

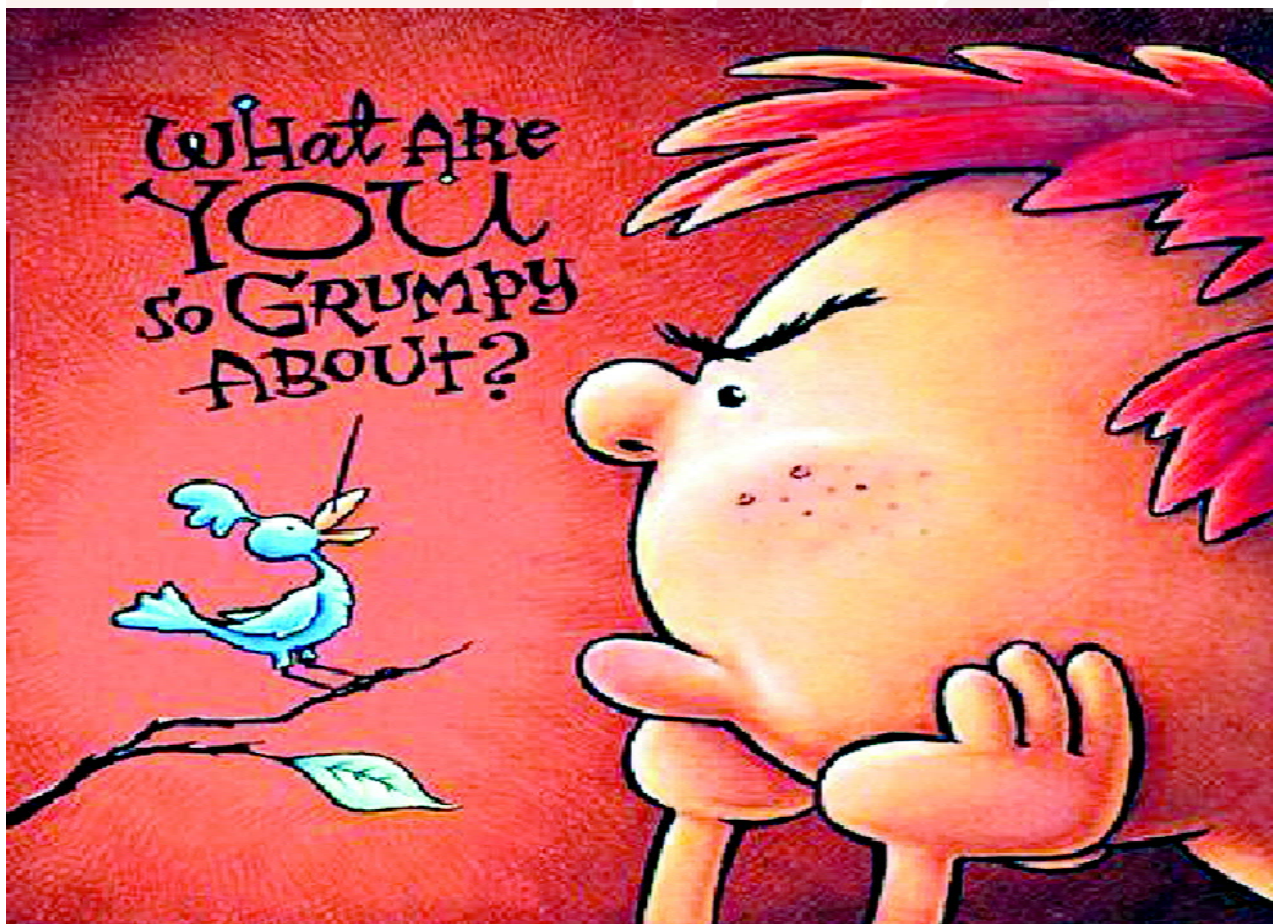
Unit 4

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.

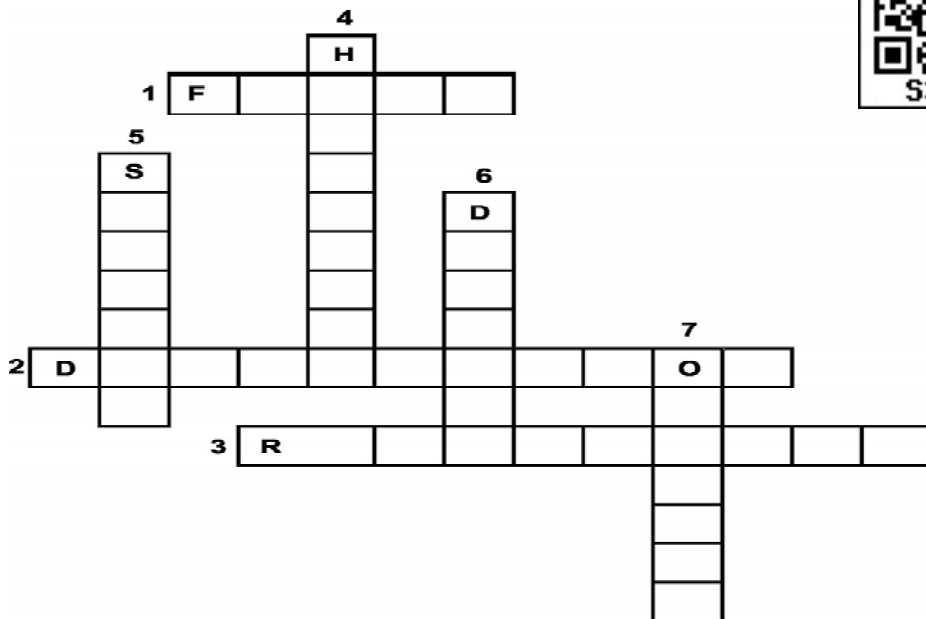
1. What was the mood of the Headmaster when he entered the class?
2. How did Swaminathan react to the questions put by the Headmaster?
3. Why was the peon called? What did he tell about Swaminathan?

