

(SUMMARY)

SECTION	In this UNIT, you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
Introduction	<ul style="list-style-type: none"> Accepting others' opinions 	<ul style="list-style-type: none"> Class discussion about children and teenagers 			
(A) Tom Sawyer	<ul style="list-style-type: none"> Analysing and appreciating others' view points 	<ul style="list-style-type: none"> Expressing and responding to personal opinions 	<ul style="list-style-type: none"> Comprehending and interpreting information to identify main points Analysing, interpreting, inferring and evaluating information Deducing meanings of unfamiliar words 	<ul style="list-style-type: none"> Reasoning to identify most plausible answers 	<ul style="list-style-type: none"> Inferring meaning of new words Using language to express personal opinions
(B) Children of India	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Framing and responding to questions 	<ul style="list-style-type: none"> Selecting and extracting information Identifying expressions to compare and contrast 	<ul style="list-style-type: none"> Planning, organising, and presenting ideas Comparing and contrasting Arriving at conclusions Expanding notes Writing an article for a magazine 	<ul style="list-style-type: none"> Using language to express differences and similarities

SECTION	In this UNIT, you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
(C) Children and Computers	<ul style="list-style-type: none"> Listening to arguments and counter arguments in a debate Listening to analyse information 	<ul style="list-style-type: none"> Participating in spontaneous talk while interviewing others Presenting oral reports Exchanging information Role-play to express different view points Arguing for and against the motion in a debate 	<ul style="list-style-type: none"> Analysing and interpreting information from a graph 	<ul style="list-style-type: none"> Preparing a graph and using the information to write a report Planning, organising and presenting ideas Comparing & contrasting ideas and arriving at conclusions 	<ul style="list-style-type: none"> Using the language of debate Using language to express proportion, frequency, comparison and contrast
(D) Life Skills	<ul style="list-style-type: none"> Accepting and appreciating others' opinions 	<ul style="list-style-type: none"> Giving advice Expressing and responding to personal feelings, opinions and attitude 	<ul style="list-style-type: none"> Identifying main points to recognise strengths and weaknesses Analysing and evaluating oneself and others 	<ul style="list-style-type: none"> Writing about oneself and others Using appropriate style to write a dialogue and a letter 	<ul style="list-style-type: none"> Language of counselling
(E) We are the World	<ul style="list-style-type: none"> Listening for specific information to complete the song 	<ul style="list-style-type: none"> Performing a skit Dialogue writing 	<ul style="list-style-type: none"> Inferring and evaluating information 	<ul style="list-style-type: none"> Writing a script for a skit 	<ul style="list-style-type: none"> Using direct speech

CHILDREN



In this Unit...

have a brief discussion about the joys and sorrows of childhood.

- (A) Read about Tom Sawyer, a mischievous boy. Sharpen your comprehension skills by answering the MCQs that follow, then discuss and express your opinion about his pranks and behaviour.
- (B) Read about two different children and their experiences and then compare and contrast their lifestyles, dreams and aspirations.
- (C) Conduct a survey on the use of computers, discuss the results and prepare a report. You will also hear a debate on 'Education of the girl child is a burden.' Then, have your own debate on the topic - 'Computers and children - a boon or a bane'.
- (D) You will also listen to a beautiful song - 'We Are the World'. Discuss the role that children can play in solving the problems of the world and present it in the form of a skit.

INTRODUCTION

Given below are views expressed by some children. Which of them do you agree with? Discuss with your partner.

**Childhood is a time of
joy and pleasure**

**We don't have any
independence**

**We don't have any
responsibility and burdens
in the world**

**Nobody understands us
or our problems**

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A. TOM SAWYER

A.1. Here's a glimpse of a naughty child whose life is full of fun and frolic.

1. One of the reasons why Tom's mind had drifted away from its secret troubles was that it had found a new and weighty matter to interest itself about. Becky Thatcher had stopped coming to school. Tom had struggled with his pride a few days and tried to "whistle her down the wind," but failed. He began to find himself hanging around her father's house all night and feeling very miserable. She was ill. What if she should die! There was distraction in the thought. Tom Sawyer no longer took an interest in war, nor even in piracy. The charm of life was gone; there was nothing but dreariness left. He put his hoop away, and his bat; there was no joy in them any more. His aunt was concerned. She began to try all manners of remedies on him. She was one of those people who are infatuated with patent medicines and all newfangled methods of producing health or mending it. She was an inveterate experimenter in these things. When something fresh in this line came out, she was in a fever, right away, to try it; not on herself, for she was never ailing, but on anybody else that came handy
2. She tried every remedy she could. Yet, notwithstanding all this, the boy grew more and more melancholy and pale and dejected. She added hot baths, sitz baths, shower baths, and plunges. The boy remained as dismal as a hearse. She began to assist the boy with a slim oatmeal diet and blister-plasters. She calculated his capacity as she would a judge and filled him up every day with quack cure-alls.
3. Tom had become indifferent to persecution by this time. This phase filled the old lady's heart with consternation. This indifference must be broken up at any cost. Now she heard of Pain-killer for the first time. She ordered a lot at once. She tasted it and was filled with gratitude. It was simply fire in a liquid form.



