

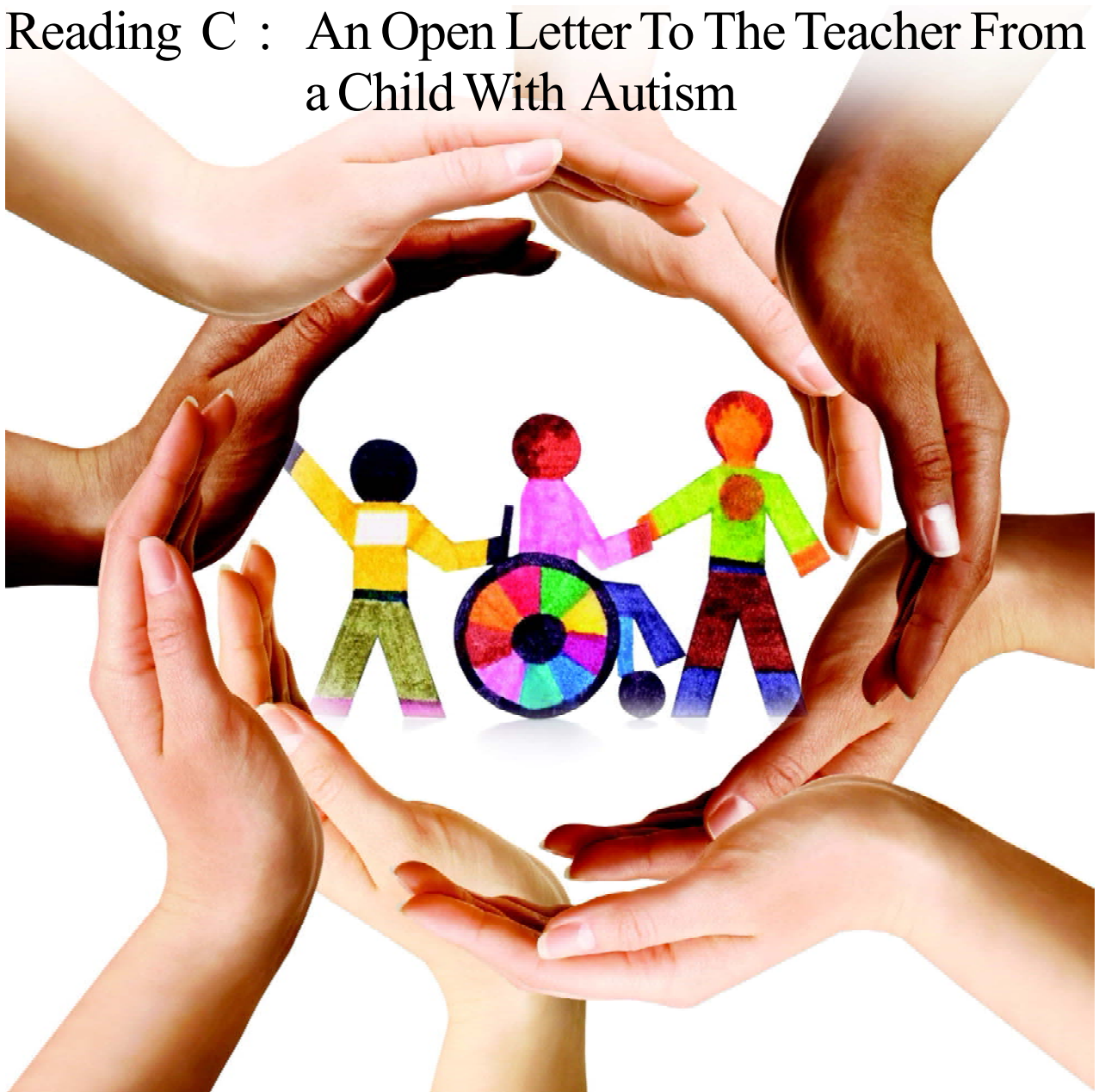
# Unit 3

## Inclusion

Reading A : The Girl Who Asked Why

Reading B : Including All My Friends

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



## Inclusion

### Pre-reading



## We're All Special

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



## Reading A



## The Girl Who Asked Why

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

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

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

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

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

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

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

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

The girl again asked, “Why?”

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

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

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

She asked, “Why?”

