this age”, said the parents.

“Everyone does, and so should I? That’s not a good reason. I am not going to marry.”

The girl’s determination surprised her parents. Other parents could have forced the girl into marriage, but her parents didn’t.

So, now the girl had enough time in her hands. As her father was a teacher, she joined her father's academy. There she learned several hymns and their meanings. She asked questions and learned even more. Soon, she surpassed her father in knowledge.

One day, an invitation arrived. It was from the king. The invitation was for the brightest scholar in the academy. As it happened, the king wanted to compile all the knowledge in the universe into books. To get the inputs, he had invited scholars and philosophers from all over the world.

There was a discussion in the academy about who to send for this conference. After a lot of thought, they all agreed that the girl was the brightest scholar in the academy. So, the girl was sent to the conference.

When the girl reached the conference venue, she was taken aback by the grandeur. She noticed a large number of men, but hardly any women among the delegates.



She climbed the dais to take her seat. Suddenly, there was a huge uproar. People in the audience were staring at her.

“A woman, who thinks she can sit on the scholars’ panel”

“Preposterous!” screamed someone.

“Look at her clothes, so provoking. I don’t think she is female of good reputation.” declared another.

“Stop her! It’s a sin against god.”

Everybody looked at the king for a solution.



The king pondered for a moment.

“Girl, there is some misunderstanding. A woman can’t sit on the scholars’ panel, unless she is accompanied by a man.”

“Pardon me, Your Grace! But I was invited to join the discussion.” said the Girl.

“I don’t remember inviting you.” said the King.

“You sent the invitation for the brightest scholar in my academy. I am the brightest in my academy. On the invitation there was nothing about only male scholars being allowed.” answered the girl.

The king gave a little chuckle.

“You have made a good point. I have no objection.” said the king.

“But I don’t think a woman can join the discussion.” murmured one of the women in the audience.

“Why?” asked the girl.

“You will not feel comfortable around so many men” answered another woman.

“I have no problem; my focus is on my work, not men”.

“You don’t have to do this. You are not bad looking, you can marry some wealthy gentleman.” advised one elderly.

The girl ignored him.

“Let us have a discussion. If the scholars have objections, they can debate with her. If she wins, she can join the panel.” said the king.

Several liked the solution. They were sure that the girl will be humiliated by the scholars.

The scholars on the dais discussed among themselves, and selected an elderly scholar as their representative.

“So, by joining the discussion, what you want to prove? That, women are better than men?” asked the elderly scholar.

“No, sir. I don’t want to prove anything. I am here to join the discussion, to quench my thirst for knowledge. Like all of you.” said the girl, fearlessly.

“But greater knowledge is not for women.” said the elderly scholar.

“I beg your pardon, Sir, but why?” asked the girl.

“Because female intellect is weaker than men.” said the elderly scholar.

“Says who, Sir?”

“It is written in the hymns.”

“May I ask, who wrote those hymns?”, asked the girl.

“The hymns were written by our forefathers.” said the elderly scholar.

“By forefathers you mean, our male ancestors?”, asked the girl, again.

“Yes, of course. By our male ancestors”, said the elderly scholar.

“How did our forefathers know that women have a weaker intellect?”

“They noticed” said the elderly scholar, irritated.

“But how, My Lord? Give me an example, how did they notice?”, asked the girl again.

“I don’t remember.” said the elderly scholar.

“Doesn’t matter. Why don’t any of you scholars ask me questions to prove my weaker intellect?”

Many scholars thought of asking her questions, but feared seeing her immense confidence.

“You ask too many questions, girl!” shouted the elderly scholar. He was furious.

The atmosphere was tense.

“Sir, answer her. Why is a female’s intellect weaker than a male’s?”, said the king.

“I need to study, Your Grace, to come up with an example.” said the elderly scholar.

“Then I can’t stop her from joining the scholars’ panel. She has come here on her own merit. I will allow her to sit on the panel until you come up with a convincing example” said the king.

People were still doubtful about the girl’s worthiness. But as the discussion progressed, all doubts vanished.

Days passed. The girl took part in several discussions, asked many questions and answered many others. Other scholars were astonished by her brilliance.



When the final draft of the book was compiled, many hymns which were composed by the girl were included.

Nobody knows for sure what happened to the girl thereafter.

Some say, she constructed a book of her own hymns. Some say, she opened an academy for girls. Different people, different stories. But everybody agrees that ‘the girl who asked why’ became the first female scholar.

About the author



Shon Mehta wrote her first story at the age of seven. ‘The Girl Who

Asked Why’ is one of the stories of her book named ‘A Tale of a Fairy Tale and other Stories’.

Meanings in context

relevant	connected with the subject being discussed
off limit	not allowed
grandeur	grand and beautiful
preposterous	completely unacceptable
hymns	songs of praise usually of God
panel	a group of people chosen to make decisions
astonished	very much surprised

Comprehension

I Tick (✓) the correct option.

1. The girl did not agree to her mother’s view that girls should

- a) learn to cook.
- b) do household chores.
- c) marry at a certain age.

2. The parents believed that the girl should marry

- q) at a certain age.
- b) take care of her husband.
- c) cook and do household work.

3. When the king allowed her to join the panel, the audience

- a) felt happy and cheered the king.
- b) was not sure of her worthiness.
- c) left the venue in protest.

II. The following are the comments made by the people about the girl. Put a tick (✓) on the comments that you think are correct and cross (X) the wrong ones.

- a) She was wearing provoking clothes.
- b) She was sinning against God.
- c) She was of good reputation.
- d) She was very good looking.
- e) She was talented.
- f) She was very confident.
- g) She was not fit to be in a company of scholars.
- h) She could marry a rich person.
- i) She would feel uncomfortable in the company of men.

III. A. Complete the grid with suitable information from the story. You may choose the words given in the box One has been done.

	The actual words spoken	Who said	What do these words show about the speaker?
a.	“A woman can’t sit on the scholar’s panel unless she is accompanied by a man.”	the king	He is prejudiced
b.	“Pardon me, Your Grace! But I was invited to join the discussion.”		
c.	“But I don’t think a woman can join the discussion.”		



d.	“So, by joining the discussion, what do you want to prove? That , women are better than men?”		
e.	May I ask who wrote those hymns?”		
f	“...Why is a female intellect weaker than a male?”		
g	“I need to study, Your Grace, to come up with an example.”		
h.	“You ask too many questions, girl!”		

B. Which of the above utterances (actual words spoken) do you support and why?

III. Answer the following questions.

1. Why did the academy sent the girl to the conference?
2. Why did the king invite scholars and philosophers from all over the world?
3. How did the girl justify her presence in the auditorium?
4. What made the king support the girl in the end?
5. "Women have weaker intellect," say the hymns. Do you agree/disagree with this view? Give reason(s).

Vocabulary



RP6UF7

I Tick (✓) the correct meaning of the underlined word in each of the following sentences.

1. She surpassed her father in knowledge.

- a) defeated
- b) bypassed
- c) equaled

2. The king wanted to compile all the knowledge.

- a) save
- b) gather
- c) share

3. She noticed a large number of men, but hardly any women among the delegates.

- a) guests
- b) audience
- c) representatives

4. The king gave a little chuckle.

- a) nod
- b) cry
- c) laugh

5. They were sure that the girl will be humiliated by scholars.

- a) ignored
- b) praised
- c) insulted

6. If the scholars have objections, they can debate with her.

- a) argue
- b) fight
- c) talk

Grammar

Read the following.

So, now the girl *had* enough time in her hands. As her father *was* a teacher, she *joined* her father's academy. There she *learned* several hymns and their meanings. She *asked* her questions and learned even more. Soon, she *surpassed* her father in knowledge...



As it happened, the king wanted **to compile** all the knowledge in the universe into books. **To get** the inputs, he had *invited* scholars and philosophers from all over the world.

Words in italics in the above paragraphs are **finite verbs**. *They change with number and person of the subject.* They also reflect tense and may consist of one or more than one word. 'To compile' and 'to get' are **non finite verbs**. They are called *They do not change with number and person of the subject. They do not reflect tense.*

There are many purposes for which infinitives are used.

1. Read the following text and pick out finite and non finite verbs.

Girls were taught to cook, to take care of the family, and then married off. Studying was off-limits to girls.

In those times, there lived a girl. She was a little different. She always had lots of questions in her mind.

When she was little, her mother wanted her to learn cooking.

The girl asked her mother, "Why should I learn to cook?"

Mother said, "So that you can feed yourself when required."

The girl said "Fair enough", and learned to cook.

After some time, her mother wanted to teach her household work.

2. Fill in the blanks with the appropriate forms of verbs given in brackets.

The Fox and the Goat

Once a fox was roaming around in the dark. Unfortunately, he fell into a well. He tried his level best _____ (get) out but all in vain. So, he had no other alternative but _____ (remain) there till the next morning. The next day, a goat came that way. She _____ (peep) into the well and saw the fox there. The goat _____ (ask) "what are you doing there, Mr. Fox?"

The sly fox replied, "I came here _____ (drink) water. It is the best I have ever tasted. Come and see for yourself." Without thinking even for a while, the goat _____ (jump) into the well _____ (quench) her thirst. Then she looked for a way to get out. But just like the fox, she also _____ (find) herself helpless _____ (come) out.

_____ (understand) the shrewdness of the fox and did as the fox said and
_____ (help) him get out of the well. While walking away, the fox said,
"Had you been intelligent enough, you would never have got in without seeing how
_____ (get) out."

Listening

Listen to the announcement and tick (✓) the winner in each category.

EVENT	RED	GREEN	BLUE	YELLOW
Sketching	Anju	Kabir	Tanya	Ravinder
Painting	Nivin	Sara	Bulbul	Abdul
Greeting Card	Rameshwari	Nadita	Alex	Suraj
Rangoli	Chameli	Renu	Arti	Saroj
Table Tennis	Joel	Sima	Tanya	Jai
Chess	Vivek	Kevin	Rahul	Dipti
Caroms	Daljit	Bina	Reshma	Tameshwer

Speaking

i. Work in groups and describe the above picture in a few sentences. You may use the hints given below.

*swing, seesaw, girls, boys,
parallel bars, single bar, crutches,
dark glasses.
go up and down, push, enjoy, swing.*

ii. Give a name to each child and say what things he/she in the picture would find difficult to do. For example : Phatik (the boy in wheelchair), would find it difficult to climb a tree.



Reading B



Including All My Friends

I like to play with all my friends
They like to play with me
We play games like hide and seek
And climb the backyard tree

We run and jump and ride our bikes
And play the whole day through
And when a new friend comes around
We let them join us too

Some bad guys came to bother us
And we knew what they would say
Bad words about our skin or hair
Or how we talk and play

We didn't want to hear their words.
We know that they're not right
There so much more to all of us
If we use more than our sight



We all have different skin and eyes
We all have different hair
Some need a special tube to breathe
Some need a special chair

But really we are all the same
We play, we laugh, we sleep
The mean guys had it wrong because
They only look skin-deep.

Randy Bassett

About the author

Randy Bassett and his wife Susan are co-founders of “Opening Hearts”. Motivated by their own children, they work tirelessly to help improve the lives of children with special needs and their families. They received local and provisional awards for their efforts.

Meanings in context

backyard	an area at the back of a house
guys	word use to address a group of boys or girls
special tube	apparatus used by people who have problem in breathing
hide and seek	<i>Luka chhippi or chuppa chhupayi/ A game</i>
Skin-deep	not very deep

Comprehension

1. Tick (✓) the correct alternative.

- ‘I like to play with my friends they like to play with me’. Who are ‘I’ and ‘my friends’?



- a. Poet and his relatives
 - b. A disabled child and his friends
 - c. The boy and his classmates
- ii. What did the bad guys do?
- a. Played and talked to us
 - b. Said bad words about us
 - c. Said that they're our friends
- iii. Why are we all the same?
- a. we all look alike
 - b. we are all playing
 - c. we all are human beings

2. **Tick (✓) the correct statements about the poem. You may choose more than one option.**

- a. Everyone should be treated alike.
- b. Some people need special care.
- c. New friends are not allowed in the play.
- d. All children have the same kind of hair and skin.
- e. There is more than what we can see.
- f. Mean people see differences in children.

3. **Who are the 'bad guys' mentioned in the poem? Why are they called 'bad guys'?**

4. **List the things the 'bad guys' bother the children about?**

5. **What can we understand 'if we use more than our sight.' ?**

6. **Why do you think these lines have been spoken?**

- We didn't want to hear their words.
- We know that they're not right
- Some need a special tube to breathe
- If we use more than our sight
- They only look skin deep.





An Open Letter To The Teacher From a Child With Autism

My 13 year old son Louie, a child with autism, has decided to write an open letter to a teacher. He didn't know where to start, so I asked him what he likes and does not like about school. I asked him what a teacher should and should not do. I asked him how he feels in school and what type of help he needs. In the communications between home and school, the student's voice is sometimes lost. But this is the most important voice. Louie was not always able to express his thoughts orally or on paper. That's why I feel honored to hear his voice now.



Dear Teacher,

Thank you for helping me learn. I love to go to school. When I go to school, I notice that you give me a smile. You say, "Hello," in a gentle voice. That makes me feel happy.

I need help focusing in class. My brain sometimes flops. Sometimes I feel tired and I don't know why. Sometimes I get distracted when people move around. Lights and noises sometimes distract me. I like it when you turn off the lights. You should use a gentle voice.

I work a lot. I feel like I am working all the time. Hard work makes me feel tired. I need a break to walk around.



You should always tell the truth. One time I had a teacher who liked to say, “Good job.” I tested her. I gave her wrong answers. She kept saying, “Good job.” She was not telling the truth. When I make a mistake now, you always say, “You have to try again.” That is telling the truth. I like it when you tell the truth.

I don’t like missing class to go to *Social Skills* or *Speech*. I like my regular schedule. I want to be with the other students in my class. I want to learn with the teacher.

I like Lunch Club. Lunch Club is part of my schedule. I do not have to miss class to go to Lunch Club.

I feel confused when I have to talk to other students. I like to be around other students. But I don’t know what to say.

Words can hurt me sometimes. When I was in preschool, I asked my teacher where Mom was. The teacher said, “Your mother is gone.” I felt scared. I like it when you tell me, “I like to work with you.” I like it when you look in my eyes. I like it when you answer my questions very carefully.

I like to try new things at school. I need someone to help me learn how to try. After I learn how, I can do it on my own. That means you are a good teacher.

Your friend,

Louie

(Posted by Karen Wang)

About the author

The Friendship Circle is a blog that posted “An Open Letter to a Child with Autism by the Therapist/Teacher.” Karen Wang is a Friendship Circle parent. She is a contributing author to the anthology *“My Baby Rides the Short Bus: The Unabashedly Human Experience of Raising Kids With Disabilities”*. This letter was responded by many people in the Friendship Circle. Eg. Barnett Don wrote:

“A wonderful write-up. I was actually in tears as I imagined my son saying all of that. He is currently enrolled in a special needs school after we discovered his ASD two years ago. Thankfully, the school has been brilliant with their support and effort towards him, and the whole situation has improved drastically.”

Meanings in context

autism	mental disorder that affects children
flops	stops
schedule	time table
distract	disturb

Comprehension

1. Tick (✓) the features that represent Louie's nature.

- i. He does not make mistakes.
- ii. He feels shy when he is with other students.
- iii. He does not like strong lights.
- iv. He loves to be alone.
- v. He is confused when he has to talk to others.
- vi. He likes honest people.
- vii. He doesn't want people to look into his eyes.

2. Choose the correct options from the brackets and fill in the blanks.-

- Louie doesn't like to miss his(regular schedule / Social Skill classes)
- Louie likes the teacher speaking in (low / gentle) voice.
- Louie is distracted by(noises/cars).
- Louie is sometimes..... (hurt /pleased) by words.

3. Indicate Louie's views on the following by putting a tick (✓) in the appropriate boxes.

	Likes	Dislikes
other students		
Lunch Club		
Noises and lights		
regular schedule		
Social Skills.		
speaking truth		
trying new things		
missing classes		
people moving around		



4. Answer the following questions.

- i. What problems does Louie have?
- ii. Why does Louie need a break?
- iii. Does Louie appreciate praise without doing anything? Comment.
- iv. Why does not Louie want to go to 'Social Skills' or 'Speech'?
- v. When did Louie feel scared?
- vi. Why does Louie say the teacher is good?

Vocabulary



Words can be used in more than one way.

Here are some examples.

He gave me a *present*. (gift)

Schools *present* books to all the children. (to give)

He was *present* in the class. (there/here)

The *present* school building is very big. (latest)

At *present* our football team is at Gandhinagar. (now)

1. Use the following words in your sentences to explain different meanings.

test, light, answer, help, look, notice, tie, break, play, cross, fly, show, book

eg.: I got good marks in the maths test. (examination)

I am going to test your blood. (to examine)

Grammar



Use of 'while' and 'when'

"I get distracted when people move around"

"When I was in preschool, I asked my teacher where Mom was"

"When I make a mistake now, you always say, "You have to try again."

In these sentences both actions are short and are joined by 'when'

Now look at the following sentences.

It was raining **while** I was watching TV.

While I was bathing, the bell rang.

While she was talking, the dog was barking loudly.

In these sentences both actions are long and are joined by 'while', showing one action taking place during another action. Consider that we use *while* to talk about two things that are happening at the same time.

- I was sleeping when the mother finished cooking.
- Her brother was snoring while Meenu was watching a movie.

WHILE: Usually we use *while* when there are two long actions.

WHEN: Usually we use *when* if one action is long and the other is short.

I washed the dishes *when* my daughter was sleeping.

I washed the dishes *while* my daughter slept.

Now complete the following sentences with *while* or *when*.

- He was talking on the phone.....I arrived.
- She was cookingI was finishing my homework.
- I washed the dishesmy daughter was sleeping.
- We will go to lunch you come to visit us.
-he was waiting for the bus he read the paper.
-the speech ended, he went to meet him.

Writing

This is a letter in reply to Louie's letter. **Complete the letter using the expressions / sentences from the hints given below.**

Dear Louie

Thank you forI know you don't like noises . Nobody likes them. Speech & skill classes will help you , soWell, I will try to change the timings so& your friends . Your classmates are your friends and..... They will also like if& speak . Just remember we all love you a lot .

With love

Your teacher

Mary

- | | |
|--------------------------------------|------------------------|
| • you have to attend them | • such a lovely letter |
| • you won't miss the regular classes | • would like to help. |
| • you look into their eyes. | |



Look at the following advertisement and answer the questions.

कर्मचारी राज्य बीमा निगम

(श्रम एवं रोजगार मन्त्रालय, भारत सरकार)

EMPLOYEES' STATE INSURANCE CORPORATION

(Ministry Of Labour & Employment, Govt. Of India)

क्षेत्रीय कार्यालय

107, राम नगर रोड, कोटा, रायपुर (छ.ग.) – 492010

Phone/Fax : 0771 - 2254589



REGIONAL OFFICE

107, Ram Nagar Road, Kota, Raipur (C.G.)-492010

E-mail : rd-cgarh@esic.in, Website : www.esic.nic.in

SPECIAL RECRUITMENT DRIVE FOR FILLING UP THE POST UNDER PWD CATEGORY OF UDC & MTS IN CHHATTISGARH REGION, ESI CORPORATION

LAST DATE FOR RECEIPT OF APPLICATION IS 31.10.2015

*Applications in prescribed proforma appended below along with requisite documents/certificates etc. are invited from candidates belonging to PWD (Person with Disabilities) Category for filling up the post of UDC & MTS in Chhattisgarh Region on **regular basis by Direct Recruitment under Special Recruitment Drive for PWDs.***
The detail of vacancies is as under:-

A. POST & VACANCIES

POST	Pay Band	Grade Pay	No. of Vacancies under Person with Disabilities category (PWDs)				Suitability and Physical requirement for Persons with Disability (VH/OH/HH)
			OH	HH	VH	TOTAL	
UPPER DIVISION CLERK	PB-1 (Rs.5200-20200/-)	Rs. 2400/-	1	0	0	1	1.Categories of Disabled suitable for the job:- OA,OL,BL,OAL,B,L,V,HH 2.Physical Requirement- S,ST,W,MF,SE,RW,C
MULTI TASKING STAFF		Rs.1800/-	0	0	1	1	1.Categories of Disabled suitable for the job:- OA,OL,OAL,BL,B,L,V,H,C 2.Physical Requirement- S,ST,BN,W,SE,H,RW,C
Abbreviations used:-							
S-SITTING	ST-STANDING		W-WALKING			L-LIFTING	
MF-MANIPULATION BY FINGERS	SE-SEEING		RW-READING AND WRITING			H-HEARING	
C-COMMUNICATION	BN-BENDING		OA-ONE ARM			OL-ONE LEG	
BL-BOTH LEG	OAL-ONE ARM AND ONE LEG		B-BLIND			LV-LOW VISION	
HH-HEARING IMPAIRED							

- The candidates appointed under PWD and Ex-Servicemen quota will be adjusted against the vacancy of respective categories of SC/ST/OBC/Unreserved (UR).
- Above vacancies may increase or decrease depending upon the actual requirement.

