

## Lesson 6

# A New Day, A New Way



*Each one of us is born with some natural talent. Some can sing, some can dance or paint, and others like to do social work.*

*Work in pairs. Find out what talent your friend has. Then join another pair and think of how you can use your talents to earn a living when you grow up.*

*Here is a story of Seema Deka and her daughter Swati. It is titled 'A New Day, A New Way'. Can you guess why?*

*Read the story to find out.*



It was early evening. Seema Deka drew the window curtains of her living room. She felt very tired. Without switching on the light, she sat on the edge of her bed, lost in thought. She recalled what Kalpana ma'am, the Manager of her office had told her before closing time: "Look Seema, it'll take a few days to pay the staff their salary this month. Please tell the others too."

Seema was quite upset by the information, although her mood didn't show on her face. She needed twelve thousand rupees to pay Swati's school fees and she was depending on her salary to make the payment. And now...

"Maa, what are you doing sitting in this dark room?" Swati flung the door open and switched on the light. "You look worried, Maa. What's the matter?"

"The salary for this month will be late. I'm wondering about..."

"The fees? Don't worry, Maa. We'll figure out something."

Seema looked at Swati's calm and resolute face. She looked so mature, Seema thought. And yet she was only in Class X. The face of her late husband came to her mind. He had passed away nearly five years ago. She imagined how proud Swati's father would have been of her. He would have been even more proud to know that his dear little Swati was adored by her teachers and her classmates at school.

"You know, Maa!" Swati started. She began to tell her mother about a lady from an NGO who had visited their school to create awareness on "Entrepreneurship Development and Self Reliance". Swati suggested to her mother that they could try the NGO for some help. She looked at her diary where she had jotted down the number of the lady's mobile phone, and rang her up. She introduced herself, reminding her of her visit to their school. She also told the lady about her mother and sought her guidance to start a small business. The lady sounded very warm and helpful and told Swati to send her mother to her office 'Brave Mothers' the next day at 10 o'clock in the morning.

Swati was overjoyed at the lady's response. She hugged her mother tightly and told her that everything would be all right. Seema couldn't hide her tears. How quickly her little girl had grown up!

The following morning Seema met the lady and talked to her about her hopes of setting up a small business. The lady took her to a large room where a group of women were stitching soft dolls. The women wore blue sarees and aprons and had

**Brave Mothers** embossed on their dress. The lady explained to Seema that their NGO was a self-help group. “We offer vocational training in a variety of fields like toy making, embroidery, tailoring, culinary arts, mobile phone repairing and so on”.

“Seema, tell me what you are good at. We’ll give you training in that area. Once you finish your training, you’ll be offered a small loan to start a business. Besides, you will be mentored at every stage by our team,” said the lady warmly. “I would like to choose culinary training as a vocation since I love cooking,” said Seema. The lady appreciated Seema’s confidence and gave her an idea of the business potential in this area. She said, “We offer catering services such as tiffin services to office goers and working women staying in paying guest accommodation. You’ll be trained to cook the different recipes that we serve for lunch and dinner. You will also learn about packing and handling. You will have to assure your customers of good quality food and hygienic standards.” Seema looked a bit confused, although she listened attentively. Sensing her confusion, the lady clarified that she need not worry. Seema would operate on her own, and to start with, the NGO would assign thirty of their valued customers to her. She would be given a loan amount to set up her own kitchen at home. Based on Seema’s performance, she would be assigned more customers. Since Seema needed money immediately, the lady also assured her that her loan would be sanctioned even before her training. A savings account would be opened in a bank in her name where she would be able to deposit her savings. The lady added, “All our members contribute money to a common pool so that it can help another woman like you. So, Seema are you ready?”

Seema couldn’t hide her excitement. “Yes, Madam!” She responded enthusiastically.

It was going to be all right, thought Seema, as she headed back home. It was a bright, sunny day, and Seema thought the sun was shining more brightly on her today. Her heart brimmed with new dreams and the smile around the corner of her lips broadened like a flower in bloom. She couldn’t wait to get home and tell Swati the good news. Together, they would build a new future!