She dropped the water treatment and everything else, and pinned her faith on Pain-killer. She gave Tom a teaspoonful and watched with the deepest anxiety for the result. Her troubles were instantly at rest, her soul at peace again; for the 'indifference' was broken up. The boy could not have shown a wilder, heartier interest, if she had built a fire under him.

4. Tom felt that it was time to wake up; this sort of life might be romantic enough, in his blighted condition, but it was getting to have too little sentiment and too much distracting variety about it. So, he thought over various plans for relief and finally hit upon that of professing to be fond of Pain-killer. He asked for it so often that he became a nuisance and his aunt ended up by telling him to help himself and quit bothering her. If it had been Sid, she would have had no misgivings to alloy her delight; but since it was Tom, she watched the bottle clandestinely. She found that the medicine did really diminish, but it did not occur to her that the boy was mending the health of a crack in the sitting-room floor with it.
5. One day, Tom was in the act of dosing the crack, when his aunt's yellow cat came along, purring, eyeing the teaspoon avariciously and begging for a taste. Tom said: "Peter, now you've asked for it, and I'll give it to you, because there ain't anything mean about me; but if you find you don't like it, you mustn't blame anybody but your own self."
6. Tom pried his mouth open and poured down the Pain-killer. Peter sprang a couple of yards in the air, and then delivered a war-whoop and set off round and round the room, banging against furniture, upsetting flower-pots, and making general havoc. Next, he rose on his hind feet and pranced around, in a frenzy of enjoyment, with his head over his shoulder and his voice proclaiming his unappeasable happiness. Then, he went tearing around the house again spreading chaos and destruction in his path. Aunt Polly entered in time to see him throw a few double **summersaults**, deliver a final mighty hurrah, and sail through the open window, carrying the rest of the flower-pots with him. The old lady stood petrified with astonishment, peering over her glasses; Tom lay on the floor, hysterical with laughter.

summersaults : somersaults, a movement in which someone rolls or jumps forward or backward, so that their feet go over their head.

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"Tom, what on earth ails that cat?"

"I don't know, aunt," gasped the boy.

7. The old lady was bending down, Tom watching with interest, emphasized by anxiety. Too late, he divined her 'drift'. The handle of the telltale teaspoon was visible under the sofa. Aunt Polly took it, held it up. Tom winced, and dropped his eyes. Aunt Polly raised him by the usual handle - his ear - and cracked his head soundly with her thimble.

"Now, sir, what did you want to treat that poor dumb beast so, for?"

"I'd done it out of pity for him - because he hadn't any aunt."

"Hadn't any aunt! - you **numskull**. What has that got to do with it?"

"Heaps. Because if he'd had one, she'd have burnt him out herself! She'd have roasted his bowels out of him 'thout any more feeling than if he was a human!"

Tom looked up in her face with just a perceptible twinkle peeping through his gravity.

"I know you were meaning for the best, aunty, and so was I with Peter. It would have done him good, too. I never see him get around so -"

A.2. On the basis of your reading of the extract, tick the most appropriate answer:

- a. Tom's mind had drifted away because
- (i) Becky Thatcher had stopped coming to school.
 - (ii) he no longer took an interest in war.
 - (ii) the charm of life was gone.
 - (iv) he had put his hoop and his bat away.
- b. Aunt Polly was concerned because:
- (i) Tom was hanging around Becky Thatcher's father's house all night.
 - (ii) Tom no longer took an interest in anything.

numskull: numbskull; fool

- (iii) she was infatuated with patent medicines.
- (iv) she had a fever.
- c. She was filled with gratitude when she tested the new medicine as
 - (i) it was simply fire in a liquid form.
 - (ii) her troubles were instantly at rest .
 - (iii) Tom's indifference was broken.
 - (iv) Tom was responding well.
- d. 'Mending the health of a crack' means
 - (i) repairing a crack in the sitting-room floor.
 - (ii) looking after his health.
 - (iii) pouring the medicine into a crack in the sitting-room floor.
 - (iv) giving the medicine to the cat.