Imagine that you are visually handicapped and wish to apply for the post of a Multi-tasking Staff. Answer the questions below according to the advertisement .

1. How many posts are available for you?
2. What is the grade pay for this post?
3. Where should you send your application?
4. By which date should your application reach there?
5. What are other physical requirements for this post?
6. Who is the issuing authority of this advertisement?

Project Work

Social Interaction Checklist

Directions: Find out your status of social interaction. Place a tick (✓) in the column to identify your answer.

S.no.	Social Interaction	Always	Sometimes	Never	Total
1.	I do social work.				
2.	I attend a class or classes				
3.	I spend time with family and friends				
4.	I talk on the phone or write letters				
5.	I attend religious services				
6.	I am friendly				
7.	I say nice things about others				
8.	I listen well				
9.	I wait until my turn before speaking				
10.	I think about how others might feel				
11.	There are people who will help me				
12.	I have friends to interact with				
13.	I feel good about myself				
14.	I trust my friends				
15.	I feel my family cares about me				
Grand Total			+	+	=

Scoring: Give 2 points for always, 1 point for sometimes and 0 point for never.

Grading : Upto 6 Major need for social interaction

7 - 12 Below balance in social interaction

13 - 18 Balanced level of social interaction

19 - 24 Above balanced level of social interaction

25 - 30 High level of social interaction



PRACTICE EXERCISE - III

Link Unit : Inclusion

I. Read the following passage.

"Then I can't stop her from joining the scholars' panel. She has come here on her own merit. I will allow her to sit on the panel until you come up with a convincing example," said the king.

People were still doubtful about girl's worthiness. But as the discussion progressed, all doubts vanished.

Days passed. The girl took part in several discussions, asked many questions and answered many others. Other scholars were astonished by her brilliance.

When the final draft of the book was compiled, many hymns which were composed by the girl were included.

Nobody knows for sure what happened to the girl thereafter.

Some say, she constructed a book of her own hymns. Some say, she opened an academy for girls. Different people, different stories. But everybody agrees that "the girl who asked why" became the first female scholar.

(An extract from *The Girl Who Asked Why*)

1 . Write true or false against each sentence.

- a) The girl was included in the scholars' panel.-----
- b) Another scholar more competent than the girl challenged her.-----
- c) The girl was selected on her own worthiness.-----
- d) The king stopped her from joining the panel.-----
- e) The girl became the first scholar.-----
- f) The girl did not take part in the scholars' discussion.-----
- g) Many hymns composed by the girl were included in the book.-----

2. Tick (✓) the correct response for each of the following:

- a) During the scholars' meet-----
 - i. the girl asked many questions.
 - ii. the girl headed the panel.

- iii. the girl answered many questions.
- iv. the girl took part in many discussions.

b) The final draft of the compiled book had-----

- i. none of the hymns composed by the girl.
- ii. all the hymns composed by the girl.
- iii. many hymns composed by the girl.
- iv. only one hymn composed by the girl.

c) Some people said that the girl-----

- i. opened an academy for girls.
- ii. constructed a book of hymns.
- iii. wrote many different stories.
- iv. became the first woman scholar.

d) The girl was selected to the panel on the basis of her-----

- i. presentation.
- ii. worthiness.
- iii. brilliance.
- iv. looks.

3. Answer the following questions in brief.

- i. What happened to the girl after the conference?
- ii. On what basis did the king allow the girl to attend the conference?

4. Look at the following examples to understand how new words are formed by adding suffixes.

worthy + ness - worthiness

discuss + ion - discussion

doubt +ful -doubtful

beauty + ful - beautiful

bright + ness - brightness

include+ sion - inclusion

care+less - careless



Which of the above words become adjectives and which become nouns?

Nouns-----

Adjectives -----

Make new words by adding suffixes to the following. Also mention whether they are nouns or adjectives.

- a) clever -----
- b) colour -----
- c) thank -----
- d) good-----
- e) wonder -----
- f) hope -----
- g) mild -----
- h) faith -----
- i) thought -----

5. Match the verbs in Column A with the appropriate nouns in column B and write the pairs in Column C. One has been done.

A	B	C
a) Collide	education	Collide- Collision-
b) Include	division	-----
c) Conclude	admission	-----
d) Admit	confusion	-----
e) Educate	inclusion	-----
f) Divide	collision	-----
g) Decide	conclusion	-----
h) Confuse	decision	-----

Note:- In some cases new words are made by adding, dropping or replacing some letters.

From the above exercise, find out the rules for changing verbs to nouns by adding suffixes. Example: when the verb ends in '-de', '-de' is replaced by '-sion'.

6. Look at the way questions have been formed based on the sentence given below.

Abhi went to Korba on Saturday to attend Kisaan Mela by a passenger train.

- | | | | | | | |
|----|-------|-------|------|---------|------|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. | Who | went | to | Korba? | | |
| 2. | Where | did | Abhi | go? | | |
| 3. | When | did | Abhi | go | to | Korba? |
| 4. | Why | did | Abhi | go | to | Korba? |
| 5. | What | did | Abhi | attend? | | |
| 6. | Which | train | did | Abhi | take | to go to Korba? |
| 7. | How | did | Abhi | go | to | Korba? |

As you can observe, different 'Wh' questions listed above have been asked to bring out a range of information. All these questions begin with question words, i.e. who (for person), where (for places), when (time), why (for reasons), what/ which (for things), and how (for more details).

i. Write questions to get the underlined information in the following sentences.

- He washes his hands before taking meals.
- Children are going home.
- Rita has taught in this school in 1988.
- The school will be closed in a week.
- I came to school by bus.
- My father is an engineer.
- Sapna and Alisha are playing football.



7. Now look at the following questions.

Does he know the traffic rules?

Can you do this job?

May I enter the class?

Did you learn to cook?

These questions have only two answers - yes or no. They begin with helping verbs.

Make questions from the following statements using the helping verbs in brackets.

- i. He makes delicious dishes(can)
- ii. Your father works in a bank.(does)
- iii. You like to visit the Taj. (would)
- iv. He attended a birthday party yesterday. (did)
- v. I go to watch a film today.(may)
- vi. The owl is a nocturnal bird.(is)

8. Listen to your teacher describing some equipments used by differently-abled persons. Number the pictures in the order in which they are described. Also name the equipment.









9. Think about people in the society who do many little things that are very important for us . Discuss in pairs and tell how you are thankful for their work.

Eg.: I'm thankful to the *news paper boy* because he brings us the morning news paper without fail everyday. He comes in all seasons early in the morning when I don't even get up at times.

Some of these people are:

the *safaiwala*

the washerman

the cobbler

the barber

the visually handicapped vendors/hawkers

the watchman

You can say it as:

I'm thankful to the *safaiwala* because _____

You can use the following hints.

a. *What do these people do for you?*

b. *What difficulties do we face in their absence?*

c. *Talk about the problems these people generally face in the society?*



II. Read the following passage.

Helen Keller was born in Alabama in 1880. Before she was two years old, she became seriously ill and was left deaf and blind.

Helen could only learn about things around her by touching with her hands. She made up signs for a few things like yes, no, come, and go. She felt lonely because she could not hear, see, or speak. She became angry, and threw fits a lot. Her parents decided that she needed someone who could help her understand the world around her and how to behave in it.

So, Anne Sullivan came to teach her. She taught Helen by using her hands to spell words. She would use sign language by signing a letter with her own hand, and pressing her hand into the palm of Helen's hand. Helen soon learned to make the same signs with her hands, but did not really understand what they meant.

One day Ms Sullivan put Helen's hand under the water pump and spelled the word water in Helen's other hand. Finally, Helen understood that these signs, called finger spelling, were naming the things in her world. It was as if a light had suddenly been turned on. She was so excited that she wanted to know the names of everything.

1 . Fill in the blanks with correct options.

i. Helen Keller was born in 1880 in.....

- a) California
- b) India
- c) Alabama

ii. Helen Keller fell ill at the age of.....

- a) three
- b) two
- c) six

iii. Helen could learn about things around her by.....

- a) hearing sounds
- b) touching with her hand
- c) reading about them

iv. Although Helen learnt how to use sign language, she could not _____

- a) spell the words
- b) act out the words
- c) understand the meaning of the words

v. The first word Helen learnt by finger spelling was.....

- a) light
- b) water
- c) air

2. Answer the following questions.

i. What happened after Helen became seriously ill?

.....

.....

ii. How did Helen learn to name things around her?

.....

.....

iii. Why did Helen feel lonely?

.....

.....

iv. What method did Anne Sullivan use for spelling words?

.....

.....

v. How did Helen learn finger spelling?

.....

.....



3. Pick out words from the passage for the following.

- a) Unable to hear _____
- b) A sudden violent uncontrolled shaking of the body - _____
- c) Unhappy being alone _____
- d) To make movement of the body to express meaning, show a gesture _____
- e) Calling out or writing the letters in a word in correct order _____
- f) The soft part of the hand in between the fingers and wrist _____

4. Speak in favour or against the following topics.

Here is an example of such a debate:

Topic: Boys should also do household chores .

FOR	AGAINST
Both boys and girls live in the same house. Now times have changed. Fathers also help. Mothers are also in jobs.	Mostly girls do house hold chores. Our mothers have always done it. Boys can do many things outside better which girls can't.

- a. A girl cannot be a good driver
- b. Boys need not learn cooking.
- c. We are all disabled in someway or the other.

5. Imagine that you are a polio affected child and belong to a very poor family. You love to go to school and study because you want to become an IAS officer. **Write a paragraph about your experience at school and your ambition in life. use the hints given in brackets.**

You may begin as: It is a joyful experience to go to school with my brother.

(he on his bicycle, my teachers love, good at maths, like to read news paper, Father cannot buy books, borrow from friends, study hard, prepare for competitive exams. My teachers, can do it, want my parents, feel proud, serve mankind.)

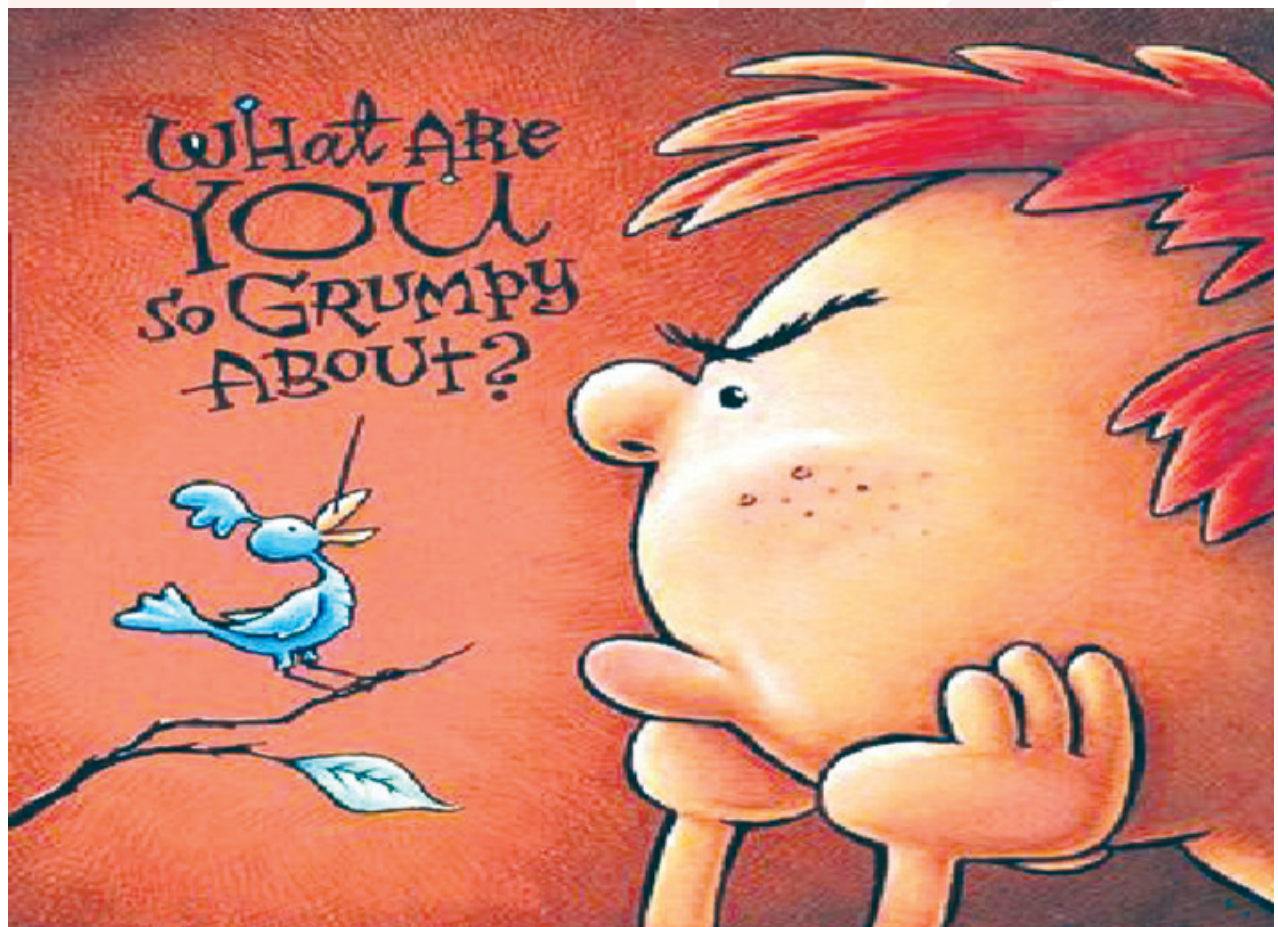
Unit 4

Adolescence

Reading A : Swami Is Expelled From School

Reading B : About Me

Reading C : Daddy's Enduring Script



Adolescence

Pre-reading

Work in groups and pick out from the box the qualities which you possess. What other qualities would you like to possess and why?

Active Adventurous Awesome Beautiful Bold
Bossy Brave Capable Caring Confident
Courageous Curious Dynamic Energetic
Enthusiastic Fascinating Frugal Fussy Good Greedy
Happy
Hardworking Healthy Helpful Honest
Imaginative Important Interesting Intelligent Joyful Kind
Likeable Lively Loyal Motivated Memorable Natural
Open-minded Optimistic Positive Precious Proud
Quarrelsome
Responsible Selfish Sharp Stingy Sympathetic
Tactful Thoughtful
Tolerant Trustworthy Unique Valiant Wise Young
Zealous

Swami is Expelled from School



The headmaster entered the class with a slightly flushed face and a hard ominous look in his eyes. Swaminathan wished that he had been anywhere but there at that moment. The headmaster surveyed the class for a few minutes and asked, “Are you not ashamed of coming and sitting there after what you did yesterday?” Just a special honour to them, he read out the names of dozen students or so, that had attended the class. After that he read out the names of those that had kept away, and asked them to stand on their benches. He felt that punishment was not enough and asked them to stand on their desks. Swaminathan was among them and felt humiliated at that eminence. Then they were lectured. When it was over, they were asked to offer explanations one by one. One said that he had an attack of a headache and therefore could not come to school. He was asked to bring a medical certificate.

The second said that while he had been coming to school on the previous day, someone had told him that there would be no school, and he had gone back home. The head master replied that if he was going to listen to every loafer who said there would be no school, he deserved to be flogged. Anyway, why did he not come to school and verify? No answer. The punishment was pronounced; ten days’ attendance cancelled, two rupees fine, and the whole day to be spent on the desk. The third said that he had an attack of a headache. The fourth said that he had stomachache. The fifth said that his grandmother died suddenly just as he was starting for school. The headmaster asked him if he could bring a letter from his father. No. He had no father. Then, who was his guardian? His grandmother. But the grandmother was dead, was she not?



No. It was another grandmother. The headmaster asked how many grandmothers a person could have. No answer. Could he bring a letter from his neighbours? No, he could not. None of his neighbours could read or write, because he lived in a very illiterate part of Ellaman Street. Then the headmaster offered to send a teacher to this illiterate locality to ascertain from the boy's neighbours if the death of the grandmother was a fact. A pause, some perspiration, and then the answer that the neighbours could not possibly know anything about it, since the grandmother died in the village. The headmaster hit him on the knuckles with his cane, called him a street dog, and pronounced the punishment fifteen days' suspension.

When Swaminathan's turn came, he looked around helplessly. Rajam sat on the third bench in front, and resolutely looked away. He was gazing at the blackboard intently.

But yet the back of his head and the pink ears were visible to Swaminathan. It was an intolerable sight. Swaminathan was in acute suspense lest that head should turn and fix its eyes on his; he felt that he would drop from the desk to the floor, if that happened. The pink ears three benches off made him incapable of speech. If only somebody would put a blackboard between his eyes and those pink ears!

He was deaf to the question that the headmaster was putting to him. A rap on his body from the headmaster's cane brought him to himself.

"Why did you keep away yesterday?" asked the headmaster, looking up. Swaminathan's first impulse was to protest that he had never been absent. But the attendance register was there. "No..no.." I was stoned. I tried to come, but they took away my cap and burnt it. Many strong men held me down when I tried to come... When a great man is sent to gaol... I am surprised to see you a slave of the Englishmen... Didn't they cut off—Dacca Muslin—slaves of slaves! These were some of the disjointed explanations which streamed into his head and which even at that moment he was discreet enough not to express. He had wanted to mention a headache, but he found to his distress that others beside him had one. The headmaster shouted, "Won't you open your mouth?" He brought the cane sharply down on Swaminathan's right shoulder. Swaminathan kept staring at the headmaster with tearful eyes, massaging with his left hand the spot where the cane laid. "I will kill you if you keep on staring without answering my question", cried the headmaster.

"I..I.. couldn't come," stammered Swaminathan.

"Is that so? asked the headmaster, and turning to a boy said. "Bring the peon".

Swaminathan thought, "What! Is he going to ask the peon to thrash me? If he does any such thing, I will bite everybody dead." The peon came. The headmaster said to him, "Now say what you know about this rascal on the desk."

The peon eyed Swaminathan with a sinister look, grunted, and demanded. “Didn’t I see you break the panes?”

“Of the ventilators in my room?” added the headmaster with zest.

Here there was no chance of escape. Swaminathan kept staring foolishly till he received another whack on the back. The headmaster demanded what the young brigand had to say about it. The brigand had nothing to say. It was a fact that he had broken the panes. They had seen it. There was nothing more to it. He had unconsciously become defiant and did not care to deny the charge. When another whack came on his back, he ejaculated, “Don’t beat me, sir. It pains.” This was an invitation to the headmaster to bring down the cane four times again. He said, “Keep standing here, on this desk, staring like an idiot, till I announce your dismissal.”

Every pore in Swaminathan’s body burnt with the touch of the cane. He had a sudden flood of courage, the courage that comes of desperation. He restrained the tears that were threatening to rush out, jumped down, and grasping his books, rushed out muttering, “I don’t care for your dirty school.”

R. K. Narayan

About the author



R.K.Narayan (1906-2001) was an Indian author, whose works of fiction include a series of books about people and their interactions in an imagined town in India called Malgudi. His popular works are *Swami and Friends*, *The Bachelor of Arts*, *The English Teacher* and *The Financial Expert*. The present extract is from *Swami and Friends*.

Meanings in context

flushed face	:	angry look
ominous look	:	suggests that something bad is going to happen
eminence	:	superiority
knuckle	:	part of fingers at joints where the bone is near the skin



pronounced	:	declared
gaol	:	jail
discreet	:	careful
distress	:	a feeling of unease
stammered	:	repeated sounds/words
sinister	:	evil
whack	:	a sharp blow
brigand	:	a member of a gang
defiant	:	disobedient
desperation	:	hopelessness
restrained	:	acting in a calm and controlled way

Comprehension

I (✓) Tick the correct alternative.

- The day before the punishment was given by the Headmaster, Swaminathan_____
 - was not present in the school.
 - broke the panes of the ventilation.
 - left the school after lunch hour.
 - had a fight with friends.
- "Swaminathan was deaf to a question that the Headmaster was putting to him." This means that
 - Swaminathan was not paying attention.
 - Swaminathan did not have an answer.
 - Swaminathan could not hear properly.
 - the headmaster's question was not clear to Swaminathan.
- "I don't care for your dirty school," Swaminathan muttered these words because____
 - the school was untidy.
 - he loved to stay at home.

(iii) he was humiliated by the headmaster.

