

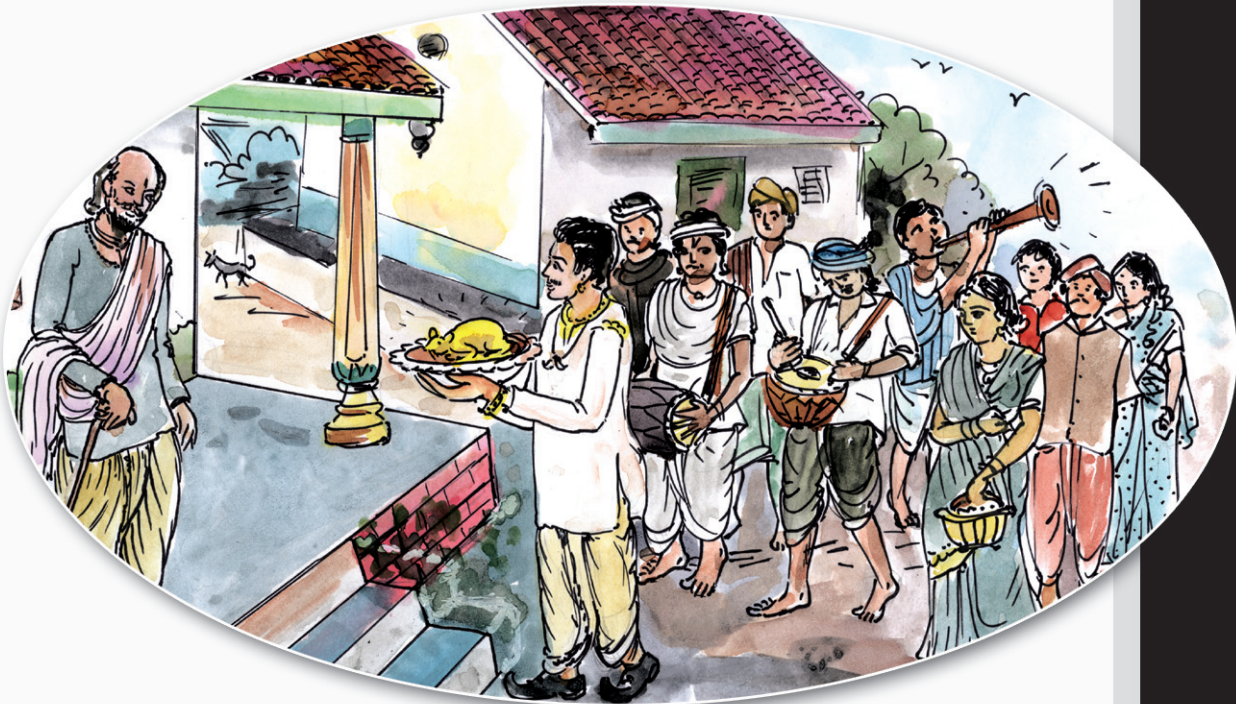
Unit 6

Reading A : Dr. Dwarakanath Kotnis

Reading B : Be Thankful (Poem)

Reading C : The Dead Rat

Gratitude



Gratitude

Read the newspaper headline given below and answer the questions that follow.

International Nurses' Day: President gives away Florence Nightingale Awards



President Pratibha Patil giving away Florence Nightingale Award to S. Hoikholing on 12th May 2012.

1. Why are the nurses given awards in the name of Florence Nightingale?
2. Do you know the name of any Indian who may have rendered any significant services in another country and is still remembered and honoured by the people there?



A Reading

Dr. Dwarakanath Kotnis

No other Indian can claim the kind of adulation and respect Dr. Dwarakanath Kotnis enjoys in China. Coming from a family of doctors, Dr. Kotnis had always dreamt of becoming a physician. And the War of Resistance gave him the perfect opportunity to make himself useful in the battle field. He dedicated his entire life working as a battlefield doctor in China and rendered his selfless service to the injured Chinese soldiers during the Second Sino-Japanese War. Dr. Kotnis' contribution towards humanity will be remembered for ever.

Dr. Dwarakanath Kotnis was born in a lower middle class family on October 10, 1910 in Sholapur, Mumbai. A vivacious kid by nature, Dr. Kotnis forever aspired to become a doctor. After completing his graduation in medicine from G. S. Medical College, Bombay, he went on to pursue his post-graduation internship. However, he put aside his post-graduation plans when he got the chance to join the medical aid mission to China.



Dr. Kotnis always wanted to travel around the world and practise medicine in different parts of the globe. He started his medical expedition in Vietnam, and then, moved on to Singapore and Brunei. In 1937, the communist General Zhu De requested Jawaharlal Nehru to send Indian physicians to China during the Second Sino-Japanese War to help the soldiers. The President of the Indian National Congress, Netaji Subhash Chandra Bose accepted the request and made arrangements to send a team of volunteer doctors. A medical team of five doctors was sent as a part of Indian Medical Mission Team in September 1938. The medical team comprised of M. Atal, M. Cholkar, D. Kotnis, B.K. Basu and D. Mukerji. After the war, all other doctors except Dr. Kotnis, returned to India. However, Dr. Kotnis decided to stay back and serve at the military base. He initially started his work in Yan'an and then went to the anti-Japanese base area in North China where he worked in the surgical department of the Eighth Route Army General Hospital as the physician-in-charge.



