

Unit

# 3



**Reading A : Swami Is Expelled from School**

**Reading B : Not Just a Teacher, but a Friend (Poem)**

**Reading C : Homework**

School Life

## School Life

School Life



# School Life

Look at the picture and answer the questions that follow.



1. Do you agree with the action of the teacher as depicted in the picture? Give at least one reason for your opinion.
2. Suggest ways of maintaining discipline that do not involve physical or verbal abuse.

**Oral Discourse: Debate** - “Punishment will help the students to learn.”

Let's read a story on a similar experience.

## 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 as a special honour to them, he read out the names of a 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 headmaster 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 stomach ache. 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.





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 Muslim—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 was 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 (10 October 1906 – 13 May 2001)**, (shortened from Rasipuram Krishnaswami Iyer Narayanaswami) 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. He is credited with bringing Indian literature in English to the rest of the world. *Swami and Friends*, *The Bachelor of Arts*, *The English Teacher* and *The Financial Expert* are his popular works. The present extract is from *Swami and Friends*. His narratives highlight social context and provide a feel for his characters through everyday life. In a writing career that spanned over sixty years, Narayan received many awards and honours. These include the AC Benson Medal from the Royal Society of Literature and the Padma Vibhushan, India's second-highest civilian award. He was also nominated to the Rajya Sabha, the upper house of the Indian parliament.



## Glossary

flushed ( <i>adj</i> )	:	red and hot
ominous ( <i>adj</i> )	:	suggesting that something bad is going to happen
eminence ( <i>n</i> )	:	the quality of being highly accomplished and respected (here satirical)
flog ( <i>v</i> )	:	beat with a stick as a punishment
ascertain ( <i>v</i> )	:	find out
perspiration ( <i>n</i> )	:	sweat
knuckles ( <i>n</i> )	:	a part of a finger at a joint where the bone is near the surface
rap ( <i>n</i> )	:	severe blow with a cane

gaol ( <i>n</i> )	:	jail (old use)
discreet ( <i>adj</i> )	:	tactful /careful in saying something
distress ( <i>n</i> )	:	extreme pain
thrash ( <i>v</i> )	:	beat repeatedly and violently with a stick
whack ( <i>n</i> )	:	the act of hitting vigorously
brigand ( <i>n</i> )	:	a member of a gang of bandits or thieves
desperation ( <i>n</i> )	:	anxiety / worry
restrain ( <i>v</i> )	:	keep under control
grasp ( <i>v</i> )	:	seize and hold firmly

### I. Answer the following questions.

1. Why do you think the headmaster entered the class with a flushed face and a hard ominous look?
2. Why did the headmaster send for the peon?
3. "I don't care for your dirty school." Why did Swami mutter so?
4. Do you justify the headmaster's behaviour? If not, state your reasons.
5. If you were in Swami's place, how would you feel?
6. How could his friends have helped him stay out of trouble?

### II. Here are some utterances from the story. Complete the table.

Sl. No.	Sentence spoken by the characters	Who said to whom?	What it shows about the speaker
1.	"Are you not ashamed of coming and sitting there after what you did yesterday?"		
2.	"Now say what you know about the rascal on the desk."		
3.	"Didn't I see you break the panes?"		
4.	"Don't beat me, sir. It pains."		
5.	"Keep standing here on this desk, staring like an idiot, till I announce your dismissal."		
6.	"I don't care for your dirty school."		

### III. Work in Groups

Give reasons for Swami's decision to leave the school.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Vocabulary

### I. Pick out words from the story which are synonyms of the following words and use them in your own sentences.

Word	Synonyms
beat	
angry	
rascal	
humiliation	

### II. Look at the following phrasal verbs taken from the text.

1. keep away
2. look around
3. look at
4. bring down
5. cut off

- These phrases are verbs followed by prepositions or adverbial particles. You may understand that they are phrasal verbs.
- You will notice that the following phrasal verbs 'keep away', 'bring down' and 'cut off' can be split as shown below.

#### Examples:

1. Keep the flies away.
2. Bring the patient down.
3. Cut it off.

The other two phrasal verbs cannot be split.



Use the following phrasal verbs in your own sentences and decide whether you can split them as shown in the above examples.

Phrasal verbs	Sentences of your own
look up	
bring out	
throw out	
look out	

**III. Refer to a dictionary and pick out the phrasal verbs that begin with the following verbs and write down sentences using them.**

Verbs	Phrasal verbs beginning with the verb
bring	
look	
break	
keep	
go	
put	



## Grammar

**I. Read the following imaginary conversation between Swami and the headmaster.**

- Headmaster : Why didn't you come to school yesterday?
- Swami : Sir, my mother was suffering from fever.
- Headmaster : I don't believe your words. You always say something or the other to escape from school.
- Swami : I'm speaking the truth, sir.
- Headmaster : Well, I'll come to your house tomorrow and talk to your parents.