(iv) he had found a better school for himself

I. Answer the following questions.

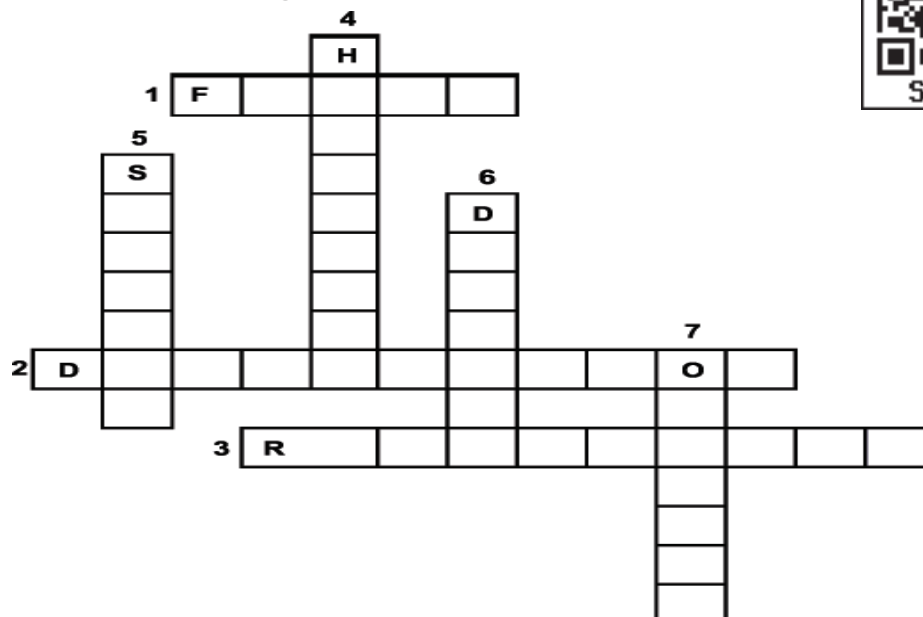
1. What was the mood of the Headmaster when he entered the class?
2. How did Swaminathan react to the questions put by the Headmaster?
3. Why was the peon called? What did he tell about Swaminathan?

II. Complete the Table as shown below.

Characters in the story	Excuses given by the students	Headmaster's reaction	Do you agree/disagree with the headmaster's reaction
1. Swaminathan			
2. First boy			
3. Second boy			
4. Third boy			
5. Fourth boy			
6. Fifth boy			

Vocabulary

Complete the crossword using the clues given below. The first letter of each word has been given.



Clues

Across

1. when your face becomes hot and red
2. feeling that you have no hope and are ready to do anything to change the situation you are in
3. calm and not showing emotions

Down

4. to make someone feel stupid or ashamed
5. to pause a lot and repeat sounds because of a speech problem or because you are nervous
6. refusing to obey someone or something
7. making you think that something bad is going to happen

II. Use the words in the crossword and fill in the blanks with their correct forms.

1. The teacher's face _____ at the sight of a dirty classroom.
2. The frail boxer, gave a massive blow to the opponent in _____.
3. How could you _____ me in front of all my friends.
4. He _____ an answer that he could not even reconstruct later, when he had calmed down.
5. If children are _____ in classroom, they should get punishment.
6. My mother's _____ look let me know I was in trouble.

II. Complete the following poem with appropriate words using the clues given after the poem.

Our Headmaster

A personality with _____

1

always with _____ looks,

2

The moment he comes,
we look into our books.
By hearing his harsh voice,
our confidence is lost,
In spite of knowing the answer,
we _____ at any cost.

3

The way he put the questions
our senses frost,
We try to recall, and storm our minds,
But alas! the fear
all the lessons are lost,
We feel ourselves in _____,

4

but nothing can be done
And then he _____ the punishment,

5

homeworks from his shot gun.

Clues

1. superiority
2. making you feel that something bad is going to happen
3. to pause a lot and repeat sounds because you are nervous
4. the feeling of being extremely upset or worried
5. to state something in an official manner

Grammar

Verb forms

Look at the following sentences.

The Headmaster surveyed the class for a few minutes.



He had an attack of a headache.

Rajam sat on the third bench.

Why did you keep away yesterday?

In all these sentences the verbs 'surveyed', 'sat', and 'did' are forms of verbs.

The above sentences describe actions in the past. They are in the simple past tense.

Go through the text and pick out five sentences which are in the simple past tense.

Now look at the following sentences.

Swaminathan had broken the panes. He had unconsciously become defiant and did not care to deny the charge.

He had wanted to mention headache but he found that the others beside him had one.

In the above sentences '**had broken**' and '**had become**' are in the past perfect tense and denote the actions which took place before another action in the past. 'did not care' is in the past tense and denotes the later action or response.

In the same way 'had wanted to mention' took place before 'he found that the others beside him had one'.

As you can see, when two actions occur in the past, the form 'had + (past participle verb)' is used for the action which took place earlier and 'past participle verb' for actions that take place later.

Here are a few more examples.

The train **had** left **before** I reached the station.

The match **had** begun **before** I switched on TV.

When two actions have happened in the past at almost the same time, both the actions will be expressed in the simple past tense.

I. Match sentences in A with appropriate sentences in B to make meaningful sentences. There may be more than one appropriate combination.

A

I had never been abroad

I had reached home

The train had left

I had completed my work

They had already boarded the
flight

B

when the announcement was made.

before I reached the station.

before I visited Singapore.

when the rain started.

and then I went to sleep.

II. Complete the sentences below with ideas of your own.

- When I reached the theatre------(I missed the first song)
- All of us ran out of the class -----
- I had gone to the market -----
- After I had completed my work -----
- As I reached home -----

Writing

Here is the map of village Murhi. Every Year on 26th January, the Republic Day, a procession of school students & teachers of the Higher Secondary School go through the village to hoist the National Flag at different Government Buildings.

The procession starts from the gate of the Government Higher Secondary School, Murhi. It halts at the Primary School, Old Aanganbadi, New Aanganbadi, Health Centre & finally returns to the Higher Secondary School to hoist the National Flag.



- From the gate of New Aangan Badi move towards your right and after a few yards take a right-turn. When you reach near the temple, turn left towards the pond. Take a left turn towards the road along the fields.
- After taking the left turn from split road, walk a few yards & then take another left turn to reach the Health Centre on left side of the road.
- Finally, turn back and go straight across the road and you will reach the Government Higher Secondary School, Murhi.
- Now, return to the main road and go straight till you reach the gate of New Aangan Badi.
- After a few yards you will reach a split road. Take left from that point to reach Old Aangan Badi. Start moving back towards the split road point & take a left turn.
- Now go straight and turn left and you will reach the vegetable market ground.

Listening

Listen to your teacher carefully. Some words in the passage have been misspelt. Correct the spellings.

It is difficult to understand bullying. Bullying means repeated act of putting someone into trouble. Why do people have to make the life of another person so *ilasberme*? Why do they think they have the right to *nhpcu* and kick someone they think is weaker than them. I was *uldeibl* when I was a child. It was a living hell. I was really afraid to go to school, for many, many years. I knew I was not safe *ugrdin* break times. It was always a group of bullies that got me in the *orrrcsiod*, or on the playing fields. They made me hate school. I know they also *gchndae* me for life. I have no *ieenocfdcn* now. I'm 32 years old but I'm afraid to *spake* up for myself. The school bullies took away my belief in *lefsym*. They didn't know that they would scar me for life. The *plisaych* scars have gone but not the emotional ones.

Study Skills

Look at the school time table given below and answer the following questions.

1. What is the duration of long recess? Is it the same as the duration of short recess?
2. For which subjects and classes do we have combined periods?
3. How many classes of Maths are there per week?
4. When do the students of class 12th participate in *laika madai*?
5. How many teachers teach all the four classes? Name them.



TIME TABLE											
Class/ Period	Class teacher	1st 10:00-10:40	2nd 10:40-11:20	Short Recess	3rd 11:30-12:10	4th 12:10-12:50	Long Recess	5th 1:20-2:00	6th 2:00-2:40	7th 2:40-3:20	8th 3:20-4:00
9th A	K. Narang	Environment Y. Verma	Laika Madai	-	Maths K. Narang	Social Studies M. Jaismine	-	English T. Sati	Science Y. Verma	Sanskrit S. Bakshi	Hindi J.L. Verma
9th B	S. Bakshi	English B. Banjare	Social Studies M. Jaismine	-	Science R. Uikey	Hindi R. Sharma	-	Environment A. Sahu	Sanskrit S. Bakshi	Maths M. Verma	Laika Madai
10th A	M. Verma	Hindi J.L. Verma	Environment K. Narang	-	English T. Sati	Maths M. Verma	-	Laika Madai	Social Studies M. Pal	Science Y. Verma	Sanskrit S. Bakshi
10th B	B. Banjare	Maths K. Narang	English B. Banjare	-	Laika Madai	Sanskrit S. Bakshi	-	Science N.A. Khan	Hindi J.L. Verma	Environment R. Uikey	Social Studies M. Pal
11th A	A. Sahu	Pol. Science S. Baghel	Geography P. Markam	-	Economics S. Baghel	English T. Sati	-	Environment A. Verma	Hindi R. Sharma	Practical A. Sahu	Laika Madai
11th B	T. Sati	Bio/Maths A. Sahu/Narang	Chemistry R. Uikey	-	Physics N.A. Khan	English T. Sati	-	Laika Madai	Hindi R. Sharma	Practical M. Verma	Environment A. Verma
11th C	A. Sen	Accounts A. Sen	Applied Economics K. Dubey	-	Elective Commerce A. Sen	English B. Banjare	-	Environment A. Verma	Accounts A. Sen	Hindi R. Sharma	Laika Madai
12th A	Y. Verma	Geography M. Pal	Economics P. Markaam	-	Pol. Science R. Sharma	Hindi J.L. Verma	-	English B. Banjare	Environment Y. Verma	Laika Madai	Practical V. Verma
12th B	N.A. Khan	Chemistry R. Uikey	Physics N.A. Khan	-	Bio/Maths K. Narang/A. Sahu	Laika Madai	-	English B. Banjare	Environment R. Uikey	Practical M. Verma	Hindi J.L. Verma
12th C	K. Dubey A. Sahu	Elective Commerce K. Dubey	Accounts A. Sen	-	Applied Economics K. Dubey	Hindi J.L. Verma	-	English T. Sati	Environment R. Uikey	Elective Commerce A. Sen	Laika Madai



I have not one but two names,
'Hey you!' And 'What's your name?'
That is how I am known
And I have no one else to blame.

Who would remember someone
Who is good at nothing?
Who has, can or ever will
Excel even in a single thing?



Some are good in studies
Others in many a game.
Some paint a pretty picture
And earn for themselves a name.



But what about me?
I have nothing that can impress a single soul,
Neither talent nor looks, nor ability
To achieve a solitary goal.

But wait, am I really useless?
Only some flesh and bones?
Or do I have something inside me
A quality that is truly my own?

A heart that beats for others
And joys and sorrows it shares
A mind that looks beyond
A soul that truly cares.

In this world today
If a loving heart is a treasure
Then I pray to everyone
To judge me using a new measure.

Don't judge me by how many prizes I never win
But by how many sorrows I share.
Not by the number of claps I don't earn
But by my ready stock of compassion and care.

Don't ignore me, don't look through
Pay me a little heed.
A little nod, a friendly smile,
That is all I need.

I am an average and ordinary boy
Treat me at least like a person.
Give me a name, anything that you like
But please, at least, make me feel human.

Ramendra Kumar

About the poet

Ramendra Kumar is an award winning Indian writer for children. He has written more than 20 books so far. His books have been translated in seven foreign and eight Indian languages.

Meanings in context

excel	:	perform very well
solitary	:	single
compassion	:	concern for the suffering or misfortune of others
heed	:	notice

Comprehension

I. Tick (✓) the right answer.

The speaker in this poem is-

- (a) An average and ordinary boy
- (b) A topper in the class
- (c) A good sports man
- (d) A good singer

II. Answer the following questions.

1. What is the speaker's complaint?
2. People called the speaker by two names. What are they?
3. Every human being has some good qualities in him/her. Find out the good qualities in the speaker.
4. The speaker tells us about the qualities that others possess but he doesn't possess. Name those qualities.
5. What is the poet's demand?
6. Recite the poem and find the rhyming words used in the poem.
7. Which words and phrases are repeated in the poem and why?
8. The poet doesn't want to be judged by the prizes he never wins or by the number of claps he doesn't earn. He requests everyone to judge him by using a new measure. What is the new measure he is suggesting?





Daddy's Enduring Script

Seated in our drawing room, Daddy quietly wrote into the night, the green ink from his fountain pen turning thoughts into words in his beautiful handwriting. My mother and little sister would be fast asleep in the bedroom. But I sat huddled in a blanket on the cane chair opposite his desk and watched. It was the 1960s. We lived in Chennai, in a smiling modest house with whitewashed walls and green windows, a big garden around it and an inviting porch. To help make ends meet, my parents had rented out half the house.

Daddy was a freelance writer contributing short stories to Tamil magazines and scripts for films, although the film offers were few and far between. Before I was born, he'd once held a steady, well-paying job in Trivandrum as Malayalam news reader, his name Nagarcoil K. Padmanabhan known to All India Radio listeners in Kerala. He'd suddenly resigned from AIR to pursue with relentless passion his dream of being a writer. Among Daddy's early friends in Chennai were actors Gemini Ganesan and Nagesh, the comedian. Ganesan continued to visit us even after he became famous. I would look out, star-struck, as his blue fiat drove in. He'd tease my handsome dad; calling him "*Maapilai*" [Tamil for bridegroom] and the two would go on talking shop.

One thing Daddy had gained early from his writing was Mummy. An English literature graduate and avid reader, she was a fan of Daddy's magazine stories. The two became pen pals, met and got married, although the doe-eyed beauty from Bangalore was no Brahmin like daddy. It was a huge leap of faith to marry inter-caste in those days.

As I sat there watching Daddy, I wondered what he would write every day. I knew how he always worked on his next story at night, even as he was working on his current one at the film studios. "My big hit is just a script away," he would smile, his deep dimples showing.

"Aren't you sleepy?"

"No," I'd mumble, although I'd often doze off in the chair and he'd carry me to bed next to Mum. I would dream of reams of white paper filled with green writing, and of valiant heroes – good always triumphed over evil, and Dad's heroes were always good.

When I was ten, he gave me Harper Lee's novel *To Kill a Mockingbird*, a rather new book then. Just one story like that is enough for a lifetime," he said. I sensed the longing

in him. He had had a body of work by then, but a big hit eluded him. The novel made a great impact on me, and how right daddy was. Harper Lee never wrote another novel, yet became a legend with her only book.

Summer nights, Daddy would regale us with tales about the film shoots. He was a good mimic with his radio star's voice and was an excellent actor himself. And I would sigh—What a wonderful thing it is to be a writer!

On Sundays and holidays, I would go up to the attic, where I hid my journal, and write endless stories of my own. When Daddy wrote scripts for Telugu producers, they would be in English. Sometimes he would ask me for a particular English word, which I'd supply. My heart would swell with pride that I was a part of his writing. My sister Anuradha and I studied at Chennai's *Holy Angels' Convent*, a most exclusive school, which my father could ill afford. Still, he wanted us to study and speak English well; an "entitlement," he'd say.

Then, one day, I heard my parents whisper excitedly of a lucrative offer that had come to Daddy for a Telugu film. At last, we would be rich! And Mom had promised me a red frock, some stationery and a new doll.

There was an air of suppressed excitement in the house, of dreams that were finally coming true. I had a school picnic to go on early one morning. The evening before, Daddy had come home tired from work but took me out to buy snacks and sweets for the picnic. My basket was crammed with goodies. I was bursting with joy. Daddy set the alarm for five in the morning, ironed my clothes for the next day, and went to bed.

The next morning, the alarm clock went off. I got up but Daddy did not. He passed away in his sleep—a coronary thrombosis, the doctor explained. I was 13, my sister Anuradha, eight. Daddy was just 41.

Along with his body, our dreams too went up in flames. But *Nindu Hrudayalu*, the Telugu movie he had scripted with superstar N.T. Rama Rao in the lead, had celebrated its 100th day. The producer sent some additional money to my mother for the Hindi distribution rights of the film. The movie was a blockbuster, and the first in its genre. Daddy's script became a recurring Bollywood theme; three brothers separated in childhood, reunited as adults... avenging their parents' misfortunes.

Another Telugu producer had visited us to offer his condolences. He remarked ruefully that my father's script for him was left half done. "I know the story," I told him, "I could finish it for you." He looked at me with kind eyes. "Are you sure?"

I nodded. "Daddy discussed the treatment with me." He smiled at my use of jargon. I completed the script for him. My mother, who'd been a teacher before her marriage,



went back to support the family. We left our beloved home and city, moving to my mother's ancestral home in Bangalore.

Then, as the years rolled by, life meandered in different directions for Anuradha and me. But our love for language and the written word stood us in good stead. Studies

completed, Anuradha became a marketing professional, while I

became a mathematics teacher. We soon had our own families and

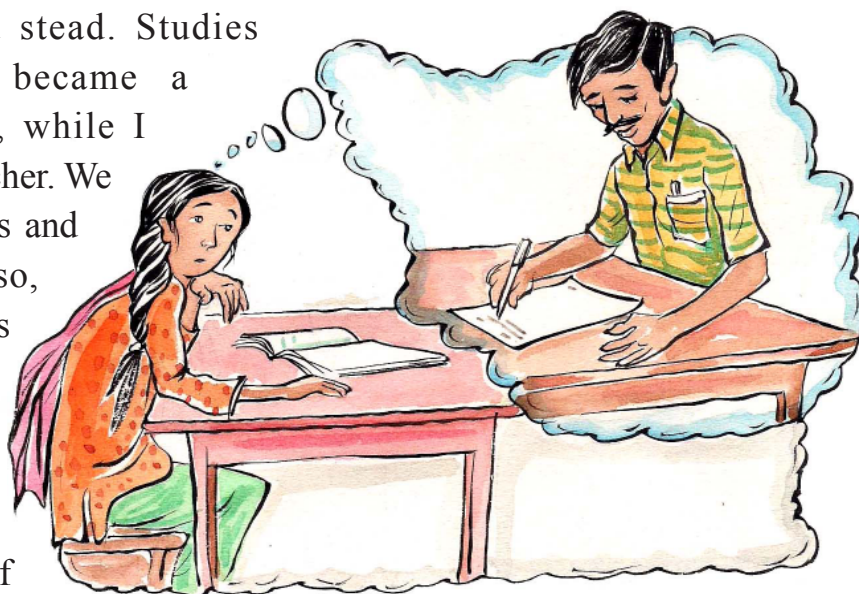
children to raise. Even so,

Daddy's unfinished dreams lingered on. Both Anuradha

and I continued to write. I

brought out a collection of my poems, while my sister

published her anthology of short stories and a novel.



In 2003, my entry, *For a Horseshoe Nail*, in the Commonwealth Broadcasting Association's short story competition won a highly commended prize. "Selected from 3700 stories, the competition was tough," the judges informed me. "Your story was beautifully told, and very well-written." Centered on an organ donation racket, it was set in a remote Tamil Nadu village, but read across the world. A UK doctor used the story as a topic for debate among his university students. The following year, it was Anuradha's turn. She too won a highly commended prize for her story. Today my elder daughter, Darshana Ramdev, is a journalist with the *Deccan Chronicle*. She always wanted to write. My younger one, Deeksha studying computer science, is also an ardent writer and has an active cricket blog, *The Tea-Towel Explanation*. "I am going to be a cricket writer, one day." She says as if it were a warning. "Let me finish my engineering."

Daddy passed away in 1970. Two generations ago, I'd say. But his single minded devotion to writing still glows like a beacon among his children and grandchildren.

Anybody can die. Yet, as I finish one more piece—this story you've read—I know something for sure about Dad. His writing never stopped.

Amara Bavani Dev

About the author



Amara Bavani Dev teaches high school mathematics at Good Shepherd Convent, Bengaluru. In 2003 she won Highly Commended Prize for her entry '*For a Horseshoe Nail*' in the Commonwealth Broadcasting Association's short story competition.

Meanings in context

freelance	:	self employed and hired to work for different companies
pursue	:	continue with
elude	:	escape from
regale	:	entertain with conversation
mimic	:	imitate in order to entertain or ridicule
attic	:	a space or room inside or partly inside the roof of a building
exclusive	:	high-class and expensive
blockbuster	:	a book or film that is very successful
treatment	:	the presentation of a subject
beacon	:	a light or fire on the top of a hill that acts as a signal

Comprehension

I. Complete the following sentences with the correct options.

- Daddy was _____ before pursuing his freelance writing.
 - an actor
 - a mimicry artist
 - a newsreader in AIR
 - an editor
- The writer was able to complete the half-done script of her father because
 - she had been a good writer at that time.
 - she had a copy of rough sketch of the script
 - her father had discussed the presentation of the script with her.
 - her mother had given her the copy of the script.