## ACTIVITIES

### 1. Answer the following questions from the lesson:

- (a) Why was Seema upset?
- (b) What did Swati suggest to her mother?
- (c) What happened when Seema met the lady at the office of the NGO?
- (d) What did the women of 'Brave Mothers' do?
- (e) What was Seema interested in doing?
- (f) How did the NGO help Seema?

### 2. Check your comprehension.

Find out the meanings of the words in *italics* and select the correct answers from the options.

(a) Seema looked at Swati's calm and *resolute* face.

- (i) sad
- (ii) adamant
- (iii) brave
- (iv) determined, firm

(b) "I would like to choose *culinary* training as a vocation."

- (i) tailoring
- (ii) toy making
- (iii) embroidery
- (iv) cooking

(c) Her heart *brimmed* with new dreams.

- (i) lacked
- (ii) overflowed
- (iii) loaded
- (iv) exhausted

**3. Here are some more words from the lesson.**

**Read the words in column A and find out their meanings in column B. Draw lines to match each word with its meaning.**

A	B
(a) edge	(i) put one's arms around somebody to hold them tightly, especially to show deep love or liking
(b) adored	(ii) wrote something quickly
(c) jotted	(iii) loved somebody very much
(d) hugged	(iv) a raised design on a fabric
(e) embossed	(v) the outside limit of an object, a surface or an area

**4. Sit in groups. Each group will take up one of the following points for discussion. The leader of each group will present the answers to the class on behalf of the group:**

- (a) What, according to you, are the qualities of a good daughter/good son?
- (b) Do you think Swati is a good daughter? Why do you think so?
- (c) What are the good qualities you have that match with Swati's? (Each member will write his/her good qualities as a daughter/son.)
- (d) What will you do to become a better daughter/son?

## 5. Let's learn some grammar:

Look at the underlined words in the following sentences from the lesson.

“Seema Deka drew the window curtains of her living room. Without switching on the light, she sat on the edge of her bed, lost in thought.”

The underlined words on, of and in are **prepositions**. A preposition is a word usually placed before a noun or a pronoun to show its relation to a place, time, cause, purpose or means.

Here are some common types of prepositions. They denote

(a) **place or position:**

*e.g. in, on, at, over, under, above, below, behind, between, beyond*

(i) The book is on the table.

(ii) He is at school now.

(b) **time:**

*e.g. at, on, in, for, from...to, since, during, till/until*

(i) She will go to office in the morning.

(ii) She sat there for three hours.

(c) **cause:**

*e.g. because of, on account of, from, out of, of*

(i) The match had to be stopped because of the rain.

(ii) Our school is closed on account of Bihu.

(d) **purpose:**

*e.g. for*

(i) I am waiting for the taxi.

(e) **means:**

*e.g. by, with, on, in*

(i) I go to school by bus.

(ii) I will cut the cake with this knife.



**Now fill in the blanks with the correct preposition from the choices given in brackets.**

- (a) Seema was upset \_\_\_\_\_ the information.  
(with/in/by)
- (b) Swati told her \_\_\_\_\_ a lady who lived here.  
(about/of/for)
- (c) She asked Seema to see the lady \_\_\_\_\_ her office.  
(on/at/by)
- (d) She was the boss \_\_\_\_\_ the NGO.  
(for/by/of)
- (e) Swati goes to school \_\_\_\_\_ bus.  
(by/on/with)

**6. As you know, there are different ways of presenting the same idea.**

**Find a sentence in the text that has the same meaning as each of the following statements. The first one has been done for you.**

- (a) She was very wise for her age, Seema thought.  
She looked so mature, Seema thought.
- (b) He had expired a few years ago.

- (c) Depending on Seema's success, she would be given more work.

- (d) Her heart was filled with new hopes and desires.

7. Read the lesson carefully once again. Working with your partner, use the information given in it to design a signboard for the NGO 'Brave Mothers' which will be displayed near the gate.
8. This is the copy of a letter that Seema wrote to the Branch Manager of Assam Co-operative Milan Bank for the sanction of a loan. Read it.