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

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

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



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

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

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

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



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

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

“Preposterous!” screamed someone.

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

“Stop her! It’s a sin against god.”

Everybody looked at the king for a solution.



The king pondered for a moment.

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

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

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

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

The king gave a little chuckle.

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

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

“Why?” asked the girl.

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

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

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

The girl ignored him.

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

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

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

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

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

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

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

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

“Says who, Sir?”

“It is written in the hymns.”

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

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

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

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

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

“They noticed” said the elderly scholar, irritated.

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

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

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

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

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

The atmosphere was tense.

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

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

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

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

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



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

Nobody knows for sure what happened to the girl thereafter.

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

### About the author



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

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

### Meanings in context

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

### Comprehension

**I Tick (✓) the correct option.**

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

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

**2. The parents believed that the girl should marry**

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

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

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

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

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

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

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





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

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

**III. Answer the following questions.**

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

### Vocabulary



RP6UF7

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

1. She surpassed her father in knowledge.
  - a) defeated
  - b) bypassed
  - c) equaled

**2. The king wanted to compile all the knowledge.**

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

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

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

**4. The king gave a little chuckle.**

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

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

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

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

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

## Grammar

**Read the following.**

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



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

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

There are many purposes for which infinitives are used.

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

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

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

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

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

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

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

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

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

#### The Fox and the Goat

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

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

Then the fox said, "I have an idea. You stand on your hind legs. I'll climb on your head and get out. Then I shall help you come out too." The goat was innocent enough \_\_\_\_\_ (understand) the shrewdness of the fox and did as the fox said and \_\_\_\_\_ (help) him get out of the well. While walking away, the fox said, "Had you been intelligent enough, you would never have got in without seeing how \_\_\_\_\_ (get) out."