II. Answer the following questions.

1. What was the name of the narrator's father?
2. What was the economic condition of the narrator's family?
3. Daddy was a very caring father. Find out the sentences from the text in support of your answer.
4. "I know something for sure about Dad. His writings never stopped." Why did the daughter say this?
5. The writer talks about each of the following: (Give a description of each of the following.)
 - i) Her family:
 - a) Mother _____
 - b) Father _____
 - c) Self _____
 - d) Sister _____
 - ii) The conditions in the family:
 - a) Home _____
 - b) Life Style _____
 - c) Passion _____

Vocabulary

I. (i) Fill in the blanks with the words given below to make the passage meaningful.

mimic freelance treatment passion exclusive



Raghav, who was a _____ writer went up to the attic with his daughter to sit and discuss the _____ of the newly written script for a Hindi movie. He had a great _____ for acting. He used to regale his daughter with tales about the film shoots. He told her how once a big hit eluded him. The daughter, who was studying in an _____ school, was also a very good _____ and used to entertain her friends with her mimicry.

(ii) **Read the following sentences.**

1. Anuradha became a marketing professional.
2. She won a highly commended prize.

The underline words are used as adjectives

Read the lesson carefully and find out the nouns/phrases in the passage that take the adjectives given below.

- a. _____ thoughts b. _____ passion
c. _____ dreams d. _____ cricket blog
e. _____ beauty

(iii) **Notice the word in bold in this sentence.**

My big hit is just a **script** away.

The word **script** in this sentence **means** the words of a film, play, broadcast or speech, while ‘script’ in a language means the letters of an alphabet.

Now match the words in box with their related expressions given below. Write the correct numbers in the brackets.

Read the lesson carefully while you do this exercise.

1. script 2. big hit 3. current 4. swell 5. ill afford 6. treatment 7. fan, 8. leap of faith
--

arrange with difficulty (), feel proud (), processing or considering something ()

letters of an alphabet (), admirer (), sudden power (), success (), recent work ()

(iv) **Look at the underlined words:**

“Aren’t you sleepy?”; “No,” I’d mumble.....

And I would sigh-What a wonderful thing it is to be a writer!

In formal written styles reporting verb often indicates the characteristics of the way something was said. (eg.: whether it was shouted or whispered) or something about the emotional state of the original speaker (eg.: that they were happy, sad or excited.) Some such words are

murmur whisper scream yell stammer sigh shriek mutter

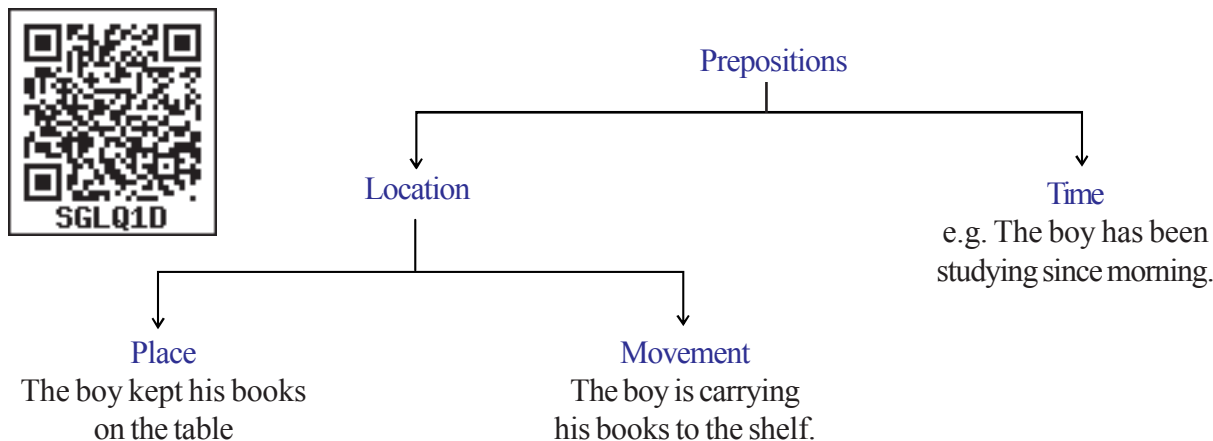
Find out the meanings of these words written above from the dictionary and match them to the situations given below:

anger fear in a crowd hide from others in sadness in complaint
in hesitation in excitement



Grammar

A. Look at the following diagram.



B. Prepositions of time

Read the following.

1. Ravi usually gets up at 7 o'clock.
2. The train will leave in 5 minutes.
3. I have lived in this city for ten years.
4. We watch TV from 7 to 8 pm.
5. It has been raining since 10 am.
6. My birthday falls on March 12.
7. Let's wait until it stops raining.
8. My younger sister fell asleep during the film.

We use :

'at' with time.

eg.: at 5 o'clock - at 11.45 - at midnight - at lunchtime

'in' for longer periods of time.

eg.: in April - in 1986 - in winter - in the 19th century - in the 1970s - in the morning(s)
/ in the afternoon(s) / in the evening(s)

'on' with dates and days.

eg.: on 12 March - on Friday(s) - on Friday morning(s)

on Sunday afternoon(s) - on Saturday night(s)

on Christmas Day (but at Christmas)

‘during + noun’ to say when something happens.

eg.: during the film - during our holiday - during the night

‘since + a starting point’ for a specific time.

eg.: since April - since 1992 - since 8 o' clock

‘from - to + beginning and end of a period’.

eg.: from 5am to 6pm

- (i) **Read the following paragraph. Then work in pairs and decide which of the underlined prepositions refer to a) place, b) movement or c) time.**

The thief had been hiding in the old warehouse since the morning. He was tired and hungry. It was noon when he began to doze. Just then, a helicopter flew slowly over the building. Imagining it to be the police, he ran out in panic and jumped into the nearby well. He tried to cling to a crack in the bricks and decided to wait until it was dark.

- (ii) **Categorize the prepositions in the box below to indicate their use as prepositions of place (P), movement (M) or time (T). Each word may have more than one category.**

behind	<u>(P)</u>	in	<u>(P), (T)</u>	before	<u></u>
along	<u></u>	on	<u></u>	until	<u></u>
since	<u></u>	beside	<u></u>	between	<u></u>
for	<u></u>	up	<u></u>	round	<u></u>
out of	<u></u>	among	<u></u>	during	<u></u>
past	<u></u>	at	<u></u>	after	<u></u>
in front of	<u></u>	across	<u></u>	under	<u></u>
through	<u></u>	from	<u></u>	around	<u></u>



We use ‘for + a period of time expressing duration’.

for six years, for a week

We use until/till to say how long a situation continues

1. Radha has pain in her leg and wants to consult a doctor. Her friend, Anita, has got a pamphlet with details about a doctor. Take a close look at the pamphlet given below. Complete the telephone conversation between Radha and Anita.

DINESH ORTHO CLINIC

Dr. Dinesh Dewangan
MCH (Ortho) England, MS (Ortho)

Available at

1. DINESH ORTHO CLINIC
NEAR, SABJI MANDI, JANIGIR
MONDAY, FRIDAY
10.00 AM TO 1.00 PM
2. DINESH ORTHO CLINIC
OPP. BUS STAND, RAIGARH
TUESDAY, WEDNESDAY, THURSDAY, SATURDAY
6.00 PM TO 9.00 PM

Anita: Hello, Radha. How are you?

Radha: I have a bad pain in my leg.

Anita: You know, Radha, today I got a pamphlet along with the newspaper. It's about one Dr Dewangan who is an orthopedic surgeon.

Radha: Oh! Good! Tell me about him. Where is his clinic? When will he be available?

Anita: Dr Dinesh Dewangan is available --Mondays-, Fridays---10 am---1pm
-----Dinesh Ortho Clinic, Janjgir.

Radha: But I won't be able to go to Janjgir.

Anita: Well , Dr. Dewangan is also available ----- Raigarh----Tuesdays
--Thursdays andSaturdays.

Radha: Is he available at Raigarh -----10 am ----1pm?
 Anita: No. At Raigarh, he is available-----6pm ----9pm.
 Radha: Would you please tell me the location of Dr Dewangan's clinic at Raigarh?
 Anita: Oh! Sure! It's opposite the bus stand.
 Radha: Thank you Anita.
 Anita: Welcome. Have a great day.

Fill in the blanks with appropriate prepositions of time.

1. My father has lived in this house thirty years.
2. Rajeshwari has been using this cycle 2014.
3. I have been studying morning.
4. Ravi bought this house thirty years
5. We stay in my Aunt's house a week every year.
6. My mother visited Dongargarh six years
7. I reach home 6 pm everyday.
8. I shall finish this work Thursday.
9. She will come back ten day from now.
10. We sleep 7 am Sundays.

Writing

You have to go on a school picnic the next day. Write a paragraph about the preparation you will make for the picnic.

Hints

- Set the alarm clock to get up early.
- Think about the food items you take.
- Think about what clothes you will wear.
- The play things you will carry.
- The way you will reach the school on time.



Project Work

Adolescents face several physical and emotional problems including sexual abuse. Are you aware of such problems? As you may have noticed, one of the major problems in adolescence is the danger of unsafe touch or bad touch.

Here is some information about sexual abuse.

Sexual abuse is not limited to any one group and happens in all socio-economic, racial, ethnic, gender and religious groups.

- About 15-20% adults report receiving some form of sexual abuse as kids.
- Till the age of 12, boys and girls are equally affected. After adolescence girls are more affected than boys.
- There is no definite way of identifying an abuser from looks alone. Many abusers are relatives from the family and respectable professions like doctors, priests, and teachers.
- Most parents do not talk to their children about sex abuse. They are uncomfortable about talking about sex and feel unable to handle questions that will be asked by kids.

Abusers can be

- Strangers
- Family members
- Friends
- Neighbours
- Someone the child knows and trusts.

Effects of Sexual abuse

- Guilt
- Loss of control
- Lowered self-esteem
- Emotional difficulties
- Disruptive behaviour
- Poor performance in school
- Depression
- Suicide attempts

Source : ‘Prevention of child abuse’ with reference to concept of ‘Child abuse Episode on SATYA MEVA JAYATE’ by Aamir Khan designed and conducted by Dr. Bhooshan Shukla, Child and Family Psychiatrist, Pune Maharastra (www.nobadtouch.com)

Given below are some statements on child sexual abuse. Talk to ten children from classes 6-10 in your school and ask them whether they agree or disagree with the following statements.

Statements	No. of students	No. of students who agree	%	No. of students who disagree	%
1. Some children are sexually abused by older children.					
2. Most of the time children are sexually abused when they are alone and outside their home.					
3. Only girls are victims of sexual abuse.					
4. Children from reputable families are not victims of sexual abuse.					
5. Very few children are victims of sexual abuse.					
6. Only young children are victims of sexual abuse.					
7. In sexual abuse cases, the child him/herself is never responsible.					
8. Children who face sexual abuse do not trust anybody.					
9. Sexual abuse is generally committed by unknown people.					
10. Discussion on this issue is avoided by teachers and parents.					

Based on the responses that you get on this questionnaire, work out the percentage of children who agree/disagree with each of the above statements.

(Child Sex Abuse is a reality and we should know the basic safety rules for their protection like saying ‘No’ to bad touch or taking help from elders.)



PRACTICE EXERCISE - IV

Link Unit : Adolescence

I. Read the following.

Daddy was a freelance writer contributing short stories to Tamil magazines and scripts for films, although the film offers were few and far between. Before I was born, he'd once held a steady, well-paying job in Trivandrum as Malayalam news reader, his name Nagarcoil K. Padmanabhan was known to All India Radio listeners in Kerala. He'd suddenly resigned from AIR to pursue with relentless passion, his dream of being a writer. Among Daddy's early friends in Chennai were actors Gemini Ganesan and Nagesh, the comedian. Ganesan continued to visit us even after he became famous. I would look out, star-struck, as his blue fiat drove in. He'd tease my handsome dad; calling him "Maapilai" [tamil for bridegroom] and the two would go on talking shop.

(An Extract from *Daddy's Enduring Script*)

1. Complete the following sentences with correct options:

- i. Before being a freelance writer Daddy held a job in _____.
 - a) Indian Railways
 - b) All India Radio
 - c) Film Theatre
- ii. Daddy suddenly resigned from All India Radio because _____.
 - a) he wanted to pursue his dream of being a writer
 - b) he wanted to be an actor
 - c) he was not well paid in AIR
- iii. Daddy's friend Nagesh was _____.
 - a) a teacher
 - b) a writer
 - c) a comedian
- iv. Daddy had a relentless passion for being _____.
 - a) a writer
 - b) an actor
 - c) a doctor

2. Answer the following questions:

a) What was Daddy's job before the birth of the narrator?

b) Why did Daddy resign from AIR?

c) Who used to come in the blue Fiat to meet Daddy?

d) What did Gemini Ganesan call Daddy to tease him?

e) Which line in the paragraph means that Daddy and his friends talked a lot about their work all the time.

e) Find out the word/words from the passage which mean-

i. scarce - _____

ii. strong emotion- _____

f) Find out the antonyms of the following from the passage -

i. ugly - _____

ii. unpopular - _____

iii. steady- _____

3. From the text given above find words/phrases that mean

a) the story of a film

b) good salary (pay)

c) to leave a job

d) feeling too much respect for famous or important people



4. Pick out from the passage words related to 'films' and write them in the space provided below. Add a few more words related to films (not mentioned in the passage).

5. The Simple Past and Past Perfect Tense

Look at the following sentence.

Rohit had *missed* the last bus, so he *walked* home.

In this sentence, there are two actions.

First action – missed

Second action - walked

When a sentence mentions two actions that have taken place in the past, the earlier action is expressed in the past perfect tense and the later action in the simple past tense.

i) Match actions in column A with actions in column B to make meaningful sentences.

Column A

She had lived in Dhamtari

We arrived late for the show

The grass was yellow

We had not eaten anything

Karan had not studied for the test

Column B

as it had not rained at all.

so, he was nervous.

because my friend had gone to visit his uncle.

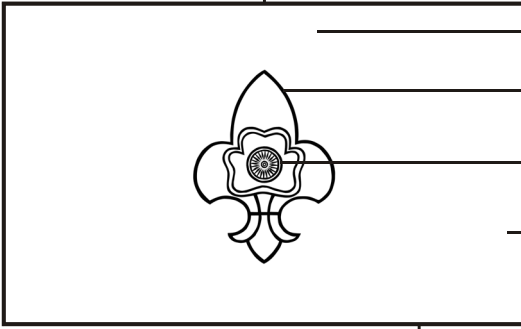
before she shifted to Delhi.

so, we went to a restaurant.

- ii) Complete the following paragraph by using verbs given in brackets in the simple past and the past perfect tense.

Reeta (leave) the house when I (reach) there. Her brother (tell) me that she (go) to the market to buy some vegetables. He also (tell) me that she would return in a few minutes. So I (decide) to wait for her. I (want) to return her book which she (give) me last Monday.

6. Listen to the description about the Bharat Scout and Guide Flag and put a tick mark on the appropriate option given in each box.

	Emblem	dark blue / golden yellow / green
	Flag	dark blue / golden yellow / green
		symbol / flag / Ashok Chakra
		flag / symbol / Ashok Chakra
	width	120cm / 180cm / 150cm
	length	120cm / 180cm / 150cm

7. A. Discuss in groups and tell your opinion to the class.

‘Following fashion is good.’

B. Enact the following dialogue:

Sangita: The questions in mathematics were easy this year.

Pooja: Yes, they were. But the question paper was very lengthy.

Rekha: I agree with Pooja. I also could not answer all the questions.



Neha: The English question paper was also easy.

Rekha: That's true.

Sangita: I don't agree. I found grammar tough.

Neha: How is your preparation for the next paper?

Pooja: OOO! Science? Some of the lessons are very difficult. I think I won't score good marks.

Neha: I don't think so, Pooja. You scored good marks in the model test.

Sangita: Neha is absolutely right. Let's hope for the best.

State whether you agree or disagree with the statements given below.

Use the expressions given below. **Some ways of disagreeing** could be :

I don't think...

I disagree.

I don't think so.

I don't agree.

I'm sorry,

I'm not sure about that.

Some ways of agreeing

I agree.

It 's true.

I too think so.

That's right.

You are absolutely right.

1. Everyone should follow her/his fathers' profession.

.....

.....

2. We should not watch TV during examinations.

.....

.....

3. No student should be punished for any mistake she/ he does.

.....

.....

4. Adolescence is the best period of life.

.....

.....

5. Class 11 is going to be fun. We will not have to study all subjects.

.....

.....

8. Rearrange these sentences to write a story

- One evening it said to the bamboo, “ I always stand upright and strong.I don’t bend and fear every time the wind blows.”.
- The peepal tree always thought that it was much stronger than the bamboo.
- “Oh my God!”, said the bamboo. “Our way is better. We bend, but we don’t break.”
- That night there was a storm and the peepal tree was uprooted. It fell down.



II. Read the passage and answer the questions that follow.

What makes me very angry is when people don't believe me when I am telling the truth. For example, if I tell my teacher that I couldn't do my homework because Ravi borrowed my book and forgot to return it. Or I tell my parents that it wasn't me but my little brother who started the fight. Or if I tell my teacher that I really did study for the test even if I have got bad marks. They all look at me as if they think I am telling lies. The look on their faces really angers me. They should try to understand, shouldn't they? Sometimes I have to look down at my shoes and count to ten so that I do not show that I am angry.

1. Choose the correct option.

- i. The speaker is very angry when_____
 - a. people believe him but he cannot tell the truth.
 - b. he is telling the truth and others don't believe him.
 - c. no one wants to listen to him.
 - d. he cannot show that he is angry.
- ii. The speaker has to look down and count to ten because_____
 - a. everyone looks at him angrily.
 - b. he feels ashamed about himself.
 - c. he does not want to show his anger.
 - d. he is telling lies.

2. Read the following sentences and tick the correct meaning of the underlined words in context.

- i. They all look at me as if they think I am telling lies.
 - a. find
 - b. guess
 - c. see

ii. The look on their faces really angers me.

- a. goodness
- b. expression
- c. feeling

3. Read the example from the passage that shows emphasis by the speaker.

eg.: “I **did** study for the test even if I have got bad marks”.

Add two more sentences using *did* for emphasis

- i. (do homework)
- ii (speak truth)

4. Read the sentence.

They should try to understand, shouldn't they?

The underlined phrase is a question tag.

We use short forms in question tags.

eg.: shouldn't for should not

We use negative question tags with positive statements.

eg.: She *does* the houswork herself, *doesn't* she?

We use pronouns in question tags. The pronoun in a question tag must agree with the subject of the statement.

g.: My teacher was here yesterday, wasn't he? (not wasn't my teacher)

Tick the sentences with the correct questions tags.

- 1. It's a sunny day, isn't it?
- 2. Bill works hard. doesn't Bill?
- 3. You have swept the floor, have not you?
- 4. You and Mohan enjoyed the game, didn't you?
- 5. I look like my aunt, don't I?
- 6. Your sister has cooked the supper, hasn't she?



Unit 5

Adventure

Reading A :	Swiss Family Robinson
Reading B :	Sumba's Adventure
Reading C :	Adventures of Ibn Battuta



Adventure

Pre-reading

Look at the picture given below.



Work in groups

1. What does this picture suggest?
2. Which of the following activities are examples of 'adventure'?
 - playing cricket
 - visiting a lonely place
 - meeting an alien
 - climbing a mountain
 - racing a car or bike
 - going deep inside a forest
 - swimming
 - going to school



Swiss Family Robinson



For a week our ship had been caught in a terrible storm. The crew was worn out. In the cabin where I prayed with my family, we heard a cry of “Land! Land!” and felt the ship strike something. I rushed to the deck.



There, I saw the last boat push off, loaded with sailors. “Wait!” I cried, “What of my family?” But they rowed away and never looked back.