**In the indirect speech, the above conversation can be written like this.**

The headmaster asked Swami why he had not come to school the day before. Swami replied **respectfully** that his mother had been suffering from fever. The headmaster **retorted** that he did not believe his words and added that he always said something or the other to escape from school. **Then** Swami replied respectfully that he was speaking the truth. **Then** the headmaster told him that he would go to his house the next day and talk to his parents.

*As you can see, while converting the direct speech into indirect speech, the words in the bold are added to express the feelings, emotions, attitudes of the speaker and the sequences of the actions.*

**Read the following imaginary conversation between Swami and his father.**

Swami's Father : My dear Swami, why are you looking so dull? Why haven't you gone to school today?

Swami : Daddy, I don't like the school. The headmaster beats me every day.

Swami's Father : Why does your headmaster beat you every day without any reason? I'm sure you must be causing a lot of nuisance in school.

Swami : No Dad. The headmaster beats all my friends in the same way.

Swami's Father : OK. What do you want to do now? Don't you go to school and continue your studies?

Swami : No, Dad. I'll join some other school.

**Now change the conversation into indirect speech.**

## **II. Noun Clause**

Look at the sentences taken from the story.

1. One student said that he had an attack of a headache.

This sentence has two clauses.

- a. One student said (Principal clause)
- b. that he had an attack of a headache. (Subordinate clause)

*The Subordinate clause is the object of the verb 'said'. It is a noun clause.*

*The noun clause can also appear in the subject position as can be seen in the following sentence.*

2. What you say is not clear to me.

*If we replace the underlined part with 'it' in the above sentence, the sentence structure will be complete.*

**Note:** Sometimes the word ‘that’(conjunction) can be left out in spoken English.

**e.g.** He felt that punishment was not enough. (that- adjective)

**Now read the following passage carefully and identify the noun clauses.**

**Replace the underlined words ‘that’, ‘so’ and ‘it’ with suitable noun clauses.**

The headmaster entered the class furiously and said that he wanted to know the reason for the absence of some students in the class the day before. One student said that he had suffered from a severe headache. The headmaster said, “I don’t believe that”. The second said that somebody stopped him from coming to school. The headmaster said, “I don’t think so”. The third said that he too had suffered from a bad headache. On hearing that the headmaster shouted in anger. The fourth said that he had suffered from a terrible toothache. The headmaster said, “I don’t believe it”. The fifth said, “My grandmother died suddenly”. The headmaster retorted that he would ascertain it. He said, “I will come to your house tomorrow to know the fact.”

### III. Editing

**Read the following passage and edit (correct) the underlined parts.**

Swami went home and says that the headmaster beats him severely. The parents asked that why the headmaster had beaten him. Swami said that the headmaster beats him yesterday. Swami’s father said why the headmaster has beaten him without any cause. Swami replied to his father that the headmaster beats him every day. Swami’s mother told Swami to attend the classes regularly.



## Writing

**I. What do you think Swami might have thought after he had left his school? Write down his reflections in the form of a diary.**

### II. Construction of a narrative

**Look at the concluding part of the story.**

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.’

**Now imagine what will happen to Swami after going away from school.**

**Write a narrative which should include dialogues, sensory perceptions, etc.**

**You may include things such as the following.**

- Swami rushed out from the class
- His parents asked him what happened at school.
- His mother looked at the scars on his shoulders.
- His father wanted him to go to school.
- Swami did not like to go to school.

**III. Imagine that your Headmaster wanted to serve a notice to check the irregularity of the students. Now, on behalf of your Headmaster prepare a notice for display.**



## Study Skills

**I. Read the data given in the table and answer the questions that follow.**

**Reasons for Dropouts among Children Aged 5-14 Years - 1997-98**

Reasons for Dropouts		Rural (per cent)			Urban (per cent)		
		Total	Male	Female	Total	Male	Female
1.	Child not being interested in studies	37.2	14.8	22.4	34.7	15.5	19.2
2.	Parents not being interested in studies	15.5	6.3	9.2	10.8	4.5	6.3
3.	Unable to cope	16.4	9.2	7.2	13.7	8.1	5.6
4.	To work for wage/salary	2.5	1.8	0.7	3.6	2.5	1.1
5.	Participation in other economic activities	6.1	4.5	1.6	5.8	3.5	2.3
6.	Attend to domestic duties	3.7	1.1	2.6	4.9	2.2	2.7
7.	Financial constraints	11.2	4.1	7.1	15.8	6.6	9.2
8.	Other reasons	7.4	3.2	4.2	10.7	4.2	6.5