It was while working with the soldiers that Dr. Kotnis lost his heart to a Chinese woman, Guo Qinglan. They were working in the same hospital. Dr. Kotnis was a doctor and Guo, a nurse. In November 1941, Kotnis married Guo and a son was born on August 23, 1942. They named the boy “Yin Hua” combining the Chinese characters “Yin” for India and “Hua” for China.

He worked as a lecturer for sometime in the Military area at the Dr. Bethune Hygiene School. He took over the post of the first president of the Bethune International Peace Hospital after Dr. Norman Bethune passed away.

During a long-drawn out battle against Japanese troops in 1940, Dr. Kotnis performed operations for 72 hours non-stop without any sleep and his small team conducted 50 operations everyday for a fortnight. In those harsh times, Mrs. Guo proved an ideal soul-mate but was modest about her contribution. Dr. Kotnis played a major role in controlling a virulent strain of plague that hit Chinese soldiers. In the process, he did not fall back from trying out a vaccine on himself. The hardships of suppressed military life and the stresses that were especially relevant to the front-line doctors finally began to tell on Dr. Kotnis. He died of epilepsy on December 9, 1942 at the age of 32, and was buried in the Heroes Courtyard, Nanquan Village.

In order to cherish the memory of Dr. Kotnis, the Chinese government built a memorial



hall for him in Shijiazhuang city, Hebei Province in 1976. No single Indian has been so much revered by ordinary Chinese as this doctor from a middle class family in Northern India. Along with the Canadian Dr. Norman Bethune, he continues to be revered by the Chinese people. In April 2005, both their graves were covered completely in flowers donated by the Chinese people during the Qingming Festival, a day used by the Chinese to

commemorate their ancestors. A small museum there has a hand book which contains words that Kotnis wrote in his “Passage from India to China”, some of the instruments that the surgeons used at their time and many photographs of doctors.

Both China and India honoured him with stamps in 1982 and 1993 respectively.



On a later occasion, Kotnis' family stood before his grave in North China Martyrs' Memorial Cemetery, Hebei Province. The family also toured Shijiazhuang and visited the Dr Bethune International Peace Hospital, where Kotnis once served as its director. In exclusive interviews with China Daily in Beijing and Shanghai, the family members shared their memories of the doctor, not only as a hero but also as a loved brother, husband and an adventurous young man.

“He was vivacious, and liked singing. Sometimes I couldn't stop laughing when he told jokes,” said Guo, recalling Kotnis with a smile.

The tragic tale was to continue even after Dr. Kotnis' death. Their son Yin Hua who was three months old when Dr. Kotnis died, also passed away when he was just 25. Mrs. Kotnis moved to Dalian in the 60s and lived there since. Despite the two premature deaths Mrs.

Kotnis never let weeds cover her India connection. She visited the country at least half a dozen times and maintained her links with the Kotnis family.

Mrs. Kotnis had been an honoured guest at many high-level diplomatic functions between China and India such as the banquet Dalian Mayor Bo Xilai hosted for then Indian President K.R. Narayanan in June 2000 and during the visit of then Indian Prime Minister Vajpayee to Beijing in June 2003. She was a regular invitee at the Indian Embassy functions in China. In November 2006, she accompanied Chinese President Hu Jintao on a state visit to India. She died on 28 June 2012.

While Kotnis is venerated in China, with textbooks recounting his story to children and a Beijing hospital even creating a medical team in his memory, very little is known of



him in the land of his birth. ‘Few in Mumbai or the rest of the country know about the doctor who served in China during the 1938 Sino-Japanese war and died there in 1942,’ says his septuagenarian younger sister Vatsala.



However, Dr. Kotnis became famous in his hometown after his death with the publication of his best-selling biography “One Who Never Returned” written by a film journalist, Khwaja Abbas Ahmed in 1945 and the screening of the 1946 classic Bollywood movie “Dr.Kotnis Ki Amar Kahani”, directed by V.Shantaram.

Echoing Vatsala is Leena Fernandes, the general secretary of the Mumbai chapter of the Indo- China Friendship Association: ‘Friendly ties between India and China have their own significance, even on a humanitarian level. The selfless service rendered by Dr. Dwarakanath Shantaram Kotnis, a proud son of India, during the Sino-Japanese war and to wounded Chinese soldiers is an evergreen symbol of the human relationship between the people of India and China.’

Added Kotnis’ elder sister Manorama, sitting in their 60-year apartment crowded with Chinese memorabilia: ‘Had it not been for the renowned filmmaker V. Shantaram and the Amar Chitra Katha comic book and maybe a few others, Indians would have never known how our brother, who served in Mao Zedong’s Red Army, saved lives during the war.’



Glossary

adulation (<i>n</i>)	:	admiration; praise
vivacious (<i>adj</i>)	:	cheerful
virulent (<i>adj</i>)	:	dangerous
shy away (<i>phr.v</i>)	:	avoid something that you dislike
epilepsy (<i>n</i>)	:	a disease of the nervous system that causes a person to fall unconscious
revered (<i>v</i>)	:	respected or admired deeply
commemorate (<i>v</i>)	:	keep a great person, event etc. in people's memories
venerated (<i>v</i>)	:	respected
septuagenarian (<i>n</i>)	:	a person who crossed 70 years
memorabilia (<i>n</i>)	:	objects that are collected in memory of persons and events



Comprehension

I. Answer the following questions.

1. Why was Dr. Kotnis sent to China?
2. What was Dr. Kotnis' contribution to the Dr. Bethune International Peace Hospital in China?
3. Why did Dr. Kotnis opt to stay back in China?
4. How did the Chinese show their gratitude towards Dr. Kotnis?
5. Why was Mrs. Kotnis a regular invitee at the Indian Embassy functions in China?
- *6. What sort of person, do you think, was Dr. Kotnis? What are your impressions about him?