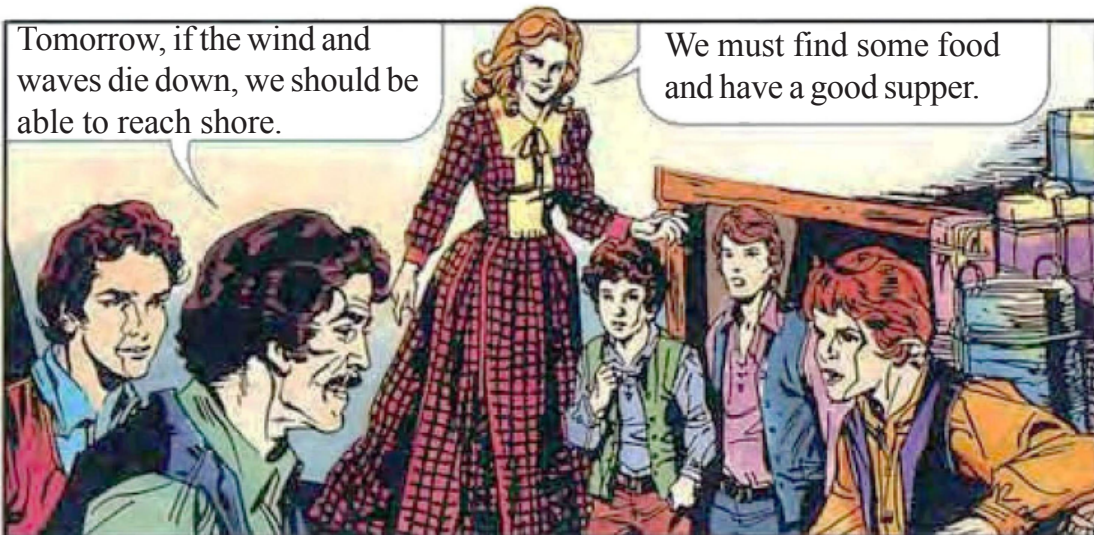
I returned to my family, trying to hide my fears.

Be brave, my dear ones! Our good ship is placed so that our cabin will stay above water. There is land in sight.



Tomorrow, if the wind and waves die down, we should be able to reach shore.

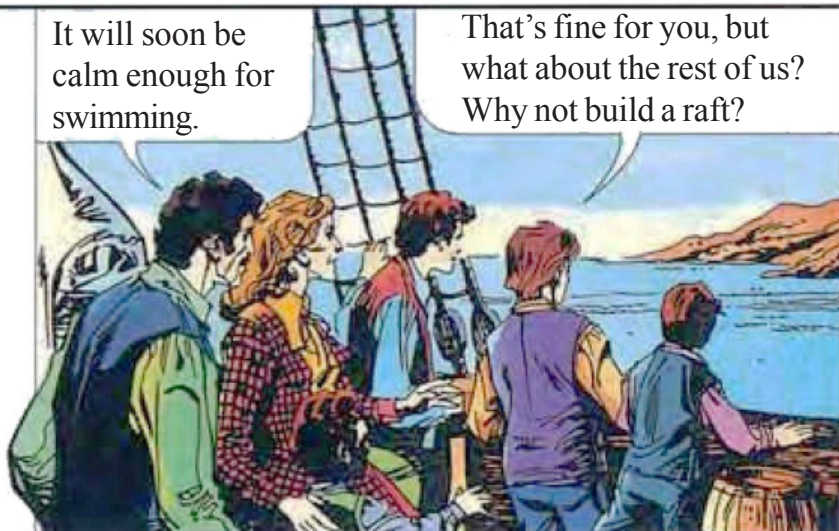
We must find some food and have a good supper.

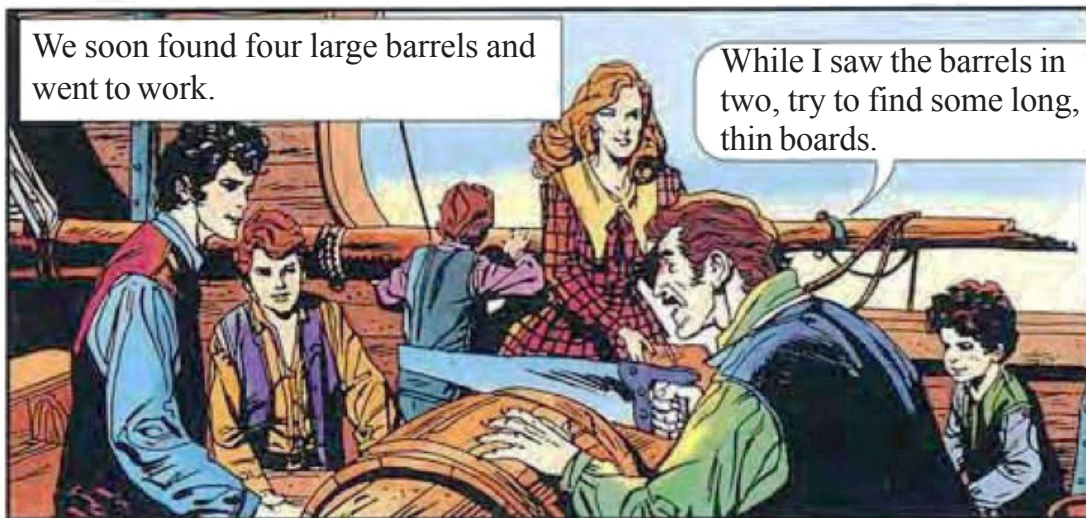
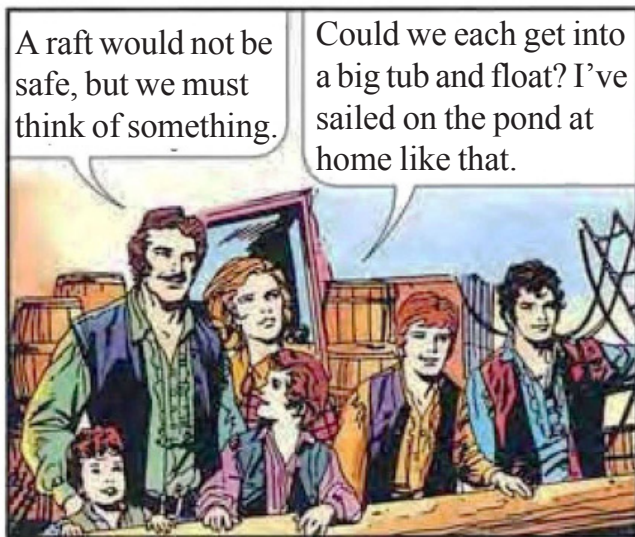


After a meal, the children slept soundly through the night. At dawn we were thankful to see blue sky above us. We stood together on the deck.

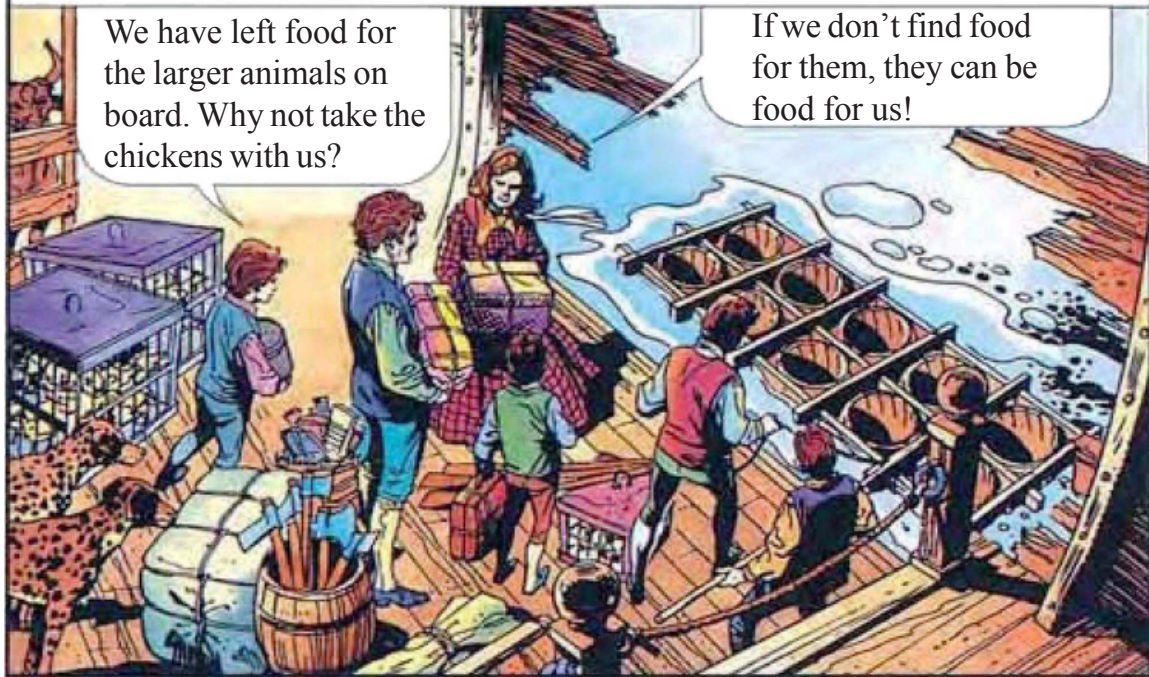
It will soon be calm enough for swimming.

That's fine for you, but what about the rest of us? Why not build a raft?

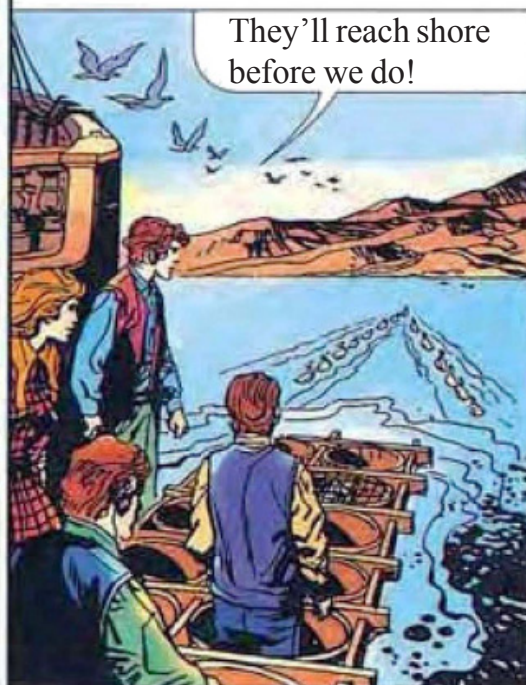




The next morning we got together all the supplies we could carry and made ready to set out. Many useful things had to be left behind at this time.



We freed the ducks, geese, and pigeons.



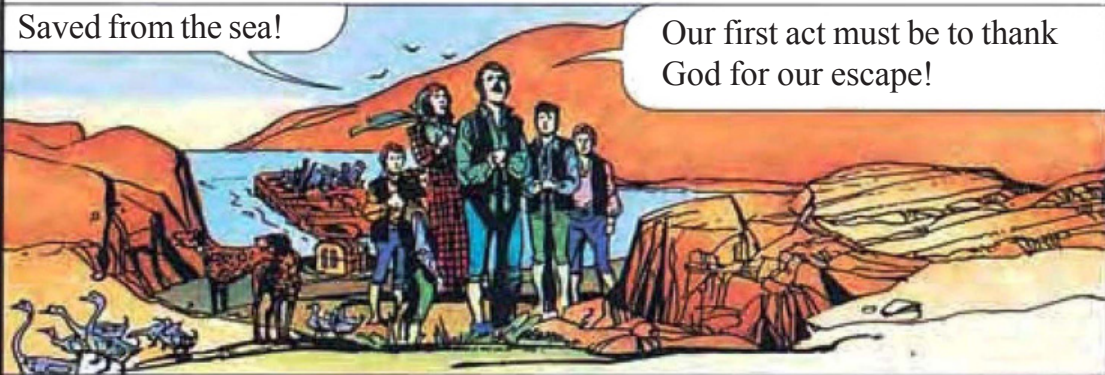
Hoping for the best, we set off.



We followed the ducks through a small opening in the rocks where a stream flowed into the sea. We were in a small bay from which we were able to land.

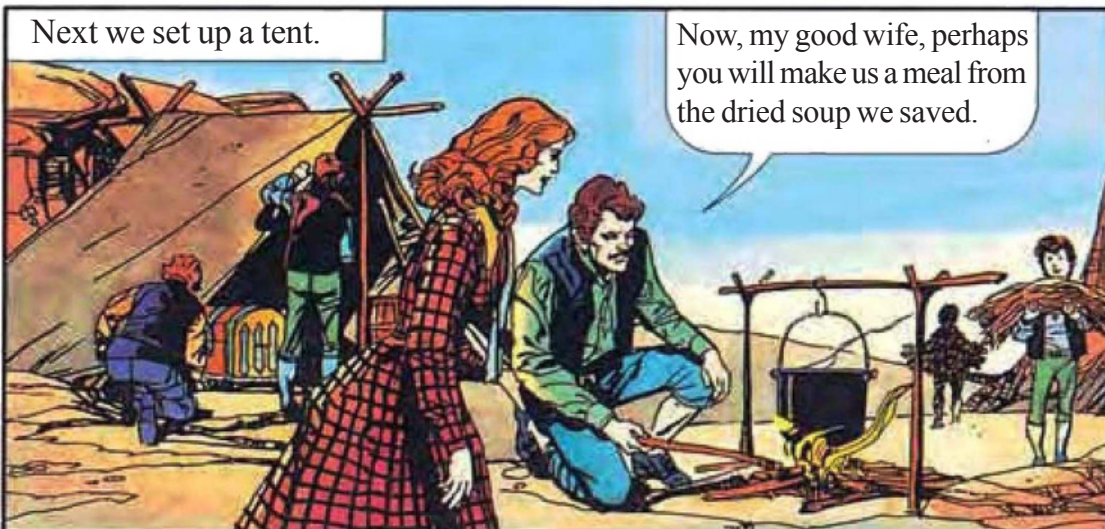
Saved from the sea!

Our first act must be to thank God for our escape!



Next we set up a tent.

Now, my good wife, perhaps you will make us a meal from the dried soup we saved.

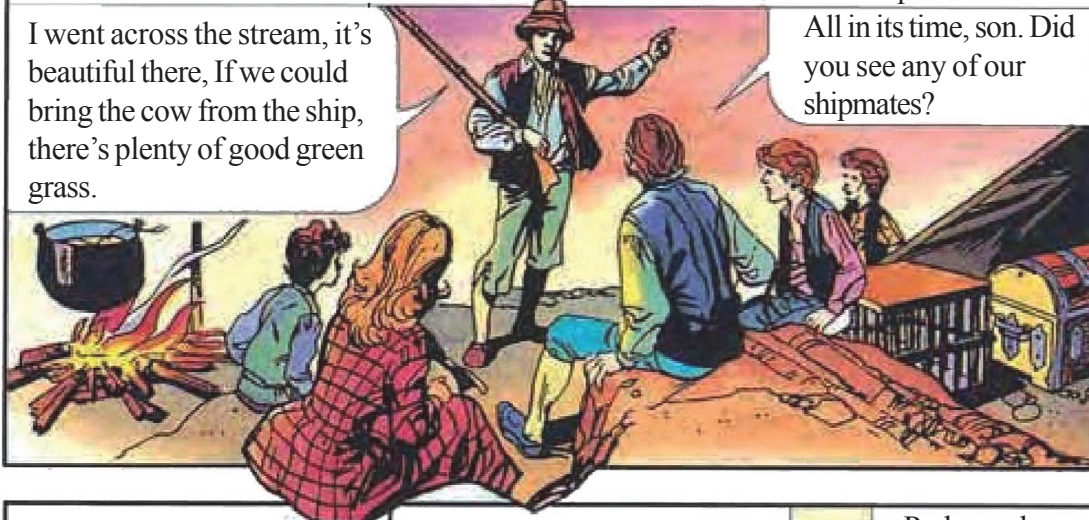


After hardwork and a good meal, we all slept soundly at night.

Next morning, Mrs. Robinson cooked us a breakfast of bread and soup. Then Fritz went to look around the island. He returned and made his report.

I went across the stream, it's beautiful there, If we could bring the cow from the ship, there's plenty of good green grass.

All in its time, son. Did you see any of our shipmates?



Not a sign. But the shore is full of things we can use from the wreck.



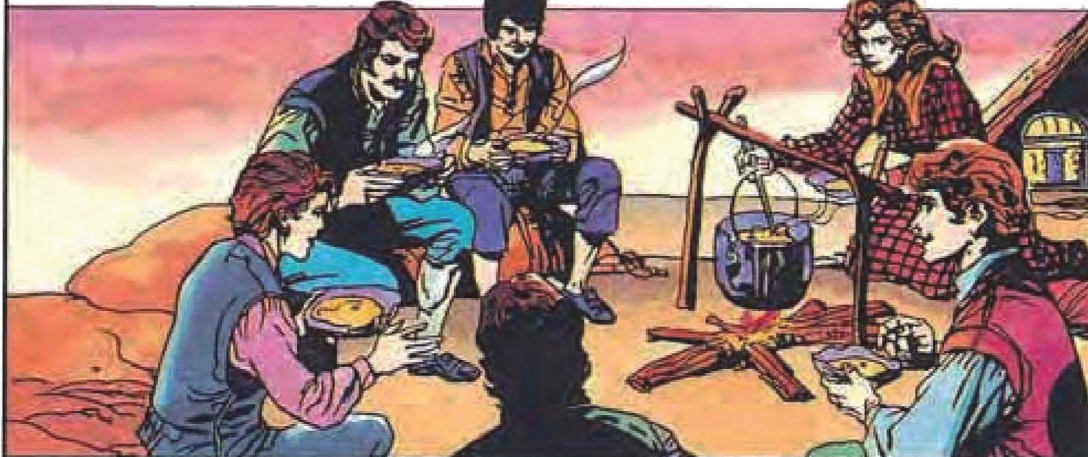
Dinner is ready, but how are we to eat? No plates and - spoons - and we can't lift the pot.

Perhaps clam shells would do?

A fine idea!



Quickly, we found some shells and cleaned them. Soon we were dipping into our dinner.



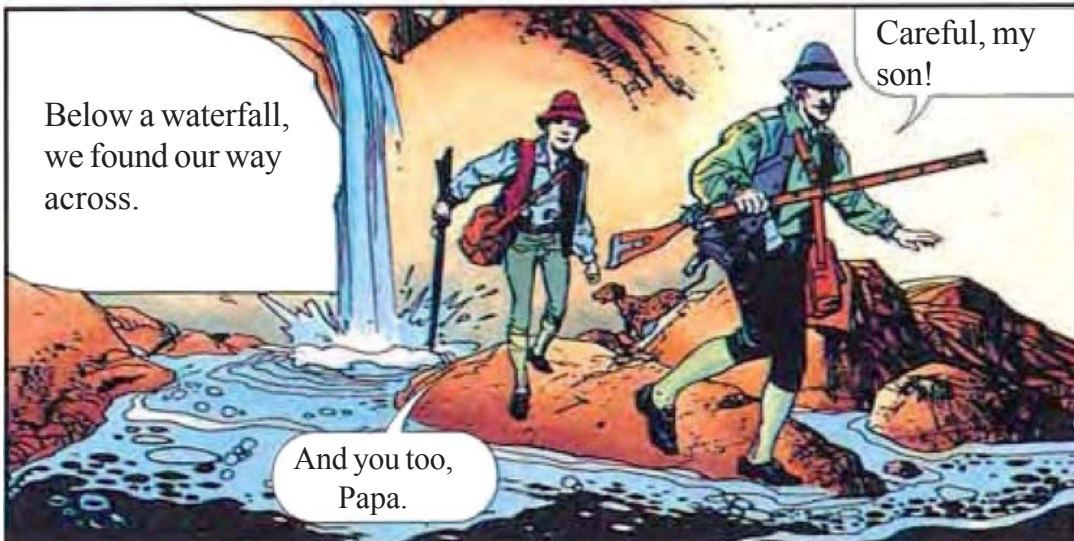
We will take one of the dogs. The other will stay here to keep you safe.



Below a waterfall, we found our way across.

Careful, my son!

And you too, Papa.