## Listening

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

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

## Speaking

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

*swing, seesaw, girls, boys, parallel bars, single bar, crutches, dark glasses.*

*go up and down, push, enjoy, swing.*

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



## Reading B



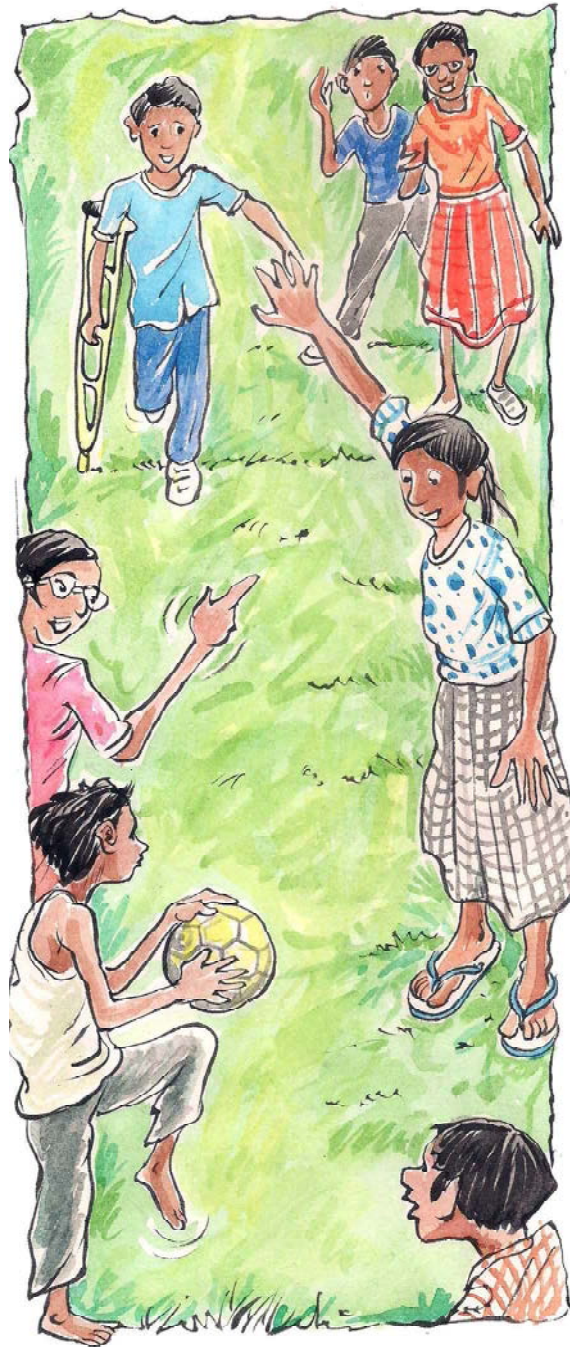
## Including All My Friends

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

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

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

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





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

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

**Randy Bassett**

### About the author

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

### Meanings in context

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

### Comprehension

#### 1. Tick (✓) the correct alternative.

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



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

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

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

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

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

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

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

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





## An Open Letter To The Teacher From a Child With Autism

*My 13 year old son Louie, a child with autism, has decided to write an open letter to a teacher. He didn't know where to start, so I asked him what he likes and does not like about school. I asked him what a teacher should and should not do. I asked him how he feels in school and what type of help he needs. In the*



*communications between home and school, the student's voice is sometimes lost. But this is the most important voice. Louie was not always able to express his thoughts orally or on paper. That's why I feel honored to hear his voice now.*

### **Dear Teacher,**

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

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

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



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

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

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

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

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

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

**Your friend,**

**Louie**

**(Posted by Karen Wang)**

### **About the author**

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

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

### **Meanings in context**

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

## Comprehension

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

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

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

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

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

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





**4. Answer the following questions.**

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

**Vocabulary**



**Words can be used in more than one way.**

**Here are some examples.**

He gave me a *present*. (gift)

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

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

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

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

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

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

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

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

**Grammar**



**Use of 'while' and 'when'**

"I get distracted when people move around"

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

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

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

Now look at the following sentences.

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

**While** I was bathing, the bell rang.

**While** she was talking, the dog was barking loudly.

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

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

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

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

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

**I washed the dishes *while* my daughter slept.**

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

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

## Writing

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

Dear Louie

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

With love

Your teacher

Mary

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



## Study Skills

Look at the following advertisement and answer the questions.

### कर्मचारी राज्य बीमा निगम

(श्रम एवं रोजगार मन्त्रालय, भारत सरकार)

EMPLOYEES' STATE INSURANCE CORPORATION  
(Ministry Of Labour & Employment, Govt. Of India)

क्षेत्रीय कार्यालय

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

Phone/Fax : 0771 - 2254589



REGIONAL OFFICE

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

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

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

**LAST DATE FOR RECEIPT OF APPLICATION IS 31.10.2015**

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

#### **A. POST & VACANCIES**

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

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

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

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

## Project Work

### Social Interaction Checklist

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

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

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

**Grading :** Upto 6 Major need for social interaction

7 - 12 Below balance in social interaction

13 - 18 Balanced level of social interaction

19 - 24 Above balanced level of social interaction

25 - 30 High level of social interaction



## PRACTICE EXERCISE - III

Link Unit : Inclusion

### I. Read the following passage.

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

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

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

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

Nobody knows for sure what happened to the girl thereafter.

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

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

### 1 . Write true or false against each sentence.

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

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

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



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

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

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

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

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

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

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

**3. Answer the following questions in brief.**

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

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

worthy + ness - worthiness

discuss + ion - discussion

doubt +ful -doubtful

beauty + ful - beautiful

bright + ness - brightness

include+ sion - inclusion

care+less - careless



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

Nouns-----

Adjectives -----

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

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

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

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

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

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

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

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

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

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

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

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



**7. Now look at the following questions.**

Does he know the traffic rules?

Can you do this job?

May I enter the class?

Did you learn to cook?

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

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

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

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



\_\_\_\_\_



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

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

Some of these people are:

the *safaiwala*

the washerman

the cobbler

the barber

the visually handicapped vendors/hawkers

the watchman

You can say it as:

I'm thankful to the *safaiwala* because \_\_\_\_\_

*You can use the following hints.*

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

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

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





## **II. Read the following passage.**

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

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

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

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

### **1 . Fill in the blanks with correct options.**

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

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

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

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

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

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

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

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

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

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

## 2. Answer the following questions.

i. What happened after Helen became seriously ill?

.....

.....

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

.....

.....

iii. Why did Helen feel lonely?

.....

.....

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

.....

.....

v. How did Helen learn finger spelling?

.....

.....



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

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

### 4. Speak in favour or against the following topics.

Here is an example of such a debate:

**Topic:** Boys should also do household chores .

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

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

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

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

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