II. Read the passage about Dr. Kotnis again and fill in the form given below.

1. Name :
2. Year of birth :



3. Place of birth :
4. Occupation :
5. Nationality :
6. Wife's name :
7. Places of work and the positions held :
8. Honours given by China and India :
9. Date of death :



Vocabulary

I. Here are some of the words that are related to the word 'doctor'.

In how many ways can you classify the following words?

neurologist	MBBS	syringe
treatment	white coat	ambulance
MD	crocin	clinic
physician	hospital	patient

- profession : physician
specialization : neurologist
qualification : MBBS, MD
dress code : white coat
medicines : crocin
place of work : clinic, hospital
service : treatment
tools : syringe
related vehicle : ambulance
target group : patient

Mapping these meanings through words is called **semantic mapping**. A set of words related in meaning are said to belong to the same semantic field.

e.g. bus, driver, conductor, ticket etc.



Write four words that belong to and that you can associate with the following words.

- | | | | | |
|---------------|-----|-----|-----|-----|
| 1. space | (a) | (b) | (c) | (d) |
| 2. business | (a) | (b) | (c) | (d) |
| 3. occupation | (a) | (b) | (c) | (d) |
| 4. travel | (a) | (b) | (c) | (d) |

II. Read the sentence given below.

Dr. Kotnis lost his heart to a Chinese woman.

What does the expression 'lose heart' mean?

'Lost his heart' means 'fell in love'.

Here is one more expression using the word 'heart'.

'Eat your heart out'. (*suffer from envy or jealousy*)

e.g: I am going to New York next week. Eat your heart out!

e.g: When he hears about your promotion he will eat his heart out.

III. Match the following.

- | A | | B |
|---------------------------------------|-----|-----------------------|
| 1. have a heart | () | sadness |
| 2. broken heart | () | no feelings |
| 3. heavy heart | () | a very deep thank you |
| 4. take to heart | () | be merciful |
| 5. a heart of stone | () | lost love |
| 6. thanks from the bottom of my heart | () | take seriously |



Grammar

Coordination is a grammatical process by which two or more words, phrases or clauses of the same rank are conjoined.

A conjunction that joins parts of a sentence (words, phrases or clauses) that are grammatically equal or similar in importance and structure is called a **Coordinating Conjunction**.

e.g: and, but, or, nor, for, yet, so.



Coordinate Conjunctions: and, but, or, yet, so, neither..nor, either..or, not only..but also, both etc.

Subordinate Conjunctions: when, before, after, since, while, as, till, until, whenever, as long as, as soon as, no sooner..than, scarcely.... then, hardly ... when, wherever, because, in order that, so..that, if, though, even though, whereas, as if, whether..or etc.

Compound sentence and Complex sentence

Observe the following sentences.

1. Dr. Kotnis was a doctor and Guo, a nurse.
2. I could not stop laughing when he told jokes.
 - What are the main clauses in each sentence?
 - How many subordinate clauses are there in sentences 1 and 2?

Dr. Kotnis was a doctor and Guo, a nurse. (two main clauses)

I could not stop laughing when he told jokes. (one main clause and one subordinate clause)

‘I could not stop laughing’ is a main clause, ‘when he told jokes’ is a subordinate clause.

- A sentence which consists of two or more main clauses combined with coordinate conjunctions is called a **Compound Sentence**.
- A sentence which consists of one main clause and one or more subordinate clauses combined with subordinate conjunctions is called a **Complex Sentence**.

Read the following sentences. Identify the clauses and say whether they are main clauses or subordinate clauses.

1. John suffers from Asthma but attends school regularly.
2. We like songs but they like games.
3. Japan attacked China in 1937 and wounded many soldiers.
4. If the rain stops, we will go out.
5. She was unhappy or she was upset.
6. The shops were closed because there was a strike.



Writing

Developing Headlines.

When writing a news report for a newspaper, or your school News Board, the headline is the first and foremost impression you make on your reader. Therefore, writing a headline is a critical and creative art.

Most of the people read only the headlines while reading a newspaper, to get the gist of the news.

- Headlines often contain a noun phrase with no verb.
- Head lines may have noun strings (several nouns put together).
- Various changes are made in the headlines.
- The simple tense form is used instead of the continuous or perfect form.
- The infinite form refers to the future.
- The auxiliary verb is dropped in the passive form.
- Articles are dropped; full-stops are not placed after headlines.
- Head lines may contain initials and abbreviations.

e.g: Prime Minster's advice

e.g: Man snatches woman's chain

e.g: Andhra Pradesh State Board Examination results declared

e.g: Hyderabad celebrates kite festival

e.g: Chief Minister to inaugurate Craft Bazaars

e.g: Passengers injured seriously in Nellore train accident

e.g: India to host SAARC meet in U.P

I. Now write a headline for each of the following news reports. Remember to pick out only the main idea or words from the sentence.

Hyderabad: with an alarming rise in cases of missing people, especially women and children since 2009, the Andhra Pradesh Police have stepped up measures to trace them in co-ordination with various agencies and police forces.