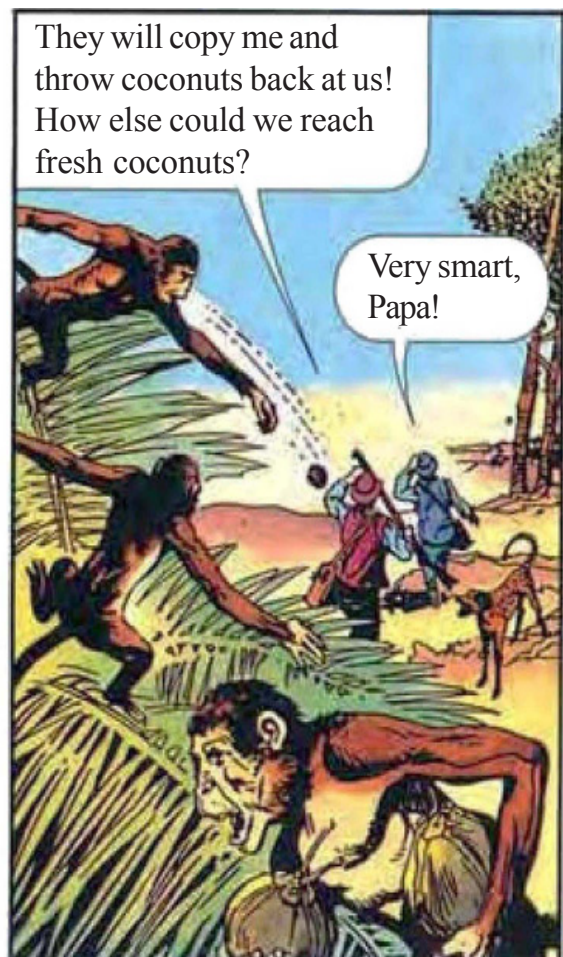
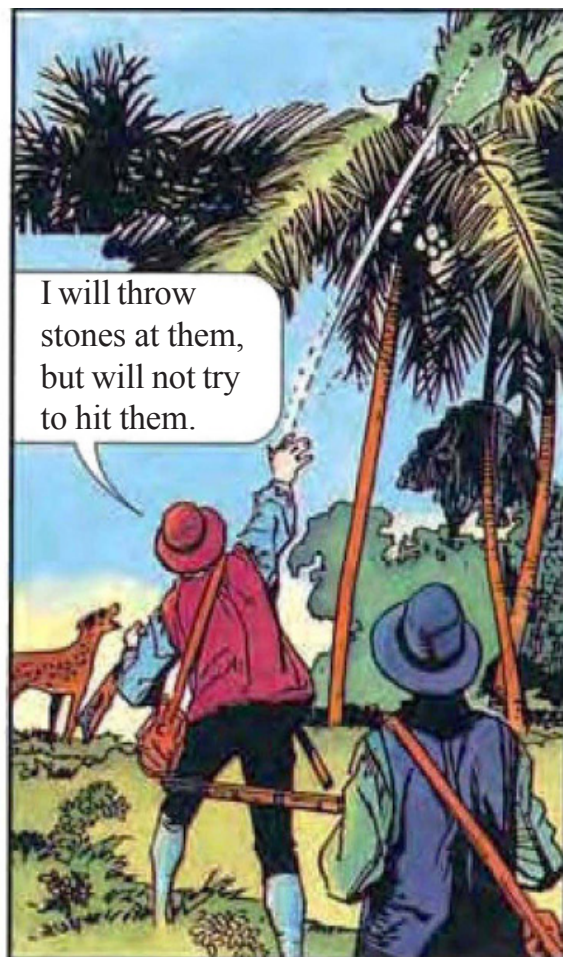


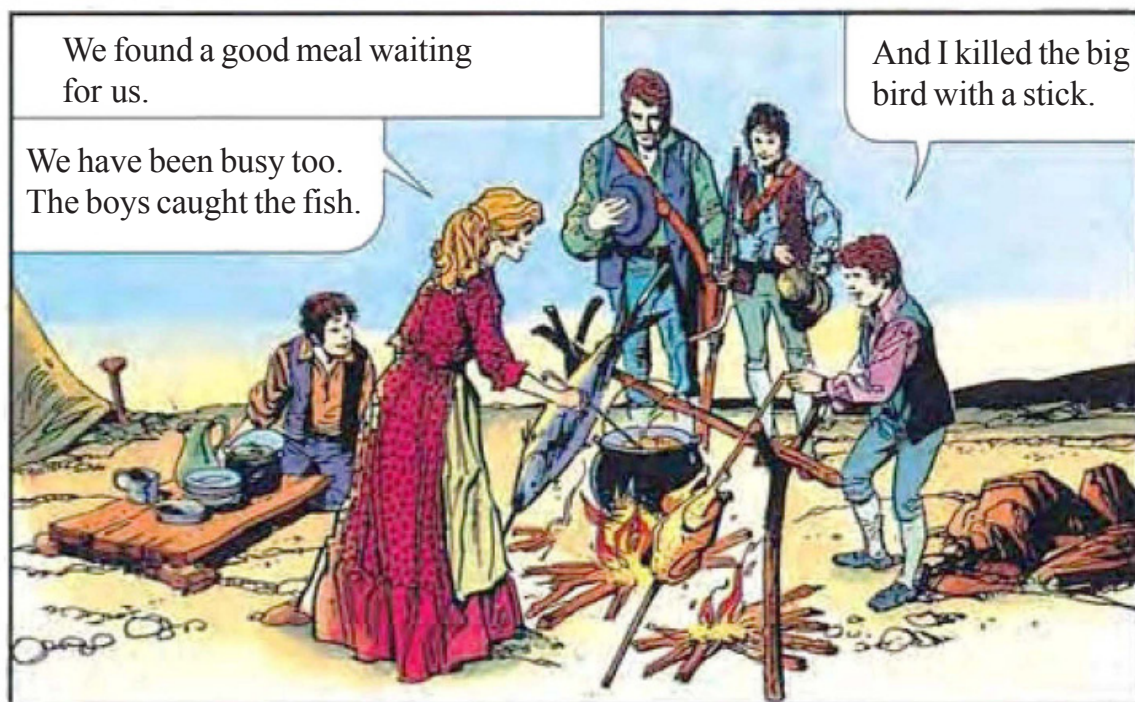
We pushed on for three hours through country with many trees. We cut our way through a patch of reeds.

Oh, Papa, this must be sugarcane! How good the juice tastes! Let's take some back for the others.

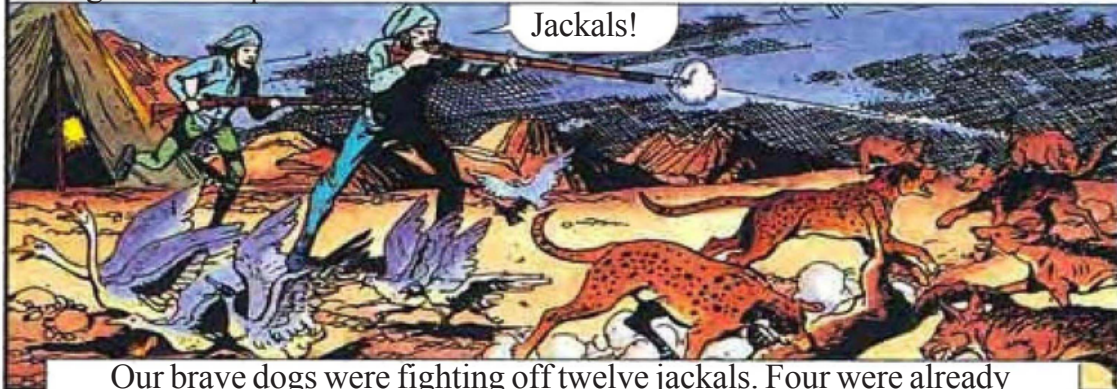
Of course, Fritz!



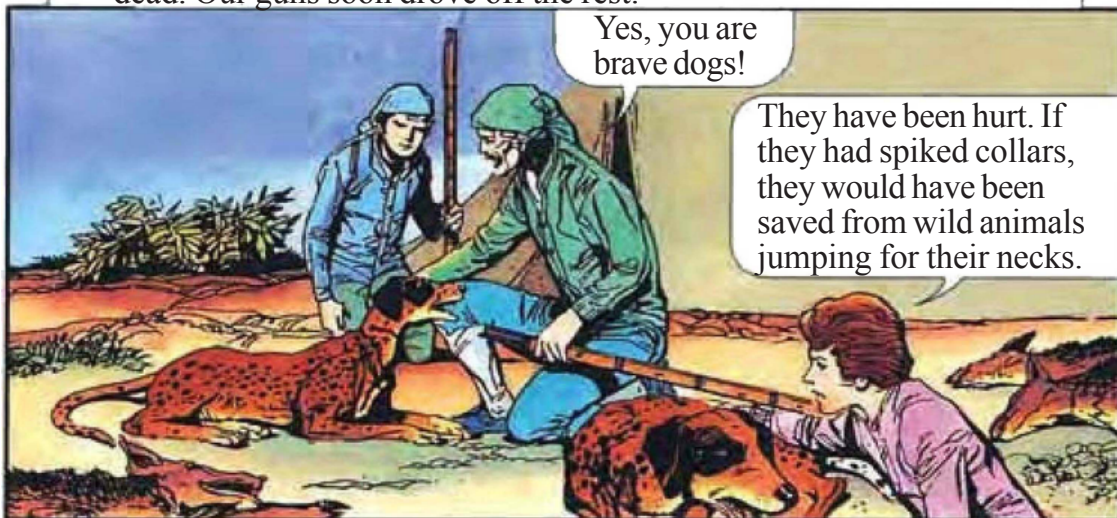




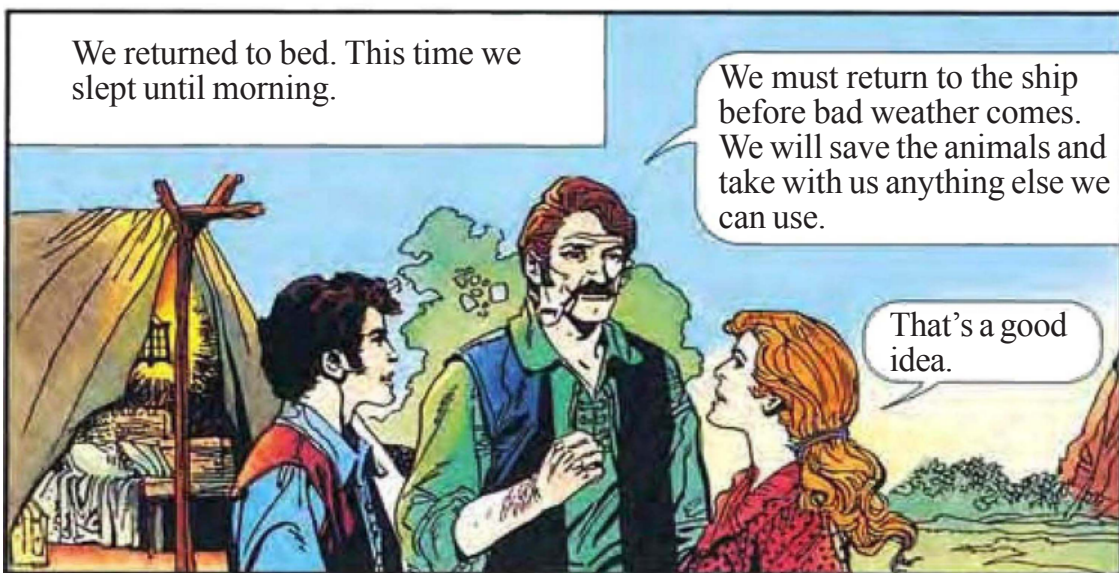
Soon after dark we went to bed. We were awakened from sleep by barking dogs and the squawks of our chickens.



Our brave dogs were fighting off twelve jackals. Four were already dead. Our guns soon drove off the rest.



We returned to bed. This time we slept until morning.



(An extract from 'The Robinson Family' by Johann David Wyss)



About the author

Johann David Wyss was born in 1743 in Berne, Switzerland. Much like Mr. Robinson in the story, Wyss also had four sons. And it is said that he wrote this story to educate and entertain them. One of his sons edited the book, and another illustrated it later. Wyss wrote the book originally in German. It became very popular. It was translated into many other languages.

Meanings in context

Swiss	:	a native of Switzerland
saw	:	(verb) to cut wood or other hard material using a saw
bay	:	a part of the coast where the land curves in so that the sea is surrounded by land on three sides
rowed away	:	moved a boat through water
escape	:	an act of saving life from danger
wreck	:	remains
clamshell	:	a shell formed of two parts, is found in a sea
raft	:	logs tied together, used as means of water transport
reeds	:	wild grass



Comprehension

- I. Given below in the first column are some actions. Search for their causes in the text. One has been done.

Action	Cause
Dogs were barking.	Jackals had attacked them.
Monkeys were throwing coconuts.	
They left one dog behind.	
They ate food in clamshells.	
They didn't build the raft.	
They freed the geese and pigeons.	

II. Answer briefly the following questions.

1. How many children were there in the Robinson family?
2. Did the Robinson family meet any other family on the island?
3. Why did the Robinson family have to leave the ship?
4. Write two difficulties the Robinson family faced on their way to reach the land?
5. How did the Robinsons find the way to the land?
6. How did Mr. Robinson manage to get fresh coconuts?

III. Answer the following questions.

1. Describe separately the work done by Mr. Robinson and Mrs. Robinson in the story.

Mr. Robinson's work	Mrs. Robinson's work

2. You may have noticed some differences between the nature of work done by Mr. and Mrs. Robinson. Do you agree that women are fit only for household work, while men fit only to explore and actively engage with the outside world? Give reasons for your opinion. Find out sentences in support of your answer from the lesson

Vocabulary

Based on the lesson, circle the odd one out in each row.

1. sail, float, sink, row
2. sugarcane, dinner, supper, meal
3. stream, tent, small bay, shore
4. boat, ship, barrel, raft
5. ducks, crows, pigeons, geese



Grammar



Adverbs of time

1. They rowed away, and never looked back.
2. Tomorrow, if wind and waves die down, we should be able to reach the shore.
3. We soon found two large barrels.
4. They'll reach the shore before we do.
5. Next, we set up the tent.
6. Four (jackals) were already dead.

All the underlined words above indicate a sense of time of action. They describe *when*, *how long*, or *how often* a certain action happened. These words are called adverbs of time.

As you can observe, 'tomorrow' tells us *when* the action is done. Adverbs such as 'already', 'soon' show *how long* or *how long ago* an action takes place or has occurred. Adverbs such as 'never', 'always' show *how often* an action occurs.

You will notice

- Adverbs of time often work best when placed at the end of sentences, as in 1, 4 and 6.
- You can change the position of an adverb of time to lend emphasis to a certain aspect of a sentence as in 2, 3 and 5 above.
- Adverbs of time describing *how long* an action occurred usually work best at the end of a sentence. Eg.: Wild animals visited the island frequently.

Order of adverbs

Examples :

My grandmother sleeps for *six hours*.

They go out to dinner almost *every Saturday*.

I cleaned my room *once a day* **every Sunday** last month

- When using more than one adverb of time in a sentence, use them in the following order:

when, how often, how long ago

Point in time (<i>when</i>)	Frequency (<i>how often</i>)	Duration (<i>how long or how long ago</i>)
now, then, today, tomorrow, tonight, yesterday	always, constantly, ever, frequently, generally, infrequently, never, normally, occasionally, often, rarely, regularly, seldom, sometimes, usually	already, before, early, earlier, eventually, finally, first, formerly, just, last, late, later, lately, next, previously, recently, since, soon, still, yet

Fill in the blanks with the appropriate adverbs of time from the box.

early, then, often, yet, still, frequently, when, yesterday, always, while, already

We had _____ thought of going on a picnic but my mother denied because my brother was too young. She _____ felt that it would be difficult to move along with such a small baby. But finally we decided to go on a small trip to a nearby dam.

When I got up _____ in the morning, I found my mother _____ in the kitchen busy preparing snacks, _____ my little brother slept because he starts crying _____ he wakes up. My father had washed the van and checked the wheels _____ evening. He was standing outside the gate because uncle Verma hadn't come _____. Uncle Verma is a family friend of ours and visits us _____. Soon, mother had packed the tiffin boxes and _____ she got my brother ready. I was very happy when the van drove away but _____ could not believe that we were really going on a picnic.

Punctuation marks

There, I saw the last boat push off, loaded with sailors. "Wait!" I cried. "What of my family?"

But they rowed away and never looked back.

While speaking, we pause, stop, or change our tone of voice to make our meaning clear. However, in writing we cannot do this. We need punctuation marks for these effects. These marks act as signals to readers, telling them where to pause, when a new thought begins, and when a question is being asked, etc.



Punctuation marks	Signs	Usage
Comma	,	✓ to separate words or phrases to show pause in a long sentence • <i>I returned to my family, trying to hide my fears.</i> ✓ to separate a list of items, similar words or phrases • <i>We freed the ducks, geese and pigeons.</i> ✓ to introduce a sentence using words such as well, yes, why, hello, etc. • <i>Well, he has some big, funny round things.</i> ✓ to separate two or more ideas or elements within a sentence. • <i>If the winds and waves die down, we should be able to reach the shore.</i>
Question mark	?	✓ to make clear that what is said is a question, that something is being asked • <i>Could we each get into a big tub and float?</i>
Exclamation mark	!	✓ at the end of a sentence to express a great surprise or emotion. ✓ to indicate a loud sound • <i>Careful my son!</i> • <i>Bang!</i> • <i>Wow!</i>
Quotation marks	“...”	✓ to set off a direct quotation/actual words of someone • <i>“Wait!” I cried. “What of my family?”</i>
Apostrophe	,	✓ to show that letters have been omitted • <i>That’s fine for you.</i> ✓ to show that a thing or person belongs to someone or something • <i>Mr. Robinson’s house was nice.</i>
Full stop	.	✓ at the end of a sentence and after an abbreviation • <i>My sister has just completed her Ph.D. in Economics.</i>

I. Put appropriate punctuation marks in the following sentences.

1. Ajit wants to visit Paris Italy Germany and China
2. She ll be the next President
3. If I get a job I d be happy
4. Yes I d like more water

5. How old are you
6. The President said I will visit Nepal next week
7. I like to go hiking fishing swimming and camping during summer
8. I would like to go with you Bodhin said but I dont have enough money.
9. However I am very good at Maths
10. They are my best friends
11. This is Mahimas house
12. What a beautiful house
13. We are at the room of a hotel
14. He is Mayanks son
15. Vidya wants to leave now yet we must wait for her little brother.
16. Thank God we are saved

II. Insert appropriate punctuation marks wherever necessary.

One day a little mouse was looking for something to eat He found a pencil

The mouse ran off to his hole with the pencil. Do let me go! begged the pencil What use am I to you Im only a piece of wood Im not good to eat

Im going to gnaw you! said the mouse I have to gnaw something all the time to keep my teeth sharp Here I go

And he bit the pencil hard. You re hurting me said the pencil. Let me draw you one last picture and then you can do what you like Very well agreed the mouse You draw something I shall gnaw you into tiny pieces afterwards The pencil sighed heavily and drew a big circle

Is that a cheese asked the mouse

We ll call it a cheese said the Pencil and it drew three little circles inside the big one

Let s call them holes in the cheese agreed the pencil and it drew another circle under the first one

I can see its cheese now said the mouse. Look at those holes in it

Thats an apple squeaked the mouse

Let s call it an apple said the pencil and it began drawing some funny curved things near the second circle



Writing

Look at the pictures and write at least two sentences to describe each picture so that it makes a complete narrative. Use the hints given in brackets under each picture. You may begin as follows:

After landing on a lonely island, the Robinsons needed to make the place livable. So, they.....



The Robinsons made a bridge across the river.
(Join wooden planks, bring from the ship)



They found a strong big tree on which they could make a tree house. (wild animals, safety, hanging ladder, difficult, time taking)



Mr. Robinson and Fritz pulled up big planks of wood. _____, (work all afternoon, join pieces of wood, strong platform)



Mrs. Robinson had already finished cooking. They set _____ (long poles, big canvas, shade, hungry, enjoy, hearty meal)

Listening

Listen to the text and number the following steps in the order in which you hear them. You may write 1 for the first, 2 for the second and so on.

- Tell the nature of problem and the help you need.
- Stay calm and get hold of the marine radio/transmitter.
- Wait for a response. If you don't get an answer in 15 seconds, make the call again.
- Tune in to the emergency channel. Press the call button and make the call.
- Say: MAYDAY, MAYDAY, MAYDAY! Then tell your ship name, location and direction.
- When your message is complete, say: OVER!

Speaking

Divide the class into two groups. One group will speak in favour of the proposition, '*Adventure should never be planned.*' The other group will argue against it.

Study Skills

Bhimbetka is a natural art gallery and an archaeological treasure. For miles together, the footsteps of the prehistoric man can be easily discerned upon the sands of time, since the caves here house rock paintings, created by man from as early as about 15,000 years ago in vivid and panoramic detail.

There are many rock paintings in these caves. The most ancient scenes here are believed to be commonly belonging to the Mesolithic Age. These magnificent paintings can be seen even on the ceiling of the rock shelters located at daunting heights.

The cover of the dense forest and vegetation protected these rock paintings from being lost to the vagaries of nature. Executed mainly in red and white, with the occasional use of green and yellow with themes taken from the everyday events of eons ago, the scenes usually depict hunting, dancing, horse and elephant riders, animal fights, honey collection, decoration of bodies, disguises, masks and different types of animals etc. It depicts the details of social life during the long period of time, when man used to frequent these rock shelters.



Animals such as bison, tiger, rhinoceros, wild boar, elephants, monkeys, antelopes, lizards, peacocks etc. have been abundantly depicted in the rock shelters. Popular religious and ritual symbols also occur frequently. The colours used by the cave dwellers were prepared by combining manganese, hematite, soft red stone and wooden charcoal. Perhaps, animal fat and extracts of leaves were also used in the mixture.