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
9thA	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
9thB	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
10thA	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
10thB	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
11thA	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
11thB	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
11thC	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
12thA	Y. Verma	Geography M. Pal	Economics P. Markam	-	Pol. Science R. Sharma	Hindi J.L. Verma	-	English B. Banjare	Environment Y. Verma	Laika Madai	Practical Y. Verma
12thB	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
12thC	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,



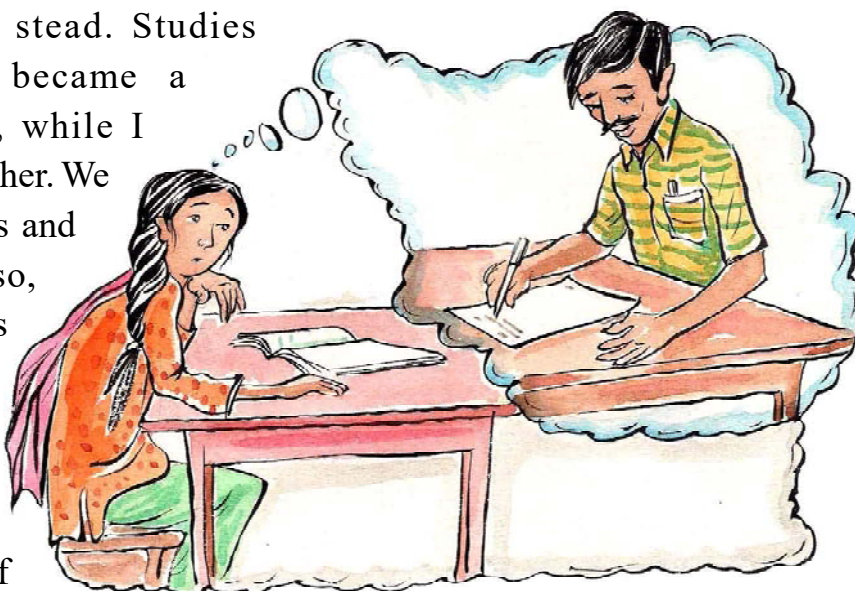
went back to support the family. We left our beloved home and city, moving to my mother's ancestral home in Bangalore.

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

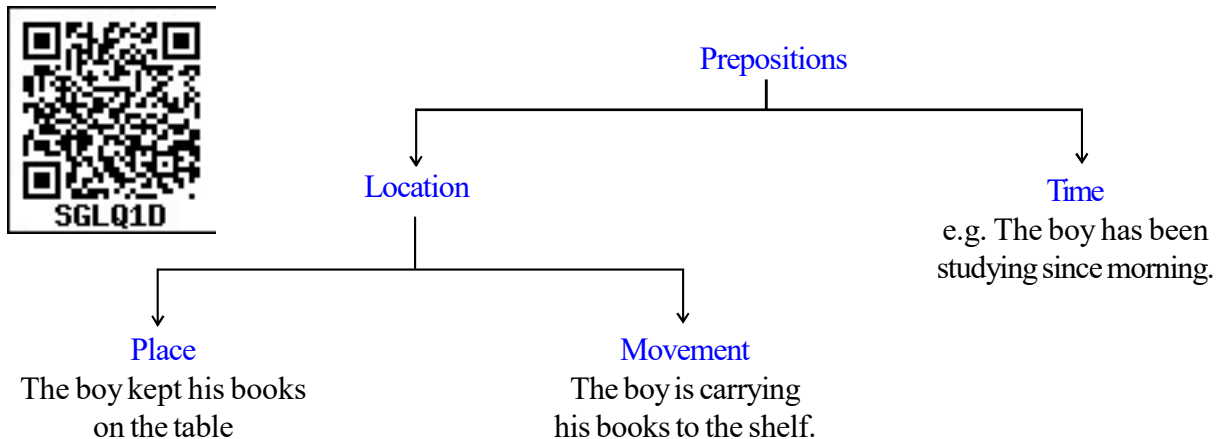
Find out the meanings of these words written above from the dictionary and match them to the situations given below:

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	(P)	in	(P), (T)	before	
along		on		until	
since		beside		between	
for		up		round	
out of		among		during	
past		at		after	
in front of		across		under	
through		from		around	



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 Maharashtra (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.

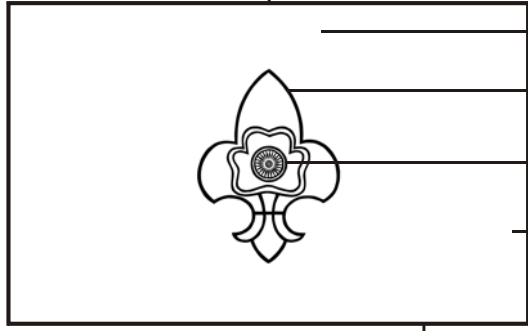
before she shifted to Delhi.

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?