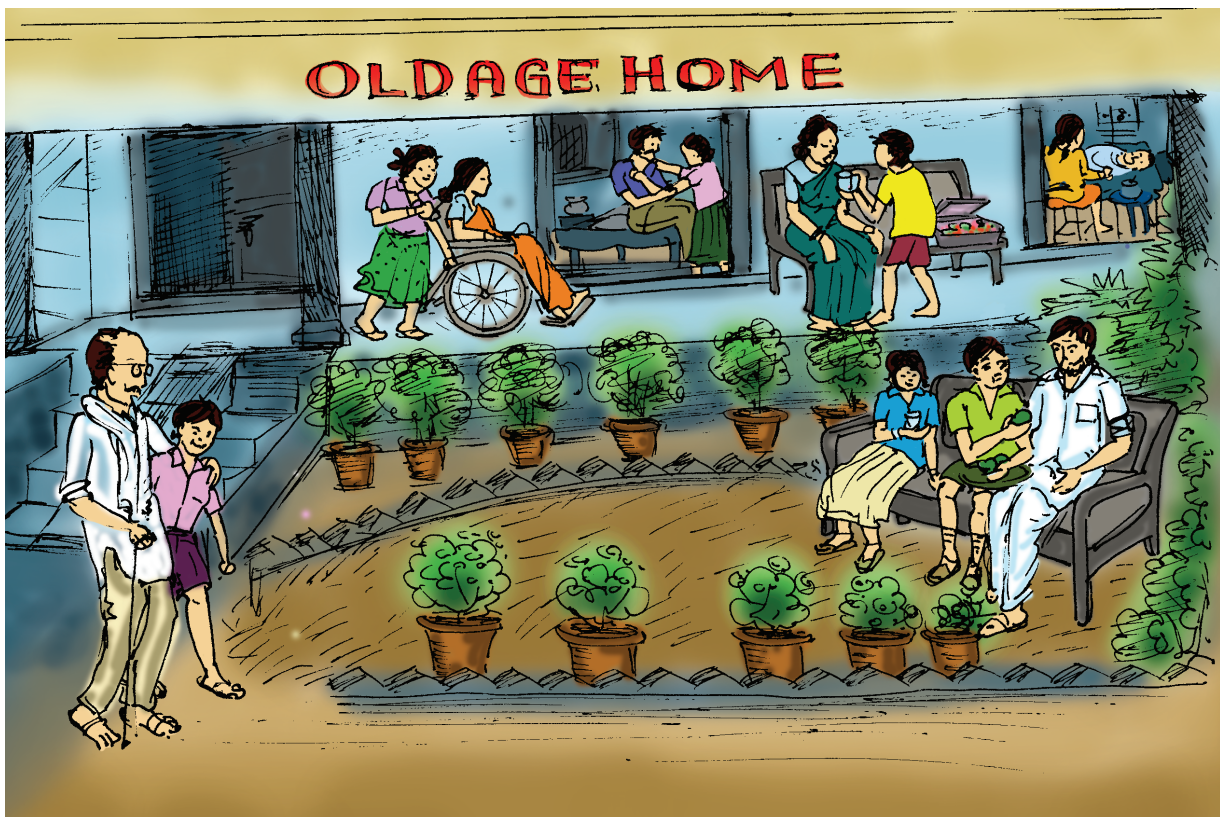


The full moon that rises on this Friday night, August 31, 2012, will be a Blue Moon. That's what it has been dubbed as in modern folklore of the west. But will it actually be blue?

“ If you look at the last three months, I am really practising well. I am looking forward to playing my first game after a year.”

Next time your cell phone runs out of battery, you can charge it by just holding it in your hands as the scientist claims to have developed a new technology that turns body heat into electricity.

II Look at the picture where students are serving in an old age home.



Discussion points.

1. Do old people go to old age homes on their own or are they forced to go there?
2. What are the conditions which make people leave their own homes and go to an old age home?



3. In what way are the conditions at an old age home different from those at home?
4. Are there any ways to prevent old people from going to old age homes?

III. Now write an article based on the following hints.

- What are old age homes?
- Why do old people go there?
- Facilities at old age homes
- Compare facilities at home and old age homes



Listening

Listen to your teacher. She/he will read out an announcement made by the headmaster of a Govt. High School. Answer the following questions.

1. What is the announcement about?
2. Who are the special guests joining their mission?
3. What are the students asked to do in the programme?
4. Why does the headmaster call it a mission?



Oral Activity

If you get an opportunity to propose a 'Vote of Thanks' after completing the Enrolment Drive Programme, how would you do it?

Prepare '**Vote of Thanks**' to thank Mr. Rajkumar, Mrs. Christina, and all other participants.

Clues:

- Introduction of the programme
- About the participants and the service they offered during the programme.
- Their role in making the programme a great success.
- Thanking each and everyone referring to their role in the programme.
- Requesting the extension of their service in future.

B Reading

Be Thankful

Be thankful that you don't already have everything you desire,
if you did, what would there be to look forward to?

Be thankful when you don't know something,
for it gives you the opportunity to learn.

Be thankful for the difficult times,
during those times you grow.

Be thankful for your limitations,
because they give you opportunities for improvement.

Be thankful for each new challenge,
because it will build your strength and character.

Be thankful for your mistakes,
they will teach you valuable lessons.

Be thankful when you're tired and weary,
because it means you've made a difference.

It's easy to be thankful for the good things,
a life of rich fulfillment comes to those who
are also thankful for the setbacks.

Gratitude can turn a negative into a positive.

Find a way to be thankful for your troubles,
and they can become your blessings.



Comprehension

Answer the following questions.