**Source:** Ministry of Human Resource Development (MHRD)



1. What is the major reason for dropouts in rural and urban areas?
2. What percentage of female children are dropped out as their parents not being interested in their children's studies in rural areas?
3. Which is the less significant reason for dropouts?
4. Which of the following statements are true with reference to the data given in the above table? Tick (✓) the true statements.
  - a. The dropout-rate due to child not being interested in studies is more among the urban children than that of the rural children.
  - b. Participation in other economic activities is high among urban female children when compared with rural female children.
  - c. If we create interest in studies among the children, the literacy rate will increase in our country.

## II. Write a report on dropouts using the information given in the above table.

**You may begin the report like this.**

*This report is based on the data provided by MHRD for the year 1997-98 for children who dropped out in the age group of 5-14 years...*

**Include the following**

1. The financial reasons for dropouts
2. Personal reasons for dropouts
3. Whether the dropout rate is more among girls / boys
4. Whether the dropout rate is more among rural / urban
5. Measures to be taken up to minimise dropouts.



## Listening

### I. Listen to the 2 speeches and answer the questions that follow.

1. Who is the speaker of speech 1?
2. What is the occasion mentioned in the first speech?

3. What is the occasion mentioned in the second speech?
4. Who is the chief guest mentioned in the second speech?
5. Who is addressing the gathering in the second speech?



## Oral Activity

**Imagine that you are the School Pupils' Leader (SPL). Compere on the Republic Day celebrations in your school.**

**You may include the following in your compering:**

- Welcome address
- Inviting the guests onto the dais
- Importance of the occasion
- Request to continue the proceedings
- Vote of thanks

## B Reading

### Not Just a Teacher, but a Friend

I had nowhere to turn, had nowhere to go  
This is just something I think you need to know  
I don't know what made me trust you  
I still remember the day when I told you what I've been through  
I thought I should run away, go hide in a hole  
But then you really brought out my true soul

As each day grew longer  
Our trust became stronger  
Each time I wanted to cry  
You stayed there right by my side

Then I moved to the next grade  
Boy was I afraid  
That our trust would slowly fade  
But I was wrong  
We are still strong

Even though sometimes you don't have time  
You at least ask me if I am fine  
Even though sometimes I am not  
I feel like I have just been shot  
I smile and say yes I'm alright  
Then I walk away and you're out of sight  
I'll just have to wait  
I still have my fate

I am so glad  
That you were there when I was sad  
And this is what makes you  
Not just my 9th grade teacher, my friend



## Glossary

trust (v)	: believe
hide (v)	: put or keep something in a place where it can't be seen
fade (v)	: something becoming paler or less bright

### Answer the following questions.

1. Why does the student consider the teacher as his friend?
2. How does the teacher take the student out of his gloom?
3. Why does the student fail to estimate the teacher correctly?
4. How does the poet glorify the relationship between the teacher and the student?
5. What qualities does a trustworthy person need to have?
6. Do you think it is a good idea to take an adult's help when you are in trouble or confused?

# Homework

Homework has historically been given to students to reinforce what they learn at school, and ultimately to help them learn the material better. However, too much homework is not helpful, and can be counter-productive. Excessive amounts of time spent on completing homework can take away the kid's social life, family time, and it limits their participation in sports or other activities. The amount of homework a teacher has to give to a student should be restricted.

Critically acclaimed author, Tamim Ansary reports that since 1981, the amount of homework given to an average sixth class child has increased by more than fifty per cent. Many people claim that the increase in homework dates as far back as 1957. The new competition that emerged served as an incentive for schools to try to increase the volume of the curriculum. The amount of homework increases with the increase in class.

Many teachers defend large amounts of homework, claiming that it helps to prepare students for a world that is becoming increasingly competitive. However, Dr. Kralovec, author of 'The End of Homework', argues that doing homework during high school has little or no effect on successful study skills of the students when they join college.

Excessive amounts of homework can be harmful to kids both physically and mentally. A lot of homework usually means a lot of books to carry. Fifty-five percent of the Massachusetts (an institution in the U.S.A.) children, as per the survey by researchers of Simmons College, carry loads heavier than fifteen percent of their body weight,





which is the suggested limit. Carrying large amounts of weight daily at a young age can do a lot of damage because bones are still in development stage. The U.S. Consumer Product Safety Commission has reported that in 1999, more than 800 kids were treated in emergency wards for backpack-related injuries.



Many of these injuries can lead to serious problems later in life including chronic shoulder, neck, and back pain.