A.3. On the basis of your reading of the extract, tick mark the most appropriate meaning for the given word:

(i) **Infatuated** (Para 1)

- | | |
|------------|--------------|
| * fond | * influenced |
| * disliked | * addicted |

(ii) **Melancholy** (Para 2)

- | | |
|---------|----------------|
| happy | * sad |
| worried | * disappointed |

(iii) **Petrified** (Para 6)

- | | |
|-----------|--------------|
| horrified | * motionless |
| stunned | * anxious |

(iv) **Gravity** (Para 7)

- | | |
|---------------|---------------|
| * mischievous | * seriousness |
| * joyfulness | * greatness |

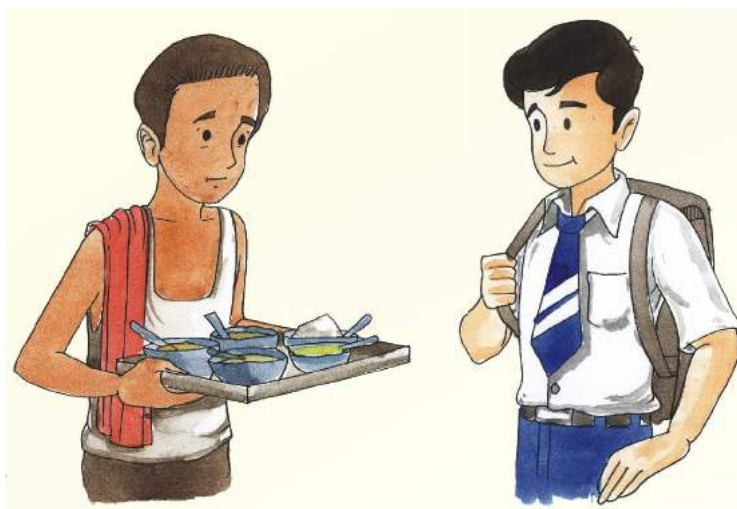
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A.4. In pairs, discuss the following aspects of the story, and then, have a class discussion.

- Tom was not really ill but he pretended to be ill.
- Usually, he made a lot of fuss to take Aunt Polly's medicines, but this time he took the medicines quietly.
- His aunt was worried because he was not his usual self; instead he showed an unusual interest in the medicine.
- Aunt Polly could read Tom's thoughts.
- Aunt Polly loved Tom Sawyer.

B. CHILDREN OF INDIA

B.1. Given alongside are the pictures of two boys - Shravan Kumar and Narendra Kumar (They are not related). Working with a partner, look at their pictures and predict how each boy lives. Write your answer in points.



Shravan Kumar

- * _____
- * _____
- * _____
- * _____
- * _____

Narendra Kumar

- * _____
- * _____
- * _____
- * _____
- * _____

- B.2. Here are the stories of the two boys. One student will read the story of Shravan Kumar and the second student will read the story of Narendra Kumar. After reading the story, each student will complete his or her half of the table in B.3.**

SHRAVAN KUMAR

His day begins when most other people's day ends. Thirteen-year old Shravan Kumar works in a tea shop on Delhi's Bahadur Shah Zafar Marg, where several newspaper offices are situated. His work begins around seven in the evening when he starts preparing *samosas*, coffee and tea. He carries them to several offices, does the dishes, and goes around collecting his money well into the night. Around six in the morning, when all the newspapers are despatched for distribution and the press employees return home, he prepares his food, takes a bath and goes to bed.

Shravan is an orphan who came to Delhi from his village in search of work. His father kept a shop, but was tricked out of it by a deceitful uncle. Despair drove him to alcohol and gambling, and he died of a stroke soon after.

Shravan worked in a tea shop in his village for a while. "When I first began washing other people's cups and glasses," he recalls, "I used to feel very bad, I would cry."

Shravan moved to the more lucrative environs of Delhi, where his elder brother Shatrughan had preceded him. A job in a shop selling ice, was his first taste of big city life. His mother came to visit him in Delhi, but she fell ill and died soon after. "That was two or three years ago. I don't remember exactly when," the little boy says. Soon, Shravan lost his first job. His employer still owes him Rs 500.

Following a brief spell of unemployment and a short spell as an assistant at a car park, he joined the tea shop where he is presently employed. The ruthlessness and loneliness of the world has left him shattered. "I think I am all alone in this world," he says despondently.

Of the Rs 300 that he earns every month, he deposits Rs 200 in the bank. His bank balance stands at Rs 2000, he says proudly. Survival is his immediate aim but there is a larger objective towards which Shravan is working. He intends to

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retrieve the land that was mortgaged by his father. Already, Shravan and Shatrughan have paid back the loan of Rs 8000 - only the interest remains to be paid.

Shravan was a dedicated lottery buyer at one time; until he realized that it was adding nothing to his income. The cinema remains a favourite form of entertainment - he even wakes up early to see the noon show. "I have no friends here. Who keeps awake late at night and sleeps during the day? I miss my village. There, I used to play gully danda and marbles and I had a lot of friends. When I went to the village last year, I met them. They are still studying and playing games. I want to join them, but it is a question of survival for me."

Sharvan's mother wanted him to own a big shop - "like the one his father had owned," he says wistfully. He dreams of fulfilling her wish. He dreams of getting back their mortgaged land, and returning to the village for good, "I like being in my village. I like the films and the glitter of Delhi, but I prefer the greenery, the trees, and the fields of my village." Maybe the grit and intelligence he has shown, alone and friendless, in facing a hostile world, will also win for him his heart's desire.

NARENDRA KUMAR

Narendra Kumar, a thirteen year old Kendriya Vidyalaya student, was interviewed by **The Illustrated Weekly of India**. Read what he says about himself.