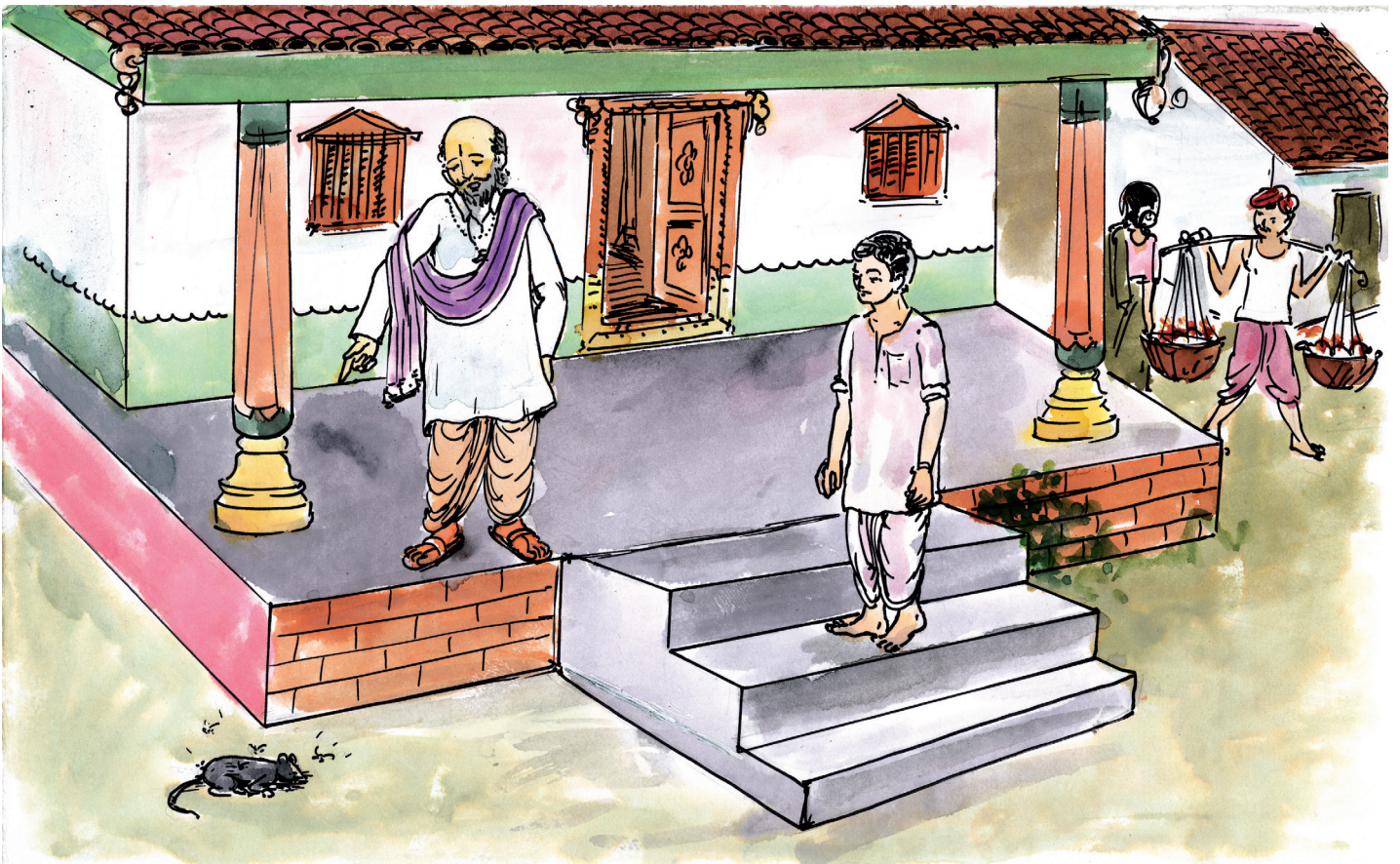
1. The poet depicts different situations/aspects of life where we need to be thankful. What are they?
- *2. Do you agree to the poet's ideas? Yes / No? Give reasons.
- *3. How do difficulties help us grow? When will troubles become blessings?

The Dead Rat

In the city of Ujjain there was a young merchant named Madananka. He lost his father when he was in his teens. So, it was his mother who brought him up with great affection and love. Unfortunately, he turned out to be a vagabond. His mother hoped that he would become normal and settle down if he was married, and so, she found a suitable girl and they were married. But Madananka became worse.

One day, Madananka absconded from his house, deserting his mother and pregnant wife. His mother grieved for him. The daughter-in-law after some time gave birth to a son. He was named Ratnanka. Though poor, Ratnanka was brought up with affection and care and given good education.

One day, when he was ten years old his grandmother said to him, “My lad! Your father left all of us in misery. We two women have brought you up with whatever little money and jewellery we had. Now, we don’t have anything to fall back upon. You are quite





grown up, so you take up some business to eke out a living. In the neighbouring village there is a well-to-do merchant named Yakshadatta, who lends money to the poor but capable persons. You go to him. Explain to him our condition and borrow some money so that you can start some business for our livelihood.”

Following the instructions of his grandmother, Ratnanka went to Yakshadatta. At that time Yakshadatta, the rich merchant, was taking a stroll. Knowing him to be Yakshadatta, Ratnanka approached him and said, “Sir, I am a poor merchant boy. My father deserted us before I was born. My grandmother and my mother have brought me up with great difficulty. We have heard of your fame and generosity in helping people of our poor status. I request you to lend me some money for business and I promise to repay the amount soon.”