How to make notes

Read the passage carefully.

- **Heading**

What is the main idea of the passage? Frame a heading based on the central idea and write it.

- **Subheadings**

How has the main idea been presented and developed? You can frame subheadings based on these.

- **Points**

Are there further details or points of the subheading that you wish to keep in these notes? Indent, i.e., Indicate suitably by space and number.

This is the way you will make notes.

Complete the notes with appropriate points from the passage.

Bhimbhetika

1. Origin
 - i. 15000 years old
2. The ancient scenes
 - i. belong to Mesolithic Age
 - ii. are magnificent
 - iii. have been made even on ceilings of the caves
3. Cave paintings depict
 - i. Social life
 - ii.
 - iii.



- iv.
- v.
- 5. Colours executed
 - i. mainly red and white
 - ii.
- 4. Colours of the cave paintings are made from
 - i. rock material
 - ii.
 - iii.

Project Work

- I. Every year, children from different parts of the country are awarded for meritorious acts of bravery against all odds. This year, 25 children were awarded. The winners include 22 boys and three girls from across the country. Two of these children received the award posthumously.

Find out one such brave heart in your area and write a short biography about him/her.

II. For further reading

Here is a short list of adventure stories/novels/autobiography.

- Robinson Crusoe
- Treasure Land
- Twenty Thousand Leagues Under the Sea
- Adventures of Huckleberry Finn
- Moby Dick
- Around the World in Eighty Days
- Everest – My Journey to the Top



You should read one of these adventures and discuss it in groups in your class.



Reading B



Sumba's Adventure

*It's time for an adventure now
So when I rise from bed
I hope to make this normal day
Adventurous instead.*

*Rather than going left today
Perhaps I'll take a right
And follow where the road may lead
I'll wander 'til it's night.*

*If any fences, gates or walls
Should rise in front of me
I'll hurdle them with such a bound
And see what I can see!*

*What special places could I find
If I should walk for miles?
If any strangers I should meet
I'll greet them with a smile!*

*Through luscious forests I could roam
Or golden hills so tall
I'll stroll beside some mighty streams
And bathe by waterfalls*



*I think of distant mountains tops
That touch the crimson sky
Imagine deep and eerie caves
Where sleeping dragons lie...*

*...But dragons will mean danger though
And troubles lay ahead
Not everything is nice and kind
There may be things I dread!*

*There may be hungry wolves and bears
That want to feast on me
And lurking spiders with their webs
Could string me up for tea*

*Perhaps there will be goblin folk
That cut and stab and thrust.
They've burnt the grass that once was green
And turned the land to dust....*

*Well...I've thought about adventuring
Whilst lying in my bed
I think I'll stay here snoozing now
And dream of them instead.*

- Anonymous

Meanings in context

luscious forests	:	forests full of rich and tasty fruits
crimson sky	:	deep red sky
eerie	:	strange and frightening
lurking	:	waiting to be seen
whilst	:	old usage of while
snoozing	:	taking a short sleep
goblin folk	:	ugly, short creatures generally found in folktales



thrust	:	to push or drive quickly and forcefully
dread	:	to fear
dragon	:	an imaginary large reptile having a long tail, sharp claws, and often wings
stroll	:	to walk in a slow relaxed manner, especially for pleasure



Comprehension

I. Answer the following questions.

1. What places does Sumba imagine in the poem?
2. What creatures does Sumba imagine in the poem?
3. Are Sumba's adventures real? Or is s/he just day dreaming? Pick out the words/phrases from the poem in support of your answer.
4. Would you like to only dream of an adventure, or experience it in reality?
5. What are the dreadful things that Sumba talks about?
6. List the qualities necessary for an adventure as suggested in the poem. Which of these qualities, according to you, did Sumba have?

II. Read the passage given below and answer the questions.

*"If any fences, gates or walls
Should rise in front of me
I'll hurdle them with such a bound
And see what I can see!"*

1. 'fences, gates and walls' in these lines refer to _____.
a. opportunities b. challenges c. bad luck
2. Sumba plans to 'hurdle' them.
'Hurdle' here means _____.
a. welcome b. jump over c. overcome
3. By 'and see what I can see' the author wants to say _____.
a. I will explore as much as I can
b. I will look beyond my wall as far as I can
c. I want to see the road across the wall



My uncle, Ibn Battuta, sat by the window of his house in Tangier. It was the hot time of the day and his eyes were half-open. I went into the room.

‘Uncle?’ I said quietly. He looked up at me suddenly.

‘Ah, Ahmed, it’s you again,’ he smiled.

‘Yes, Uncle,’ I answered. ‘Can you tell me today about your journeys, please? I want to travel when I’m older, too,’ I said.

‘Is that right?’ he answered. Then he looked carefully at me. ‘How old are you now?’ He could remember things from long ago easily, but things from the day before not very well.

‘I’m eleven,’ I said.

‘Well, perhaps in four or five years you can begin to travel. But it’s not easy, you know. You can see wonderful towns and cities, meet interesting people, and do exciting things. But there are bad times, too. You can get ill, meet big, hungry animals, or lose all your money.’

‘No!’ I said. My eyes were big and open.

‘Yes, Ahmed,’ he answered. ‘But listen to my stories, and perhaps you too can learn to come home alive!’ he laughed. ‘Now, where shall I begin?’

I sat down, ready to listen to him. Every time my uncle told his stories they were different, new, and interesting.

‘I was born here in Tangier,’ he began. ‘But of course, you know that,’ he smiled. ‘My father, and his father before him, were judges. So I learnt to be a judge, too. When you’re a judge, it’s easy to travel. You’re important, you see.’

‘Yes,’ I said. ‘Perhaps I can be a judge too, one day.’

‘Perhaps,’ he smiled. ‘My first journey was a pilgrimage to the holy city of Makkah. I got on a donkey and said “Goodbye” to my mother and father in Tangier when I was twenty-one. My mother cried.

‘After some days’ journey, I came to the town of Algiers.



Here I met more pilgrims, and we travelled to the city of Constantine. I met the rich ruler there. He looked at my dirty old coat, smiled, and gave a beautiful new coat to me!’

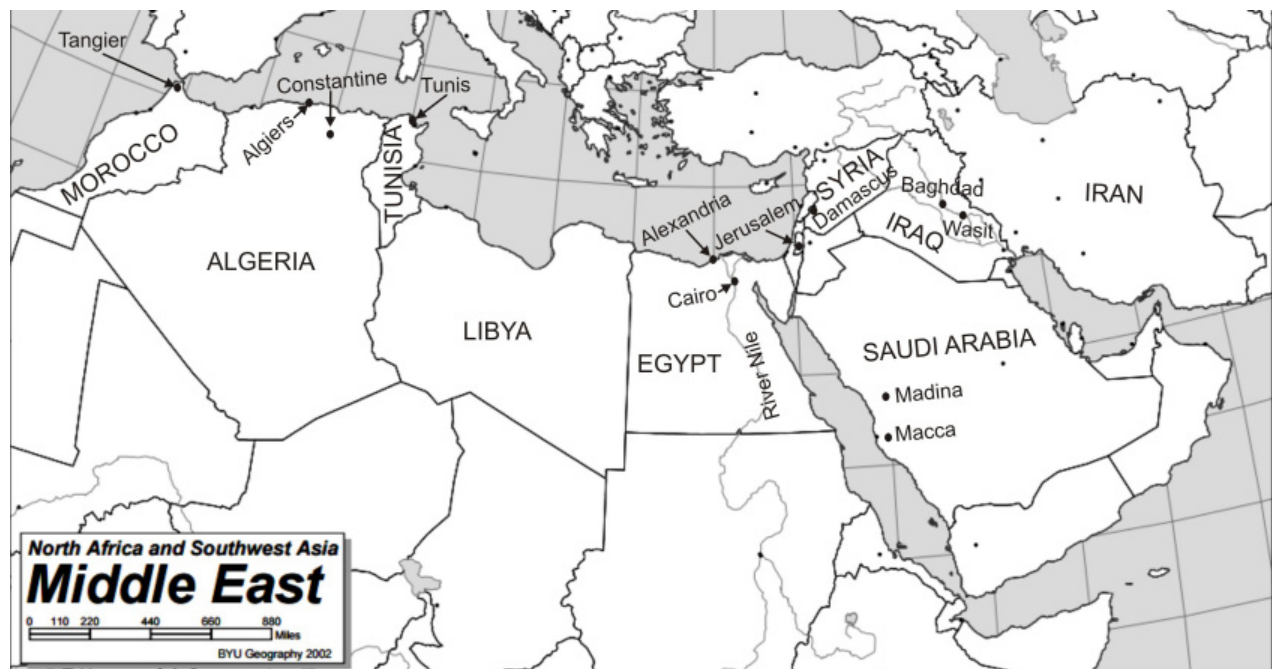
‘Why?’ I asked.

‘Good men help people when they need it. After some days, I left Constantine with the other pilgrims. We never stopped moving because we were afraid. Perhaps people could take our money from us when we slept, we thought. I was soon ill, and I wanted to go to bed and die. But my friends put me on my old donkey, and hit the animal from behind to make it go quickly down the road.’

‘Did you want to come home then, Uncle?’

‘Of course,’ he smiled. ‘But I journeyed to Tunis. A good traveller doesn’t stop easily.

‘I left Tunis in a caravan of pilgrims. They asked me, “Can you be the judge in our caravan?” Of course I said, “Yes.” A caravan judge! Not bad work for a young man!’



When our caravan arrived in Alexandria, I was excited. I wanted to see the famous Pharos there.’

‘I know,’ I said quickly. ‘That’s a big lighthouse from long ago. Did you go up it?’

‘No!’ he laughed. ‘The Pharos was in ruins. There wasn’t a lot to see. But not far from Alexandria I met a holy man – Burhan Al-Din. He could see into the future.

‘And what did he tell me? “You’re going to visit India and China! And on your travels you’re going to meet many old friends!” I was happy about this. “I’m going to go far!” I thought.’

‘And did you go to India and China in the end?’

‘Wait and see, Ahmed!’ smiled my uncle. ‘I arrived in Cairo eight months after I first left home. What a big city!

And what a lot of people! And they never stop running here and there, day and night! And near Cairo there are the pyramids – big, old buildings from the rulers of Egypt long ago.’

‘And were they in ruins?’ I asked.

‘No. Not the pyramids!’ he smiled. ‘Next, I journeyed up the river Nile. After this we travelled on camels through the hot desert. There were lots of hungry hyenas there, and at night we needed to be very careful.’

‘Of course,’ I cried excitedly.

‘One night a big hyena came and took everything from my bag!’ he said. ‘But we soon left the desert. Then I travelled to the holy city of Jerusalem and visited the famous buildings there. Next I went to Damascus. What a beautiful city! Then I travelled to Arabia and visited Medina, and in the end I arrived in Makkah.

‘After a year and a half, it was wonderful to arrive in the city of my pilgrimage! I learnt from holy men there and prayed for three weeks.’

‘And did you come back home then?’ I asked.

‘No. Every night I thought of the holy man, Burhan Al-Din, and of India and China. I was a true traveler now, and I didn’t want to stop!

‘So I left Makkah with the ruler of Persia’s caravan. When I was young, I heard many stories about the wonderful towns near there. But on my journey I saw something very different. Years before, the Mongols came to these towns. They killed a lot of people, and I saw many houses in ruins there.

‘Perhaps the most interesting town on that journey was Wasit. A number of men with no money lived there in a big house. In the evening, they prayed and ate their dinner.

Then they sat near a big fire and told stories. Suddenly some of them walked into the fire! Then they ate the fire. One man put a snake’s head in his mouth and ate it alive!’

‘And you saw all that?’ I cried.

‘Yes,’ he laughed. ‘I visited many interesting towns after that, but I never saw men eat fire and snakes again!

‘Then I went to Baghdad. What a wonderful city! But I was ill there. So I soon went back to Makkah. I learnt from holy men and prayed there for a year, and slowly I felt better.’

‘And what did you do next?’ I asked.

‘I travelled by sea for the first time. It was my worst journey!’ he said. ‘You can hear all about it some other day.’

Janet Hardy - Gould



About the author

Janet Hardy-Gould has taught English as a foreign language in many countries. She also writes regularly for *The Guardian Weekly*, the Speaking English section. She has also authored many books for students all over the world. Her work *The Travels of Ibn Battuta* is an adapted travel account of Ibn Battuta who was a 14th century scholar. He travelled widely and wrote with his friend an account of all his adventures- *Rihla*. The present chapter is an extract from one of the chapters in this book.

Meanings in context

journey	: to go to different places
pilgrimage	: a journey to a holy place
caravan	: a group of people travelling
pyramid	: a structure whose outer surfaces are triangular and converge to a single point at the top
Pharos	: the title of a king of ancient Egypt
in ruins	: in old and broken condition or state
hyena	: a wild animal, like a dog that eats things which it finds



Here is a list of places (along with their modern names) that were visited by Ibn Battuta in 14th century.

Tangier	a major city in Morocco, now called Tangiers
Tunis	the capital of the Tunisia
Alexandria	a major city in the Egypt
Cairo	the capital of the Egypt
Nile	a major river in Egypt
Baghdad	the capital of the Iraq
Wasit	a place in eastern Iraq
Algiers	the capital city of Algeria
Constantine	a city in the North east of Algeria
Arabia	now called Saudi Arabia
Makkah, Medina	also written as Mecca in English, two most sacred Islamic cities in the Saudi Arabia
Jerusalem	the capital of Palestine
Damascus	the capital of Syria
Persia	now called Iran

Comprehension

Answer the following questions.

1. Who was Ibn Battuta?
2. What was the first journey of Ibn Battuta?
3. To whom is Ibn Battuta narrating his journeys?
4. What does one learn by traveling around the world, according to Ibn Battuta?
5. Did Ibn Battuta discontinue his journey when he fell ill in Constantine? What did his friends do for him?
6. Were the travels of Ibn Battuta adventurous? Give reason(s) for your answer.
7. Ibn Battuta travelled around the world for various reasons. What would be your reasons to travel?

Vocabulary

Circle in the wordsearch the words that you may have come across in the lesson, and then use these words in your own sentences. One word has been circled.

P	I	L	G	R	I	M	A	G	E	Q
K	R	X	F	Z	N	C	L	U	W	S
P	U	J	I	Y	R	H	O	L	Y	D
Y	Q	U	R	K	U	B	X	V	C	Q
R	J	N	E	B	I	W	N	E	L	Z
A	E	C	T	R	N	P	R	A	Y	P
M	L	L	W	G	S	E	S	K	M	D
I	J	E	C	A	R	A	V	A	N	I
D	B	J	C	P	Z	L	O	Q	H	W
S	V	T	R	A	V	E	L	M	S	K
R	L	I	G	H	T	H	O	U	S	E



Grammar



Sentence and Fragments

A sentence is a group of words in order that expresses a complete meaning.

A fragment too is a group of words but it can neither stand by itself nor express a complete meaning.

Fragment : The mail in the box

Sentence : The mail in the box is for you.

Fragment : Visited Bihar during vacation

Sentence : Mr. Prakash visited Bihar during vacation.

Fragment : All day

Sentence : All day he worked hard.

Identify which groups of words are sentences and which ones are fragments. Write S for a sentence and F for a fragment. Use appropriate punctuation marks (e.g. a fullstop, a question mark, or an exclamation mark) if it is a sentence. Two have been done.

1. After school on Friday _____ F _____
2. We put food in the cat's dish. _____ S _____
3. The noise in the library _____
4. From the post office to the mall _____
5. Everyone worked hard on the project _____
6. We always order sweets on Saturday night _____
7. An advertisement on TV _____
8. During the land acquisition in Chhattisgarh _____
9. Whose bicycle is on the pavement _____
10. Due to the heavy rain and flooding _____
11. Why is everyone so late _____
12. Happy day _____
13. Working on the project _____
14. Shut up _____
15. In the forest _____

A fragment occurs whenever you do these three things:

- You begin a group of words with a capital letter.
- You conclude this group of words with an end mark—either a period [.], question mark [?], or exclamation point [!].

PRACTICE EXERCISE - V

Link Unit : Adventure

I. Read the following.

‘I left Tunis in a caravan of pilgrims. They asked me, “Can you be the judge in our caravan?” Of course I said, “Yes.” A caravan judge! Not bad work for a young man! When our caravan arrived in Alexandria, I was excited. I wanted to see the famous Pharos there.’

‘I know,’ I said quickly. ‘That’s a big lighthouse from long ago. Did you go up it?’

‘No!’ he laughed. ‘The Pharos was in ruins. There wasn’t a lot to see. But not far from Alexandria I met a holy man – Burhan Al-Din. He could see into the future.

‘And what did he tell me? “You’re going to visit India and China! And on your travels you’re going to meet many old friends!” I was happy about this. “I’m going to go far!” I thought.’

(An extract from *Adventures of Ibn Battuta*)

1. Answer the following questions.

- i. Who asked Ibn Battuta to be the caravan judge?
- ii. Why wasn’t there a lot to see in Pharos?
- iii. What made Ibn Battuta happy after talking to the holy man?
- iv. Which places did Ibn Battuta have in mind when he thought that he was “going to go far”?

2. State whether the following statements are true or false. Tick (✓) the true statements and cross (X) the false ones.

- i. Ibn Battuta did not feel very happy when he was asked to be the judge.
- ii. Pharos was well kept.
- iii. The big lighthouse and Pharos were in Alexandria.
- iv. Burhan Al-Din could see things that were likely to happen.
- v. Ibn Battuta dreamt that he was going to visit India and China.

3. Tick (✓) the most appropriate replacements for the underlined words/phrases in each of the following sentences.



- i. “Pharos was in ruins.”
 - a. not properly looked after
 - b. completely destroyed
 - c. fully repaired
- ii. I left Tunis in a caravan of pilgrims.
 - a. tourists
 - b. worshippers
 - c. travellers
- iii. Did you go up it?
 - a. visit
 - b. climb
 - c. see
- iv. That’s a big lighthouse from long ago.
 - a. a tower guiding ships
 - b. a well-lit house
 - c. an electric power station

4. Read the passage carefully and fill in the blanks with appropriate words so that it changes the sentences in *italics* into reported speech.

1. *They asked me, “Can you be the judge in our caravan?”*

They asked me _____ I _____ be the judge in _____ caravan.

2. *I know,’ I said quickly. ‘That’s a big lighthouse from long ago. Did you go up it?’*

I responded _____ that I _____ that _____ a big lighthouse from long ago. and asked if _____ went _____?

3. *“You’re going to visit India and China! And on your travels you’re going to meet many old friends!” I was happy about this.*

I was happy that I _____ to visit India and China and on _____ travels I _____ going to meet many old friends.

5. Simple, compound and complex sentences

Look at the following sentences:

- i. *I **arrived** there at 9 o’clock.*
- ii. *The examination **began** at 9.30 a.m.*

Both these sentences are **simple sentences**. Each one of them has only one finite verb (i.e. **arrived** and **began**). Both of them can stand on their own and therefore are independent clauses.

Now look at the following sentence that combines simple sentences 1 and 2 above into a compound sentence.

I arrived at 9 o'clock **and** the examination began at 9.30 a.m.

Here, the two simple (independent clauses) sentences have been joined together with a coordinating conjunction **and**. As you can see, in this compound sentence the two clauses have equal importance.

Look at the following sentences.

I arrived there at 9 o'clock.

She knows it.

These two simple sentences (independent clauses) are combined to form the following complex sentence.

She knows that I arrived there at 9 o'clock.

Here, 'I arrived there at 9 o'clock' has been made a part of the sentence 'She knows it.' And therefore both these sentences do not have equal importance. 'She knows...' is the main, principal (or independent) clause and 'I arrived there at 9 o'clock.' is the subordinate (dependent) clause. As you can see, when two simple sentences are combined together so that one of them is part of another sentence, this combination is called a complex sentence.

When our message or ideas are too complex to be expressed in a single clause, we put them into two or more clauses to form either a **compound** or **complex** sentence.

6. Identify the simple, compound and complex sentences.

- i. We should eat healthy food.
- ii. Our English teacher is the only teacher who got the best writer's prize this year.
- iii. The police found the lost car.
- iv. The police found the car that was lost.
- v. I can speak loudly.
- vi. Talk softly.
- vii. I watched the boy.
- viii. I watched the boy climb the tree.



- ix. He ran fast in the beginning and got tired soon.
- x. What he said made me laugh.
- xi. She knew that she would win the match.
- xii. The house where she lives is very old.
- xiii. Although he tried a lot he could not climb the wall.
- xiv. I waited for my turn the whole day long.
- xv. They came to the station well on time but waited there the whole day.
- xvi. The management and the staff announced the result.
- xvii. She is generally nice but at times she can be rude.