Interviewer: Hello, Narendra!

Narendra: Hello!

Interviewer: Congratulations, Narendra! I saw your photograph in the newspaper last week, when you won the Soviet Land Nehru Award for drawing and painting. Our readers are anxious to know more about you.

Narendra: Thank you, Sir. I think I was just lucky to get the award. The competition is held every year in my school and a large number of students take part in it.

Interviewer: That's good, very good. It's evident that your school encourages students to take part in various activities.

Narendra: Oh yes! Our teachers - especially my Art teacher, Mr. V. Sinha - gives us a lot of encouragement. My parents have encouraged me a lot, too.

Interviewer: When did you start painting?

Narendra: When I was three, I was attending the Shishu Vihar Nursery School. My teacher gave me a picture of a big kite one day. The picture was beautiful and that very day I asked my father to buy me some crayons and drawing paper... Soon, my room was full of crayons and paper! I kept drawing whenever I found time. I now have a mini art room of my own at home!

Interviewer: That's great, really great! Do you want to become an artist when you grow up?

Narendra: No. Drawing and painting are just hobbies, which give me a great deal of pleasure. I want to become a police officer when I grow up. That's the only thing I've ever wanted to be.

Interviewer: Is that because your father is a police officer?

Narendra: Yes, maybe. I've been watching my father and other policemen for a very long time. I suppose I want to be like him!

Interviewer: Do you feel you have the qualities that a good police officer needs?

Narendra: Yes, I think so. A good police officer needs to be physically fit and mentally alert. I'm trying my best to grow into a healthy young man. I'm a member of the local sports club. I play tennis in the evenings and I also swim regularly.

Interviewer: How do you find time for all these activities?

Narendra: Well, I suppose I'm busy the whole day. Immediately after school I like to paint or play. I study before dinner and usually get to bed at about 10 o'clock.

Interviewer: Thank you, Narendra. It's been good talking to you. We wish you success.

Narendra: It's been a pleasure.

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B.3. Complete the table for the story you have read. By asking and answering questions, exchange information with your partner (for the story you have not read) and complete the other half of the table.

Name	Shravan	Narendra
Age		
Parents		
How he spends a typical day		
Recreation / hobbies		
Hopes / dreams / ambitions		

B.4. Answer briefly.

1. The key to a child's picking up something constructive is the positive involvement of parents. How do Narendra's parents stand testimony to this opinion?
2. Explain, with an example, that Narendra's day is very well chalked out.

B.5 There are many ways of expressing differences and similarities. Read the passage below and study the expressions printed in italics.

Day School and Boarding School

Both day school and boarding school are institutions where children go to study. *While the former* does not provide any residential accommodation, *the latter* expects children to live on campus. *A boarding school has an advantage over a day school as their* classes are normally smaller. However, the two schools are similar in aiming for high standards of education for all students.

B.6. You are a reporter from the Indian Weekly. Based on your Interview with Narendra Kumar and your reading about Shravan Kumar, write an article about both the boys, in which you bring out the similarities and the differences in their lives. Give your article a suitable title. Remember 'CODER'.

- Begin with deciding what each expression means, by writing D for 'difference' or S for similarity against each. Try to add more expressions to your list and make use of them in writing your article in B.6.1.

Expressions	D or S
X is different from Y in that....	
X and Y are alike in that....	
X and Y have....in common.	
Whereas X, Y.....	
Compared to X, Y.....	
X.... In contrast, Y....	
X..... However, Y....	
X and Y both	

B.6.1. You may organise your article like this :

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Paragraph 1: Give their names and ages tell about their families, parents and backgrounds.

Paragraph 2: Compare how each spends a typical day and their recreation / hobbies.

Paragraph 3: Compare their hopes / dreams / ambitions and your assessment of their future.

C. CHILDREN AND COMPUTERS

C.1. Complete the following information about yourself.

SURVEY ON THE USE OF COMPUTERS

Age	
Boy / Girl	
Hours spent at the computer	
Hours spent playing games and chatting on the internet	
Hours spent surfing the Internet/ websites for learning	
Hours spent per week studying at home	
Hours spent for leisure activities	
If you reduce your time spent on the computer, how would you spend the extra time?	
I like to spend my time on the computer because	

C.2. Divide yourselves into groups and collect information on the use of computers from three students, each from classes VI, IX and XI. Compile and summarise your answers to the questions above in the following table

Class	Name Girl/ Boy	Hours per week				If you reduce your computer time, how will you spend your leisure time?	Why do you like to spend time at the computer?
		At the Comp- uter	Studying at home	Internet	Leis- ure		
XI							
IX							
VI							

C.3. Exchange information with another group and record it. Then, in groups of four, discuss the results of the following:

- * Do boys and girls spend the same amount of time at the computer?
- * Do their tastes and preferences change as they grow older?
- * Are the number of hours spent at the computer/studying at home/leisure/ internet different between boys and girls?
- * Do the number of hours per week spent at the computer/studying at home/ internet/ leisure activities change as students grow up?