The large amount of homework is causing kids in both high school and junior high school to be up until midnight or later. When extracurricular activities such as sports, clubs, etc are added to the picture, kids may even have to wake up early next morning to finish their homework, leaving them with an insufficient amount of sleep. Some parents and teachers argue that it would be beneficial to a child's academics to limit after school activities. However, cutting the time out of the few hours a week teenagers use for exercise, could be a factor in the growing obesity cases.

The number of children who are overweight has doubled in the last two to three decades; currently one child out of five is overweight. These children are faced with more problems in school. Instead of learning and concentrating on their work, many children are developing low self-esteem and even depression because of teasing. The cases of obesity are growing most certainly due to lack of physical exercise. With more and more homework being assigned, kids simply do not have enough time for proper amount of exercise.

Homework also takes away the time that a kid could be spending with his or her family. Rather than spending time bonding and building strong family relationships, parents and children argue over homework. Time is taken away from important aspects of daily life. This time is particularly precious in families with both the parents working. The time spent by such parents with their children is very limited. This time could be better spent going out to dinner as a family, or doing other activities that most families are not able to do because the kids don't have time to take a break from their homework schedule.

When assignments are given carelessly and frequently, it causes students to lose interest in the subject. Negative results can also occur when a student is not able to complete

his or her homework. Many times they will resort to copying the homework, having others do their assignments, or cheating in tests. Bad habits such as these are likely to haunt kids through their lives and have an adverse effect on their moral judgement. Students will, almost always take the easy way, when it comes to homework.

The use of homework is effective when used by the rule “less is more”. Overwhelming kids with loads of homework can cause them stress and possible physical injury. Homework takes away from the small amount of time kids get to spend with their parents and siblings. A limit on their physical and social activities can also take a large toll on their lives, and could hinder their health and future relationships.

This is not to say that homework should be abolished, but it should be limited. The homework should also be creative and interesting so that the child enjoys it.



## Glossary

reinforce ( <i>v</i> )	: make a feeling or an idea stronger
counter-productive ( <i>adj</i> )	: having the opposite effect to the intended
excessive ( <i>adj</i> )	: greater than what seems reasonable
dates ( <i>v</i> )	: exists
curriculum ( <i>n</i> )	: the subjects that are included in a course of study
obesity ( <i>n</i> )	: the state of being very fat
precious ( <i>adj</i> )	: valuable or important
overwhelming ( <i>adj</i> )	: very great
toil ( <i>n</i> )	: hard unpleasant work
hinder ( <i>v</i> )	: to make it difficult for somebody to do something

### I. Answer the following questions.

1. What is the main purpose of giving homework to children?
2. How can excessive homework decrease students' interest in studies?
3. Why do many teachers defend large amounts of homework?
4. How does homework take time away from important elements of daily life?
5. Is the writer in favour of or against homework? Support your answer.



## Project Work

**Conduct a survey to find out the kind of reading material the children like to be included in the textbook which makes the book more interesting.**

Ask them which of the following they enjoy most and complete the table:

comics	poems
biographies	fairy tales
playlets	stories
skits	jokes
scientific essays	news reports
folklore	diaries
songs	magazines
essays	speeches

**Work in groups and consolidate the data you have collected.**

**Collect the data in the given format.**

Sl. No.	Name of the child	Material liked	Title
1.			
2.			
3.			
4.			
5.			

**Prepare a pie chart with the collected data. Analyse the pie chart and name the materials they enjoyed reading.**

## Self Assessment

How well have I understood this unit?



Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. Swami Is Expelled from School			
B. Not Just a Teacher, but a Friend			
C. Homework			
I was able to pick out the synonyms for the words given under 'Vocabulary'.			
I was able to use the phrasal verbs in my own sentences given under 'Vocabulary'.			
I was able to transform the conversation into indirect speech given under 'Grammar'.			
I was able to replace 'so', 'that' and 'it' in the given passage with suitable noun clauses.			
I was able to write my reflections on 'Swami' in a paragraph.			
I was able to construct a narrative on 'Swami'.			
I was able to identify the differences between the two speeches given under 'Listening'.			
I was able to make a speech on Republic Day.			
I was able to write a paragraph based on the data given in the table under 'Study Skills'.			
I was able to prepare a pie chart on the reading material the children liked under 'Project Work'.			

### Point of View

Pertains to who tells the story and how it is told. The point of view of a story can sometimes indirectly establish the author's intentions.

- **Narrator** - The person telling the story who may or may not be a character in the story.
- **First-person** - Narrator participates in action but sometimes has limited knowledge/vision.
- **Second person** - Narrator addresses the reader directly as though s/he is part of the story. (i.e. "You walk into your bedroom. You see clutter everywhere and...")