To

The Branch Manager  
Assam Co-operative Milan Bank  
Naharguri, Assam

Date: 1 January 2019

**Sub : Application for sanction of a loan amount of Rs 10,000/-**

Sir,

I have been a customer with your bank for over five years. I would like to apply for a personal loan of Rs 10,000/- to set up a catering business. I have done the necessary market survey and have submitted all the necessary documents.

I will be very grateful if you could sanction the loan at the earliest.

Thank you, and looking forward to hearing from you.

Yours faithfully,

  
Seema Deka

Now, write a similar letter to 'Brave Mothers' asking for a loan to set up your toy making business. Carefully note how to begin and end a letter. Also note how the date, subject line and salutation are written.



9. In the lesson, Swati tells her mother that she would call up the NGO, 'Brave Mothers'. She would seek help from the representative from the NGO who had visited her school to create awareness on "Entrepreneurship Development and Self Reliance".

Now work in pairs. Imagine one of you is Swati's mother and the other is the lady from 'Brave Mothers'. Write a telephone conversation between Swati's mother and the lady. Note down the conversation and enact it before the class.

10. Find out from your teacher/parents/nearest bank/internet how to open an online bank account. Write out the instructions in clear steps below and tell your classmates how to open the account.



11. Swati's mother has set up a small catering service with the money taken as loan from the NGO and her personal loan from her bank. She wants her business to grow quickly. So she tells Swati to prepare/write out an attractive advertisement for her business to put in the local newspaper. Working with your partner, prepare the advertisement using chart paper, colour pencils and pictures. The teacher will select the best three advertisements to put up in the class noticeboard and award prizes.

## 12. Recite the poem:

### A House A Home

What is a house?  
It's brick and stone  
and wood that's hard.  
Some window glass  
and perhaps a yard.  
It's eaves and chimneys  
and tile floors  
and stucco and roof  
and lots of doors.  
  
What is a home?  
It's loving and family  
and doing for others.  
It's brothers and sisters  
and fathers and mothers.  
It's unselfish acts  
and kindly sharing  
and showing your loved ones  
you're always caring.



– Lorraine M. Halli

## For the Teacher

This lesson is meant to encourage learners to realise that everyone is born with a natural talent. Encourage learners to work in pairs and find out the other's talent. Help them to discuss how they can use their talents to earn a living when they grow up. This pre-reading activity will motivate learners to read the story.

The lesson highlights the various avenues available to make a living only if we utilise our talents in the best possible manner.

Activity 1-3 meant for comprehension and vocabulary building also give learners practice in writing. Encourage learners to find the meanings of the words given in Activity 3. They can also use the dictionary to match the words to their correct meanings, but make them first try to work out the meanings on their own.

In Activity 4, divide the class into small groups and allow each groups to pick up a question for discussion. The leader of the group should present the answers to the class.

In Activity 5, students will learn more about different types of prepositions. The exercise that follows will help them use prepositions appropriately in sentences.

Activity 7 is meant to help learners use their newly learnt information for a real life task. By working in pairs to design a signboard for the NGO 'Brave Mothers', they will be able to use their imagination and talent to design a poster.

Activity 8 is another practice activity for real life use of English. You can guide learners to write an application to the Branch Manager of a Bank asking for a loan.

Arrange students in pairs and ask them to imagine they are Swati and the lady from 'Brave Mothers'. Elicit norms of telephone conversation before encouraging them to write a conversation between the ladies. You can ask them to enact it in front of the class.

Activity 10 is meant to take learners beyond the classroom by teaching them how to open an online bank account. In Activity 11, learners will prepare advertisements on chart paper. You can select the three best advertisements to put up on the class noticeboard and also award them prizes.

### **Learning Outcomes:**

#### **The learner:**

- speaks about objects/events in the class/school environment and outside surroundings
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events while reading
- reads, compares, contrasts, thinks critically and relates ideas to life
- infers the meaning of unfamiliar words by reading them in context
- prepares a write up after seeking information in print/online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
- writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing
- writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences, etc.