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C.4. Now, listen to two speakers debating on the topic, 'School Uniforms should be Banned'. The script is given at page no 177 to 180. Two students can be designated for this task

NOTICE

Class IX English Debate

Motion: School Uniforms should be Banned

Time limit: 2 mins (1 min for each speaker)

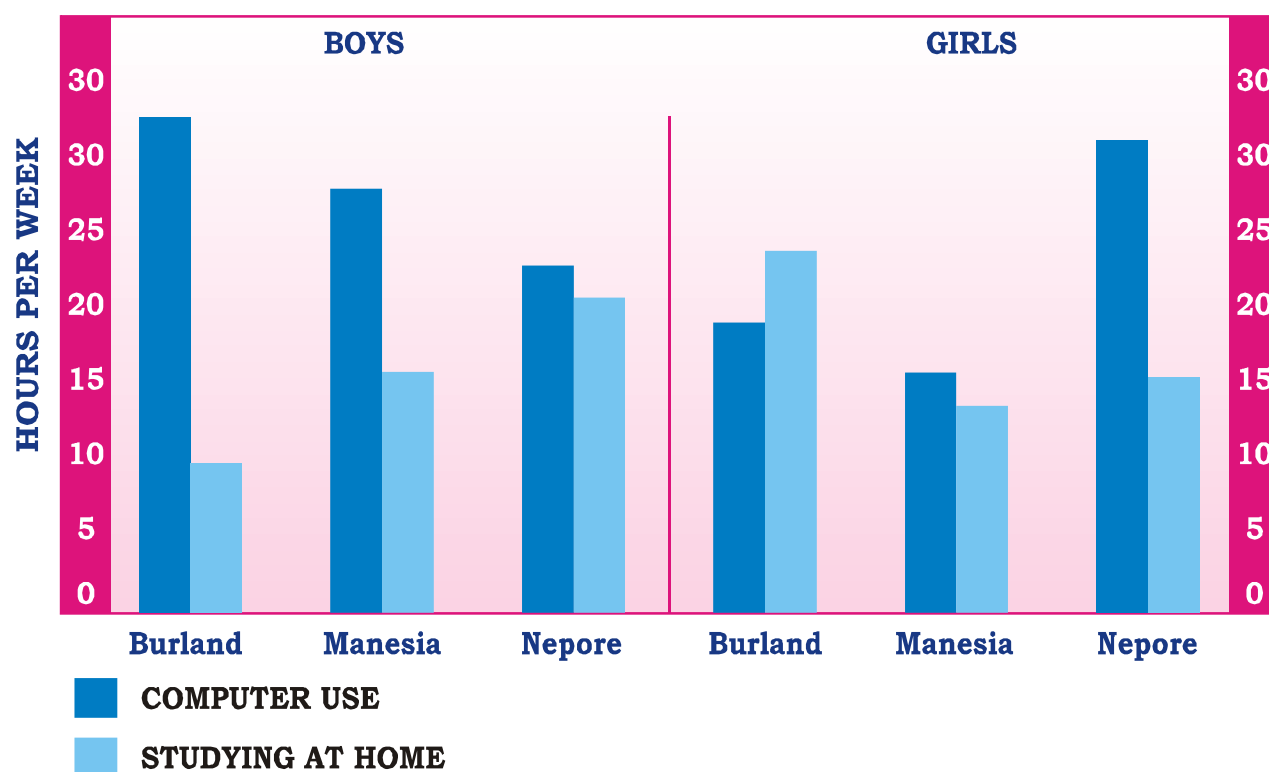
Venue: School Auditorium

C.5. Did you notice the phrases used by debaters to emphasise/negate certain points? Given below are certain expressions that might be used by debaters.

1. I'd like to raise a/the question / argue ...
2. In my opinion ...
3. Nothing could be more illogical than ...
4. I feel very strongly that ...
5. I would like to draw attention to ...
6. I fail to understand ...
7. I think you are being unreasonable in suggesting ...
8. I submit that ...
9. My first / next / final argument against / in favour of ...
10. I support the motion that ...
11. My knowledgeable opponent has admitted that ...
12. May I ask...
13. I strongly oppose / support the view that...
14. On the contrary ...
15. It is unrealistic to say that ...

16. I disagree ...
17. I firmly reject...
18. I wholeheartedly oppose / support ...

C.6. Study the following graph and the accompanying report.



Our study of the time spent by students at the computer and studying at home in three countries has revealed some interesting facts.

First, the majority of boys and girls in the age groups of 14-16 in these countries spend more time at the computer than studying at home. Children in these countries spend an average of 20-30 hours per week in comparison to 10-15 hours of studying at home. The only exception is Burland where girls spend more time studying at home than at the computer.

Secondly it is evident that in all three countries, time spent at the computer is having a serious impact on the number of hours spent studying at home. In fact, the greater the number of hours spent at the computer, the fewer number of

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hours are being spent studying. For example, boys in Burland spend an average of 32 hours at the computer while they spend about 8 hours studying at home.