7. Combine the following simple sentences into compound or complex sentence.

- i. The food is nice. The restaurant is dirty.
- ii. She recited a poem. It made the child smile.
- iii. I was excited. Our caravan arrived in Alexandria.
- iv. At night I like to watch TV. My sister likes to talk to grandma.
- v. The train had left the station. I reached the station.
- vi. He carried an umbrella. He got wet.
- vii. I live in an old flat. It was built 30 years ago.
- viii. I got up quite early to catch the train. I missed it.

8. Work in groups and discuss the following.

When you were in the following situations, what did you do?

Situations:

You saw

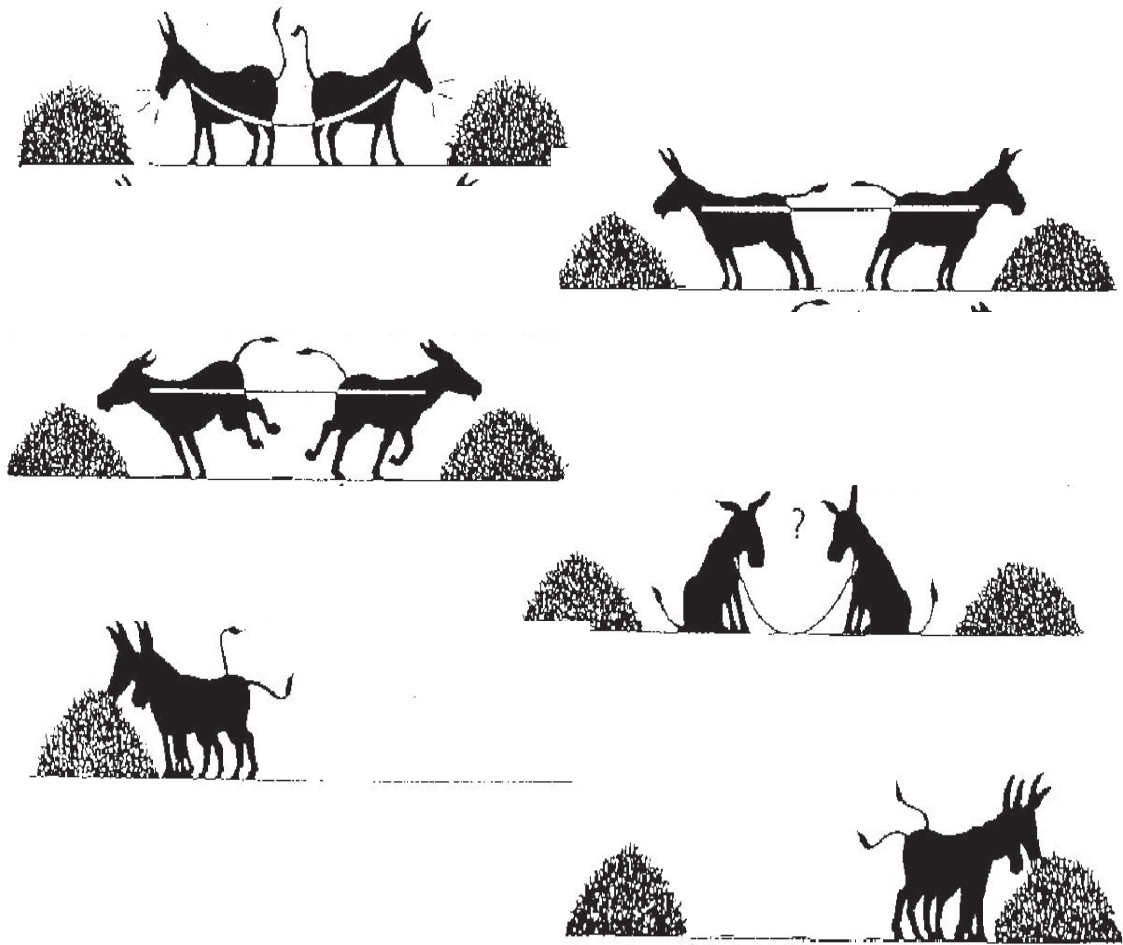
- someone falling
- a friend stepping into a hole
- someone smoking in public place
- someone strong troubling a weaker person
- children teasing someone

Also talk about the times when you saved someone from getting hurt. Describe what happened after that.

9. Listen to the passage carefully and mark the following statements as true or false.

- i. The Dibrugarh—Kanyakumari Vivek Express is the longest train journey in India.
- ii. The train passes through eight states.
- iii. The most beautiful was the Furkatang junction to Lumding (Assam)
- iv. There was a wide variety of food available in the train.
- v. The author could not find lemon tea in the train.
- vi. The train completed its journey on time.

10. Look at the pictures carefully. They tell a story.



Write a story based on these pictures and hints. Give a suitable title to your story.
(Hints: donkey, tie together, patch of grass, pull against each other, can not reach the patch, think, solution, first patch, second patch),



II. Read the following.

Curious Town

I have arrived at Curious Town
Which is painted with curious hues:
And there a kitten barks and barks
The puppy mews and mews
 And there the frog climbs up a tree
 And croaks in a curious way:
 “Prepare for a shower of pelting ice,
 It is going to hail today!”
And there the river flows with fire,
The volcano is packed with dew:
The hues of the rainbow are more than eight
And the days in a week are two.

Harindranath Chattopadhyay

1. Tick (✓) the correct alternative for each of the following questions.

- i. Why is the Town mentioned in the poem curious?
 - a. Everyone there asks questions.
 - b. No one does the right thing.
 - c. Everything is strange.
- ii. Why does the poet talk about getting ready for a shower of pelting ice?
 - a. It is was going to rain.
 - b. There would be a hailstorm.
 - c. The animals in the town would get angry.
- iii. Which creature climbs a tree in ‘Curious Town’?
 - a. Puppy
 - b. Kitten
 - c. Frog
- iv. What flows in the river with ‘Curious Town’?
 - a. Water
 - b. fire
 - c. dew

- v. What is packed in the volcano in 'Curious Town'?
 - a. Fire
 - b. Ash
 - c. Dew
- vi. How many colours does the rainbow in 'Curious Town' have?
 - a. Less than eight
 - b. More than eight
 - c. Eight
- vii. How many days are there in week in 'Curious Town'?
 - a. Seven
 - b. Two
 - c. Six
- viii. 'Curious Town' here means
 - a. a strange town
 - b. a beautiful town
 - c. an ordinary town

2. Complete the following grid on the basis of the poem.

Things and creatures	Actions (in the poem)	Actions (in real life)
kitten		
puppy		
frog		
river		
volcano		
rainbow		
rain		



3. Answer the following.

- i. What are the unusual things happening in 'Curious Town'?
- ii. List the creatures mentioned in 'Curious Town'.

4. Choose the correct option.

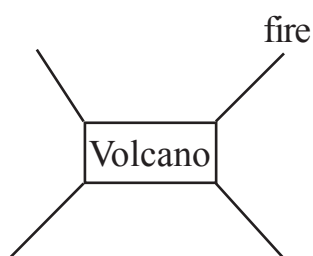
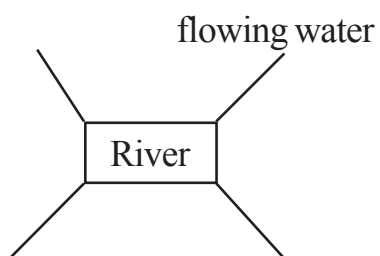
- i. The word 'curious' in the poem means _____.
 - a. not known
 - b. strange
 - c. eager to know
 - d. different
- ii. The word 'hue' in the poem refers to _____.
 - a. bloom
 - b. change
 - c. colour
 - d. strands
- iii. 'pelting' is associated with _____.
 - a. volcanoes
 - b. rivers
 - c. soil
 - d. stones

5. Read the given lines

And there the river flows with fire,

The volcano is packed with dew:

Complete the word web with natural characters associated with the river and the volcano.



6. Imagine that you have seen ‘Curious Town’ where people work for only two days a week. Write down the advantages and disadvantages of this situation.

Advantages of a two-day week	Disadvantages of a two-day week
_____	_____
_____	_____
_____	_____
_____	_____

7. A *homophone* is a word that has the same sound as another word but is spelt differently and has a different meaning. In the sentence given below, *there/their* is an example of a homophone.

Parents were waiting for the return of *there/their* children from the picnic.

Tick (✓) the correct homophone in each sentence given below.

- Lets *way/weigh* advantages and disadvantages of getting home work from school.
- She was so tired that she could not open her *ice/eyes*.
- There is only one *weak/week* left for the examination.
- She was so hungry that she *ate/eight* all her food that she had received in the Mid-day meal.
- We experienced *hail/hale* and storm yesterday.
- The question paper was *too/two* difficult to complete in two hours.
- The *which/witch* cast a spell on the naughty boy.
- The night was clear with *due/dew* on the grass.



Appendix -1

Listening Texts

Unit-1

Inspiration (Main Course Book)

“Please donate the medicines that are no longer of any use to you”, he shouts in Hindi.

This is Omkar Nath Sharma, a 78 year old retired blood bank technician. He is lovingly called Medicine Baba. He collects the unused medicines from people and distributes them to the poor and needy free of charge.

When he was 12 years old he came across an accident which crippled his leg. But still he walks 5-6 kms every day. He lives in a rented house with his wife and 44 year old mentally retarded son in Mangalpuri slums. He starts at 6.00 am in the morning and goes door to door to collect medicines.

In 2008 when Delhi Metro under Construction Bridge collapsed, the injured were returned back to their homes after first aid. He was saddened to see them being turned away by government hospitals due to lack of medicines. He then decided to do something for them.

Since last six years he wears a saffron kurta on which ‘Mobile Medicine Bank’ and other details, including his mobile number are printed in large white letters. He collects the medicines and notes down the details about them and distributes them to few charitable clinics and hospitals.

If you have unexpired, unopened medicines to donate or need to know more about medicine baba please contact 9250243298 or you can send an e-mail at medicinebabadelhi@gmail.com

Practice Exercise

My Library

My library is near my local shopping centre. I use it every week. There are book shelves all around the library and there are many books on these shelves. Also, there are tables and chairs where people can read. In one corner are the newspapers and in another corner are the computers. In the centre of the library is a counter. The librarian sits here. He is very helpful. Library is a quiet place and I can read or study there. I love to read the many different books, newspapers and magazines at the library.

Unit - 2

Humour (Main Course Book)

Teacher: Yes, Ramlal now what is the problem?

Ramlal: Sir, I left my kit bag in the playground yesterday evening. Has it been brought to the Lost and Found?

Teacher: Ram you are real muddle head. You will have to describe your bag for me to identify it.

Ramlal: Sir, it is a large red and black Nike bag with a wheeler. It is torn at the right hand corner, no... no... it's the left hand corner, let me see, if the bag is this way...then... left? Or right?

Teacher: Oh Ram! When will you improve! It's okay, tell me when you figure out your right and left.

Ramlal: And sir, it has two pockets on the outside which contain some money and a new pen. Sir, it is new...

Teacher: Ram, I have noted it down. Now run along and we will call you after the attendant comes in. If it is there we will hand it over to you. But do put up a notice on the notice board. You must be careful and not forget your belongings when you go to the playground. When you will stop being so confused and disorganized, I wonder!

Ramlal: Thank you, sir.

Teacher: Don't forget to put up the notice!

Practice Exercise

I Tried to Do My Homework

I tried to do my homework

but a show was on TV.

A song was on the radio.

A friend was texting me.



My email chimed, and so, of course,
I had to look at that.
It linked me to a video
of someone's silly cat.
I watched a dozen videos,
and then I played a game.
I almost didn't hear her
when my mother called my name.

I looked up at the clock
and it was time to go to bed.
I didn't get my homework done;
just other stuff instead.

I hope my teacher listens
to the cause of my inaction.
It's really not my fault the world
is just one big distraction.

Unit -3

Inclusion (Main Course Book)

Welcome to the annual prize giving ceremony of the inter house competitions for co curricular activities. First the sports events. Table Tennis ; Joel of Red house won the gold medal. Please come and receive the prize. Reshma of Blue house won the gold for Caroms and finally the gold for Chess was bagged by Kevin of Green house.

In the painting competition Sara from Green house, Nivin from Red house, Bulbul from blue house and Abdul of Yellow had submitted equally brilliant sceneries but the prize goes to Bulbul of Blue house. In the greeting card preparation Nandita of Green house

had prepared a beautiful card decorated with dry leaves and flowers and was selected as the winning entry. Girls from all the houses decorated the floors with colourful Rangolies but the prize for best Rangoli goes to Renu of Green house. In sketching Tanya and Kabir's entries were awarded equal marks by the judges, so both are declared winners.

A special prize to Rameshwari of Red house. She had participated in greeting card, painting and sketching competitions and represented her house in the greeting card category. She did all this with her legs. Hats off to her.

Practice Exercise

1. When a person puts on this device he is able to listen better. It can be stressful when we use it for the first time. Everything sounds different and probably louder. That can initially cause fatigue. We should be patient and try to get used to it.
2. It is used as a mobility tool. It is used to detect objects in the path of a user. Its length depends upon the height of the user. It extends from the floor to the waist of the user. It is called a white cane.
3. It is a device that enables people with motor disabilities including those caused by polio. It can support deformities like ankle, knee-ankle and hip-knee. For those who cannot stand, these devices are helpful to support erect position. These then act as artificial limbs. They can be fastened easily even by children.
4. This device comes in various models which allow manual movement. It can be moved by the hands of the seated person or by another person. One can move it sideways, forward, backward and can turn it around. For people paralysed in the lower abdomen, this device is a boon and some models can be run on roads like a motorcycle.

Unit -4

Adolescence (Main Course Book)

It is difficult to understand bullying. Bullying means repeated act of putting some one into trouble. Why do people have to make the life of another person so miserable? Why do they think they have the right to punch and kick someone they think is weaker than them. I was bullied when I was a child. It was a living hell. I was really afraid to go to school, for many, many years. I knew I was not safe during break times. It was always a group of bullies that got me in the corridors, or on the playing fields. They made me



hate school. I know they also changed me for life. I have no confidence now. I'm 32 years old but I'm afraid to speak up for myself. The school bullies took away my belief in myself. They didn't know that they would scar me for life. The physical scars have gone but not the emotional ones.

Practice Exercise

The Bharat Scouts and Guides flag is in dark blue colour. The emblem in golden yellow shall be in the centre of the flag with Ashoka Chakra in blue colour. The flag is 180 cm long and 120 cm wide.

Unit - 5

Adventure (Main Course Book)

Stay calm and get hold of the marine radio/transmitter.

Tune in to the emergency channel. Press the call button and make the call.

Tell the nature of problem and the help you need

Say: MAYDAY, MAYDAY, MAYDAY! Then tell your ship's name; location and direction.

When your message is complete, say: OVER!

Wait for response. If you don't get an answer in 15 seconds, make the call again.

(This is a set of instruction that is expected from navigators in danger at sea.)

Practice Exercise

The Dibrugarh—Kanyakumari Vivek Express (15906), runs for 81 hours and 40 minutes. It traverses through seven states & is the longest train journey in India. It's a route that takes you from the eastern-most rail-inhabited part of India to its southern-most tip.

If there's any particular segment that had me with my nose pinned against the window, it would be Furkating Junction to Lumding (Assam). Trees with girth so wide that it would take 10 people to hold hands around it; the jungles are untouched and un-manicured. But that gradually changes once the train crosses Guwahati—for depending

on the proximity to a road, towns around the rail tracks are accordingly ‘developed’! It’s a phenomenon that continues all the way to the south.

And you can very well imagine the wide diversity in the food that’s available in the train: *chaat* (in all its variants), *khira*, lemon tea, you name it and there it is! Why, even the tea undergoes all forms of dilution and concentration!

This journey, more than any other, reaffirmed how much of you can ever get to see people and places without having to stop or stay over anywhere. Needless to say, I was impressed when the train completed its journey on time, without a minute’s delay.



Appendix - II Theme-wise Coverage (Main Course Book)

Unit - I - Inspiration									
Theme	Genre	Comprehension	Vocabulary	Grammar	Writing	Listening	Speaking	Study Skills	Project
A. Patriotism	Story	Answering questions (inferential/ and Evaluative/ Judgmental)	One word Substitution, Compound words, spellings	'But' for contrast (although, nevertheless, even though)		Listening for facts and inferences	Telephonic conversation	Interpreting time line	Interviewing a person
B. How the little kite learn to fly	Poem	Completing table, MCQ for factual information and appreciation							
C. A great Moment for all those children	Telephonic interview	Answering questions Inferential and Evaluative/ Judgmental	Word web	determiners, articles	Writing an interview on the basis of a story			Biographical sketches	
Unit - II - Humour									
Theme	Genre	Comprehension	Vocabulary	Grammar	Writing	Listening	Speaking	Study Skills	Project
A. The Never-Never Nest	Play	Completing grid comprehension factual, inferential	Multiple choice synonyms	Use of Do, Does, Did					Collecting & interpreting cartoons & presenting
B. Excuses, Excuses and Excuses	Poem	True/False, Completing grid	Demonstrating words						
C. Uncle Podger Hangs a Picture	Story	Organising the actions (Factual, inferential evaluative/ judgmental comprehension) describing character	One Word Substitution	Habitual action and states in past would and used to	Organizing ideas and Writing a paragraph (linkers practice)	Completing the notice	Presenting a plan	Dictionary skills	

Unit - III - Inclusion									
Theme	Genre	Comprehension	Vocabulary	Grammar	Writing	Listening	Speaking	Study Skills	Project
A. The Girl Who Asked Why	Story	Completing grid and answering questions (inferential/ Judgmental)	Matching and Filling the blanks MCQ	Wh-questions finite and non finite verbs		Multiple choice questions (Factual and inferential)	Describing a picture, Narrating experiences		
B. Including all my Friends	Poem	True/False Completing grid (inferential and Evaluative/ Judgmental)							
C. An Open Letter to the Teacher from a Child with Autism	Letter	Organizing the actions and answering questions, Filling grid (inferential/ Evaluative/ Judgmental)	Different meanings for a word	Use of While/ When	Responding to a letter			Advertisement analysis	Evaluating social skill
Unit - IV - Adolescence									
Theme	Genre	Comprehension	Vocabulary	Grammar	Writing	Listening	Speaking	Study Skills	Project
A. Swami is expelled from school	Story	Answering questions Complete the grids (inferential and Evaluative/ Judgmental), MCQ	Cross word fill in the blanks	Simple past and past perfect	Sequencing using route map	Listening to a story	Answering questions	Interpreting Time Table	
B. About me	Poem	Completing table, MCQ for factual information and appreciation							
C. Daddy Enduring Script	Reminis cence	MCQ, Character sketch, answering ques. (inferential and Evaluative/ Judgmental)	Fill in the blanks Noun Phrases	Prepositions of time	Writing paragraph				Survey (child sexual abuse)

Unit - V - Adventure									
Theme	Genre	Comprehension	Vocabulary	Grammar	Writing	Listening	Speaking	Study Skills	Project
A. Swiss Family Robinson	Comic Strip	Short answer & Filling grid (Inferential/ Evaluative/ judgmental comprehension	Odd one out	Adverb of Time & Punctuation	Narrative writing	Sequencing events (factual and inferential)	Debate	Note making	Writing biography
B. Sumba's Adventure	Poem	Short answer & Multiple choice factual information and appreciation							
C. Adventures of Ibn Batuta	Story	Short answer questions inferential evaluative comprehension	Word search (Puzzle)	Sentence & Fragments					

Appendix - II Theme-wise Coverage

Practice Exercise - I

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Inspiration	Prose	Factual, inferential Judgmental, appreciation	Word Building Word Web, Opposite (suffixes), Meanings	Determiners (but, a, an, the, some, any, many) using linkers	Factual/Inferential comp	Mothers daily routine (description)	Completing the interview describing a character

Practice Exercise - II

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Humour	Prose	Factual, inferential Judgmental, appreciation	Meanings (fill ups). homophones	Verb forms, Punctuation, Conjunctions sentences	Factual/Inferential comp	Conversational practice (Role play)	Writing description dos and don'ts

Practice Exercise - III

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Inclusion	Prose	Factual, inferential Judgmental, appreciation	Suffixes (ness, ful-ion-ly) derivations	Use of When. While, Types of questions question tag, question, yes/no questions	Guessing through description	Debate	Personal narrative

Practice Exercise - IV

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Adolescence	Prose	Factual, inferential Judgmental, appreciation	Meanings, antonyms	Past perfect, simple past, prepositions	Labeling	Agreeing and disagreeing	Sequencing

Practice Exercise - V

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Adventure	Prose	Factual, inferential Judgmental, appreciation	Meanings (fill ups). homophones	Simple, Compound complex sentences Narration	Factual / Inferential info	Group discussion	Sequencing the pictures and writing a story