Hearing Ratnanka, Yakshadatta laughed, looked around and pointing towards a dead rat lying in the street, said, “Lo my boy! That dead rat is the capital which I can lend you. You take it away and do some trade with it. To an intelligent man it will fetch millions and even if I give millions to an unintelligent man it will be of no use. Ratnanka thought for a minute and then took the dead rat as a favour from Yakshadatta. He made a cup out of a leaf and placed the dead rat in that cup. He carried it through streets crying, “A rat for sale!” One merchant, who was taming a cat in order to get rid of the rats that were a menace in his shop, purchased that dead rat as prey for his cat and gave him a handful of bengalgram.

Ratnanka took the bengalgram home and soaked it in water. Next morning, he added some salt and pepper to the soaked and swollen bengalgram, took drinking water in an earthen pitcher, went outside the city and sat under the shade of a tree and offered each woodcutter some bengalgram and cold water. The hungry and thirsty woodcutters were pleased with Ratnanka’s service, gave him two pieces of firewood each. By evening the pieces piled up into a big heap, which Ratnanka sold away for two rupees in the city. Out of the two rupees Ratnanka gave one to his grandmother towards savings and with the other rupee purchased a *Kuncham* (a kind of measuring unit for grains) of bengalgram. Out of this he soaked one kilo everyday and sat under the same tree with cold water. In this way he collected many cart-loads of fuel within a month. Fortunately, there were incessant rains for ten days and as a result there was a scarcity of firewood in the city. The firewood which Ratnanka had collected fetched him a hundred gold coins. With that money Ratnanka opened



a firewood stall and began dealing in timber. From timber to cloth, from cloth to grain and from grain to diamonds, his business progressed rapidly. Within a couple of years Ratnanka became one of the leading merchants in that city.

One day, Ratnanka got a rat made of gold, weighing one kilo. Its eyes were made of rubies, ears of sapphires and it had a diamond chain round its neck. It was kept in a silver trap and carried in a procession with pomp. Ratnanka was leading the procession. When he reached the residence of Yakshadatta, he asked the procession to halt. Hearing the band and the noise of the procession, Yakshadatta came out of his house and enquired what all that pomp and hub-bub was about.

Ratnanka addressed Yakshadatta thus: “Sir, I became a millionaire by your grace. Two years back when I came to you for a loan you gave me a dead rat. Your wise saying and the capital which I borrowed from you made me a rich man. Now I have come to repay your debt in the shape of a golden rat. Kindly accept this as a symbol of my gratitude.”

Yakshadatta was amazed to hear his story. He was very pleased with the intelligence and gratitude of Ratnanka.

- P.C. Roy



Glossary

- vagabond (*n*) : a person who has no home and usually no job, and who travels from place to place
- abscond (*v*) : escape; or to go away suddenly and secretly in order to escape
- stroll (*n*) : a slow, relaxed walk
- generosity (*n*) : the nature of giving money, time, gifts, etc.
- eke out (*phr.v*) : earn
- menace (*n*) : something that is likely to cause harm
- incessant (*adj*) : never stopping, especially in an annoying or unpleasant way



Comprehension

Answer the following questions.

1. What did the mother do to make Madananka normal and settled in life?
2. What kind of man was Yakshadatta?
3. What did Ratnanka do with the dead rat?
4. How did the firewood which Ratnanka had collected fetch him a hundred gold coins?
5. How did Ratnanka show his gratitude to Yakshadatta?
6. How did Ratnanka help the woodcutters?



Study Skills

Read the biographical write up on Dr. Kotnis again and write the timeline of the events referred to, in your notebook. A few events are shown here.

1. 1910 – Kotnis was born
...
2. 1976 – Chinese Government built a memorial hall for Dr. Kotnis
...



Project Work

There are many old age homes in our society. Visit any one of them and interview any two persons.

Before you conduct an interview, prepare a questionnaire centred around the following items.

1. Name
2. Age
3. Gender
4. Social background
5. Reasons for coming to the old age home
6. Food served
7. Opinion about old age home
8. Other care
9. Improvements suggested

Write a report based on the interview and present it before the class.

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. Dr. Dwarakanath Kotnis			
B. Be Thankful			
C. The Dead Rat			
I was able to know the meanings of phrases and write them in my own sentences given under 'Vocabulary'.			
I was able to identify and understand combining the sentences with coordinate and subordinate conjunctions given under 'Grammar'.			
I was able to identify and write the headlines of news given under 'Writing'.			
I was able to write an article given under 'Writing'.			
I was able to prepare a vote of thanks given under 'Oral Activity'			
I listened to and understood 'An Announcement in a School' and answered the questions given under 'Listening'.			
I was able to interview old people and write a report given under 'Project Work'.			



Appendix I

Texts for Listening

Unit 1

An Announcement on the Radio.

Prashanth, a thirteen year old boy has been missing since last Sunday. The boy is in blue trousers and pink T-shirt. He can speak Telugu, Hindi and English. He has fair complexion. He is fond of movies. His parents are much worried about him. Whoever finds Prashanth will be rewarded. You may contact the Sub- Inspector of Police, Vidya Nagar, Thiruvananthapuram. (Mobile No. 99XXXXXX00)

Unit 2

Homeless Child

No mother no father
neither shoes nor a bed.

He lives in a street
on pavements of a road.

He is just ten
looks pale and thin.

He has so small a dinner
sometimes, he dines on the smell.

And even if he is starving to death
nobody comes to feed him.

As the sun rises and rays shoot him,
he is exposed to child labour.

Tears start rolling down his cheeks
there is nobody to comfort him.

And even if he is dead
There is nobody to worry about him.