C.7. Now, prepare a graph based on the students' response to the survey you conducted in C.2. Then, write a report for the newspaper taking the help of B.5, C.3 and C.6. You may follow this pattern:

Paragraph 1: A suitable introduction

Paragraph 2: Hours per week spent on different activities - classes VI, IX and XI compared

Paragraph 3: How extra time would be used - Classes VI, IX and XI compared.

Paragraph 4: Boys and girls compared - Classes VI, IX and XI

The following words and phrases will be useful to you:

To express proportion

Most ...

Many ...

The majority of ...

A large number of ...

A small number of ...

Very few ...

Only a few ...

To express frequency

Most of the time ...

Frequently ...

Occasionally ...

Often ...

At times ...

To express comparison and contrast

... compared with ...

On the other hand, ...

In contrast, ...

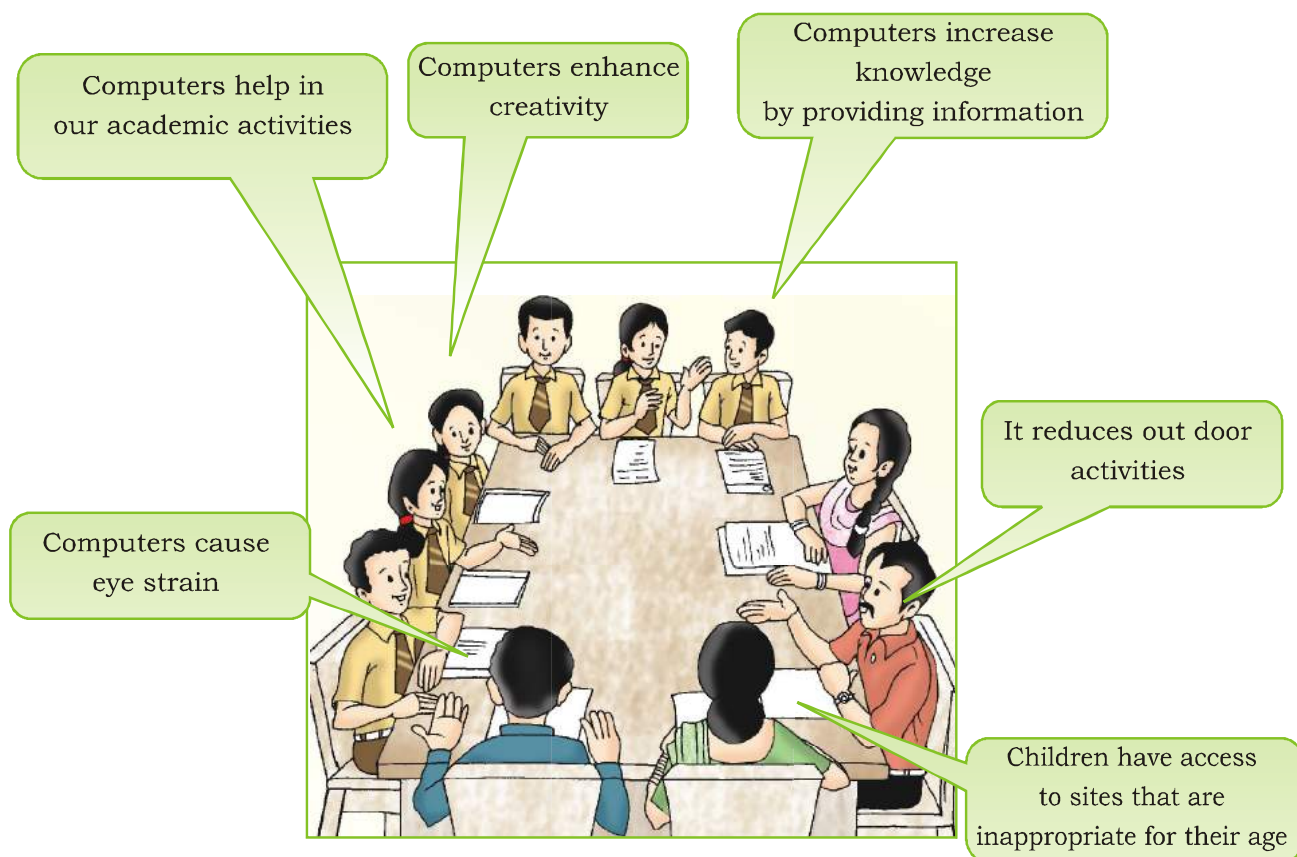
By comparison, ...

... however, ...

... in comparison with ...

You may also find some of the phrases from B.5 useful.

C.8. This is a meeting of the school's Parent-Teacher Association. Some student representatives have also been invited to participate to discuss the role that Information Technology / Computers play in the growth and development of children.



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C.9. You will now hold an actual class debate on the topic ‘Online Education Does More Harm Than Good’.

In groups of four, decide whether your group is FOR or AGAINST the motion. Then, draft your debate. Each member of the group must participate in the written as well as the spoken matter. The spoken matter can be divided thus :

- * One introduces the topic
- * One discusses points favouring the motion
- * One argues against the opponent's points
- * One concludes

D. LIFE SKILLS

D.1. Read the following and share your feelings with the class.

INTROSPECT: Realise Your Potential.

Sixteen year old Shreya, a student of XI, angrily outbursts at her parents and says, "No one likes me".

She has not been able to develop an interest in any activity, be it painting, swimming, games or studying. She is not sure what types of relationships give her comfort.

She has never had a good friend. She is not clear about her choice of career.

Shreya is good-looking, as well as physically healthy. During the interview, she was preoccupied with what others think about her.

When asked to talk about her positive qualities, she thought for a long time but could not list any. Nor was she able to mention her negative aspects.

SELF AWARENESS

Knowing your strengths and weaknesses will help you succeed.

Knowing our strengths helps us in acknowledging our success as well as appreciating our capacity to do something with or without support from others.

This gives us a sense of well being and we are able to learn new skills and develop assets, thereby developing our confidence. Confident people attract friends and other stable relationships

In due course, we are ready to accept various challenges with the right kind of investment of energy towards task completion.

Knowing our weaknesses helps us in accepting our limitations, and developing a willingness to take help when offered and enabling us to overcome our deficits.

This paves the way to expansion of skills and qualities, which prove useful in the long run.

It is worthwhile to introspect and reflect so as to realise our potential. This helps to bring about a change in us and we are able to meet challenges.

If Shreya had introspected or had been helped by her parents or teachers to reflect on herself, she would have understood her positive and negative qualities, her likes, dislikes, strengths, weaknesses, feelings, emotions, outlook, choices, values and attitude towards life.

Self-awareness paves the way to progress with respect to relationships, academic success, professional and personal fulfillment.



Photo : K.R. Deepak

Adapted from "The Quest",
The Hindu

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D.2. Copy the worksheet in your notebooks and work in pairs to complete the worksheet to know all about yourself. This will enable you to discover your hidden strengths, work on your weaknesses, and develop your personality.

Johari Window Work Sheet

A	B	C
How I describe myself?	How I describe my friend?	How my friend describes me? (Fill this part from what the friend says about you)
<ul style="list-style-type: none"> • Favourites (Colour, food etc.) • Feelings related to important issues (e.g. subjects, friends) • Experiences (achievements, failures) • Attitudes • Aims • Motivation • Fears • Strength • Weakness 	<ul style="list-style-type: none"> • Favourites (Colour, food etc.) • Feelings related to important issues (e.g. subjects, friends) • Experiences (achievements, failures) • Attitudes • Aims • Motivation • Fears • Strength • Weakness 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Now transfer the points from the Johari Window Work Sheet to the table given below.

- * Common points listed by student and his/her partner in Column A and C - to be put in 'Open Self '
- * The qualities pointed out by the other person (not the student himself/herself) - to be put in 'Blind Self '
- * The qualities pointed out by the students (Column A) but unknown to other person - to be put in 'Hidden Self '. Qualities unknown to student and his/her partner but which might be known to teacher or some body else may be put in 'unknown self '

Open Self	Blind Self
Hidden Self	Unknown Self

D.3. Several youngsters have problems in dealing with their parents. With your partner, discuss the difference in views and complete the table below. Sometimes there may be no contradiction between the two views.

Features	As we see ourselves	As our parents see us
How tidy we are		
The types of clothes we wear		
How courteous we are		
How much we study		
How independently are we allowed to express our opinions		

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D.4. In pairs, choose one topic from the table in D.3. Imagine that you and your parents are expressing your views on the topic. Use your notes from the table and write the dialogue that would take place. Make it funny! Share your dialogue with the rest of the class.

D.5. Ravi has a problem, so he asks his friends for advice. Read the conversation below and underline the expressions that are used for giving advice. (This could be done as role-play)

Ravi: My neighbours play very loud music, which disturbs me when I'm studying.

Mohan: Why don't you try persuading them to turn down the volume?

Shiela: If that doesn't work, you could think of changing your study time.


Rahim: Why should Ravi have to do that? He really ought to report such anti social behaviour to the police.

Shiela: Before taking drastic action like that, I would advise you to sort it out amicably with your neighbours.


Rahim: If I were you, I would play my music even louder!

Mohan: That won't solve his problem. Ravi, I think you should ask your father to take it up with your neighbours.


D.6. In groups of four, use the language used in D.5 to give advice in the following situations:



My parents don't give me any pocket money. This embarrasses me when I'm with my friends.



I stole some money from my mother's purse. I feel very guilty, and I don't know what to do.



I lied to my friend. This has spoilt our friendship. I would like to make amends, but I don't know how.

D.7. You are on the editorial board for the column 'Your Problems' in *The Teenager Magazine*. You have received these two letters asking for your advice. (They appear to have come from the same family.)

Dear Helpful Avanti

My fifteen year old son is crazy about film music. He seems to be wasting all his pocket money on these meaningless CDs. He cannot even study without this noise. Though he is good at studies, I remain disturbed about this new obsession. There are all kinds of strange-looking posters on the walls of his study and he always wears those gaudy T-shirts and faded patched jeans. Also, he is very fond of **junk-food**. I fear he is breaking all links with our culture.

What shall I do?

A bewildered father

junk-food = eatables like burgers, chaat papri, etc!

UNIT-6

Dear Helpful Avanti

I love film music and I have bought a lot of CDs from my pocket-money allowance. But whenever I switch on my CD-player, my father frowns and orders me to switch off the 'jarring noise'. He calls it 'cheap' and 'uncivilised' stuff. It is not that I do not like classical music, but when I am with my friends, we listen to film music.

I like Indian clothes and food. But, I also like to wear western clothes and eat continental food occasionally. I do not like to disobey my parents, but I do not want to give up my music and other interests.

What shall I do?

A Hurt Son

In pairs, decide what advice to give to each of them. Then write one letter each, so that both father and son get a reply from The Teenager. Remember to use some of the language in D5.

E. 'WE ARE THE WORLD

E.1. The following are the lyrics of a famous song. Complete it by filling in the missing letters (mostly vowels).

There c_m_s a time.

When we h__d a certain call

When the w__ld must come t_g_th_r

As one

There are p__ple d_ing

Oh and it's time

To l_nd a h_nd to l_fe

The gr__test gift of all

We c_n't go on

Pr_t_ending day by day
 Th_t s_me_ne, somewhere
 Will s__n make a change
 We are all a p__t of
 God's gr__t big f_m_ly
 And the tr_th, you know
 L_ve is all we n__d
 W_ are the world
 We are the ch_ldr_n
 We are the _nes
 To m__e a br__ter day
 So l_t's st__t g_ving
 There's a ch__ce we're m_king
 We're s_ving our own l_ves
 It's tr__ we make a b_tter day
 J_st y__and me



W_ll, send them your h__rt
 So they kn__ that s_me_ne cares
 And th__r lives will be str_nger
 And fr__
 As G_d has sh_wn us
 By t__ning stone to br__d
 And so we _ll must
 L_nd a h_lping h_nd
 We are the world...
 We're d_wn and __t

UNIT-6

And there s _ _ ms no h _ pe at all

But if y _ _ just bel _ _ ve

There's no w _ y we can f _ ll

Oh yes, let's r _ _ lise

That ch _ nge can only c _ me

When we st _ nd t _ g _ ther

As one

We are the world ...

- E.2. The song 'We Are the World' has been sung by many famous singers of the West. Do you know why it is called 'We Are the World'? Why was it recorded? What were the singers trying to do? Did they succeed?**

The verses are given in the Annexure (Page 180). Student/ teacher can sing the song. Listen to the song and check whether you have guessed right in E1. Listen again until you are ready to sing along with it.

- E.3. What do the following phrases mean?**

- * We are the children.
- * There's a choice we're making.
We're saving our own lives...
- * Well, send them your heart
So they know that someone cares...
- * Change can only come
When we stand together
As one...

- E.4. As children of the world, you have a role in helping to solve the problems prevalent in society. In groups of four, prepare a short skit on any one problem and present it in front of the class.**

UNIT 7

SPORTS AND GAMES

(SUMMARY)

SECTION	In this UNIT, you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
Introduction				<ul style="list-style-type: none"> Completing a table 	<ul style="list-style-type: none"> Recapitulating names of sports and games
(A) Interview with Koneru Humpy, the Chess Champion; The Game of Chess and Jesse Owens	<ul style="list-style-type: none"> Appreciating and incorporating others' points of view 	<ul style="list-style-type: none"> Expressing a point of view Giving a bio-sketch of an eminent personality Expressing and responding to personal feelings, attitudes and opinions 	<ul style="list-style-type: none"> Identifying the main points of a written text Recognising how a piece of writing is organised Selecting & extracting specific information 	<ul style="list-style-type: none"> Planning, organising and presenting ideas Writing a biography and a bio-data Writing a newspaper report 	<ul style="list-style-type: none"> Words related to achievement
(B) It's Sports Day	<ul style="list-style-type: none"> Listening for specific information 			<ul style="list-style-type: none"> Using information from a score card to write a newspaper report in an appropriate style Writing an e-mail 	<ul style="list-style-type: none"> Words related to competition
© Football and Hockey	<ul style="list-style-type: none"> Appreciation of the finer points of the game 	<ul style="list-style-type: none"> Framing questions to elicit answers Giving a running commentary on a match 	<ul style="list-style-type: none"> Selecting and extracting specific information 	<ul style="list-style-type: none"> Planning, organising and presenting ideas in a PPT 	<ul style="list-style-type: none"> Words related to games and matches