Unit 3

Lal Bagh

Dear Students, now we are in Lal Bagh Garden, Bangalore. It means “The Red Garden” in English. It is one of the famous gardens in India. It is located to South of the city centre and Bangalore’s main attraction.

Hyder Ali, the ruler of Mysore commissioned the building of the garden in 1760. His son, Tipu Sultan, completed it by importing trees and plants from several countries. The garden has over 1,000 species of flora. The garden is spread over 240 acres. The Glass House is the main attraction in this garden, modelled on London’s Crystal Palace.

Look there, you can see a 300 year old “Christmas Tree”. There are many such old trees we can find in the garden. Children, look there, you can find the scientific name tag to each tree.

Now we are moving towards the Rose Garden, which is another highlight of Lal Bagh. It has almost all the species of roses available worldwide.

Now we are at the giant Electronic Quartz Flower clock built by HMT. In this garden flower shows are conducted every year to educate people about different flora and help cultivate the habit of growing plants among the public.

Unit 4

The News

This is All India Radio, giving you the news. The headlines. The Government of AP all set to declare a new art & cultural policy. A new cultural programme to be launched to show the Government’s commitment to cultural development of the state. Exhibitions and other activities to mark the new programme.

The news in detail

The Government of AP is all set to declare a new art and cultural policy. The policy is expected to stress the development of arts and crafts of the state. The Chief Minister is expected to announce the policy today at Ravindra Bharati, Hyderabad.



As per the Government sources, a drive under this programme will benefit the artists of Kuchipudi, Burrakatha, Oggukatha and Harikatha. Puppet shows would be made compulsory in all the Government organized programmes, they said.

According to the Handicrafts Minister, 51 new cultural centres would be started to boost the sales of Nirmal, Etikoppaka and Kondapalli toys. He also stated that handloom weaving would be given due importance. Dharmavaram, Pochampalli, Venkatagiri, Mangalagiri, Ponduru weavers would get interest free loans.

The headlines once again. The Government of AP all set to declare a new cultural policy.

That's the end of this news bulletin.

Have a good day!

Unit 5

Education of the Girl Child Is a Burden

Speaker1: Respected Chairperson, honourable Judges and dear friends, I stand here to express my views for the motion, 'Education of the girl child is a burden'. I would like to state that the education of the girl child is indeed a burden. In a poor family the main concern for the head of the family is to provide food, clothing and health to all the members. Most of their resources are used for these priorities. Later, when they think of education, the first preference goes to the male child as he would be growing to be the breadwinner of the family, whereas the girl would leave the family one day. So, I feel that educating the girl child is a burden.

Speaker 2: Respected chairperson, honourable Judges and dear friends! My knowledgeable opponent is of the opinion that the education of the girl child is a burden. May I ask how education of the girl could be a burden when she is an equal partner in sharing the responsibilities and duties? If given a chance, she will be sharing the burden of the family at least till she gets married. So, I strongly oppose the motion.

Speaker 1: When my opponent feels that the girl child would leave the family one day after marriage, can't we agree that it is a waste of money to educate a girl child? Instead, the families can save the money to bear the expenses of her wedding. Yes, surely the girl can reduce the burden not by earning after education but by managing the household



work. As her duty in the later part of life is to look after the family and children, she better gets practice in the same. If she is away from home for longer periods, it would be an additional burden on the family.

Speaker 2: My friend said, the future of the girl child is to look after the family and children. Haven't such traditional gender roles led to inequalities in the society? I strongly feel that an educated girl can render financial assistance to the father and later to the husband. My dear friend, it is education that will bring about a change in the attitude of people towards the role of women. Indeed, it is rightly said: 'If you educate a man, you educate an individual. If you educate a woman, you educate a family'.

Unit 6

An announcement in a School

Dear Students,

I am to inform you that we are going to start an 'Enrolment Drive Programme' next week. We will go to the nearby slums in our locality for 3 days and see if there are any children who are not studying in any school. There will be 10 teams, each consisting of 6 students. I want all the students and teachers of classes VIII and IX to join this mission. Mr. Rajkumar and Ms. Christina will be joining us in our mission. They will help us in all the aspects related to the programme. Children, now those who volunteer to take the lead in teams should meet their class teachers after the lunch hour.



Appendix II

A Note to the Teacher

‘Our World through English’ Class VIII has been prepared in accordance with the syllabus for a ten-year course in English as a second language. We hope you would supplement this textbook with some other material of your choice for effective classroom transaction.

Teachers should promote interactive mode while transacting the language activities in each unit. They should act as facilitators and encourage children to do individual and group work, thus making them autonomous users of the language.

The Goals

After the completion of the course, the students are expected

- to attain the basic proficiency, such as the one acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday use,
- to develop his/her linguistic competence for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary, plays, script writing, profile writing, dramas, posters, slogans, letters, etc.

Learning Outcomes / Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should focus on the following areas.

1. Listening and Speaking
2. Reading Comprehension
3. Vocabulary
4. Grammar
5. Conventions of Writing
6. Creative Expression (Oral and Written Discourses)

In order to achieve the above learning outcomes, the new textbooks have eight units with different themes and genres.

Features of the Textbook

You may have noticed that this textbook has a few features which make it different from the ones that we used earlier.



- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.
- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually designed.
- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Components of a Unit

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore the language. You will also find activities that help students identify grammatical errors and edit them.

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.



Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interpret, analyze and transfer the data, and use the language appropriately.

Listening: This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self -Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of a language is different from information about a language, and that every child constructs this knowledge through interpreting the world around her/him, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

The general design of classroom transaction shall be as suggested below:

The Pre-Reading

1. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (say a photograph,



a visual clipping, a news report, etc.) that will work as a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.

2. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
3. This is followed by a few more analytical questions eliciting free responses of the learners. These questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

1. Individual reading: Note that children have already made some intelligent predictions on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne out true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.
2. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand and
 - The parts that they liked most in the passage.
3. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes, a glossary or dictionary will be made use of.
4. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, and so on.

These questions help the learners assimilate the text by virtue of personalising and localising it.

5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage with proper voice modulation. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulatory features(eg.stress, pause, etc).
6. A mind mapping activity may be carried out as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.



The Post Reading Session

The major activity of the post-reading session is construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-processes of discourse construction are:

- interaction /brainstorming to sensitize the learners towards the features / ideas of a discourse;
- individual construction
- presentation by a few individuals
- constructive feedback by the facilitator and other learners
- sharing in groups for refinement
- presentation by groups
- presentation of the facilitator's version of the targeted discourse and
- sensitizing the learners to the discourse features of the ideal version

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these, there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their *intuitive sense of well-formedness* which works as a guiding indicator. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

After the process of editing, children will refine their individual products with the help of the inputs they received and the ideal version of the discourses. Finally, the teachers edit the children's version and give a constructive feedback.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

The Assessment

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in pairs and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.



CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So ‘mugging up’ by the student will not be of any use to him or her.

NCF 2005, SCF 2011 and RTE 2009 have emphasized the importance of implementing CCE where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners. The thrust is on formative aspects of learning instead of relying on a single paper-pencil test at the end of the academic year. Assessment has to take care of developing all the innate potential of the learners to the fullest extent.

The thrust is on the formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child’s nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

A truly professional teacher needs to be patient, innovative and assess his / her pupils’ progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.

Types of Assessment

There are two types of assessment i.e

1. Formative Assessment
2. Summative Assessment

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (academic standards). These are:

1. Observation (children’s participation and responses during classroom transaction)
2. Written Work
3. Project Work
4. Slip Test

Teacher has to assess the performance of the learners for each term. This is not a single day activity; it is a cumulative account of what has happened in day- to-day classroom transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards /learning outcomes (listening and speaking, reading comprehension and oral discourses) and their indicators should be considered while awarding marks.



Written Work: The written performance of children related to conventions of writing, vocabulary, grammar and written discourses should be considered (including the exercises in the textbook). Marks should be awarded based on the indicators.

Projects: The oral and written performance of children which cover all the academic standards / learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / four targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully.

The following will provide the evidences for awarding marks in formative assessment:

- Teacher's unit cum period plan that reflect children's performance.
- Self - Assessment tools given in the TB for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Notebooks of children (written discourses and homework)
- Textual exercises carried out by children
- Products evolved in groups through collaboration
- Scripts of Slip Test

Summative Assessment

There will be a Summative Assessment after every term. The test is for 100 marks. Out of these, 20% of marks are allotted to oral test and 80% of marks are allotted for written test.

Under Oral test, 10% of marks are allotted to listening and speaking and remaining 10% of marks allotted to the targeted oral discourses under creative expression. The performance of children should be taken over a period of time but not on assessment day.

As CCE is a school based assessment, every school should prepare their own question papers for summative assessment.

The Test Items:

The test items should be holistic and cover different genres. They should include the discourses like conversations, , stories, paragraphs, narratives, letters, descriptions, reports, speeches, autobiographical accounts, notices, tables, charts, posters and adds.

While preparing a question paper, take a different text for each question. Don't use long narratives. Don't split a single narrative and use the same to frame questions under all Academic Standards. Give all questions belonging to one Academic Standard



at one place. The texts chosen should be in the comprehensive level of the child's knowledge domain. Sufficient inputs should be provided for the questions focussed on writing discourses so as to promote thinking and presenting the ideas in a desirable manner. The questions to be given under comprehension and creative expression should lead to the production of language.

Note: Teachers should refer to their Handbooks for comprehensive information to prepare the summative question papers.

The Plan

I. Year Plan

Class:

Subject: English

No. of Periods required:

Expected outcomes at the end of the year including Discourses targeted:

1.

2.

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Unit No.	Theme of the Unit	No. of Periods Required	Month	Strategies and Activities	TLM/ Resources Required	Remarks

II. Unit cum Period Plan

Class:

Subject: English

1. Name of the unit:

2. No. of periods required: (this includes no. of periods required to transact all the reading passages and the activities given till the end of the unit)

3. Expected outcomes:

i

ii

iii



Period	Description of content / discourses / activities	Strategy	Resource /TLM	Remarks

4. Period wise notes and interactive questions:

5. Period wise reflections and notes on children's performance:

In an academic year, we get at least 180- 190 periods for teaching English. Since there are 8 units, each unit can be taught in 20 to 25 periods. You can further distribute these periods among the components of the unit. Here is an approximate scheme of work.

Each reading passage should be divided into meaningful segments. Each segment should be taught in three periods i.e., reading, discourse construction and editing. The teacher may skip the discourse construction and editing activities in case of non-availability of periods and less scope for discourse construction. But the teacher should ensure that all the targeted discourses of the class are practised three or four times in an academic year. The number of periods for each section can be increased or decreased based on the length of the reading passage. All the reading passages should be treated with equal importance in transactional process.

The tasks, given under **oral activity** and **writing** sections, should be treated as discourses and covered during the transaction of reading segments contextually (discourse construction and editing periods). Hence there is no need for separate periods for such activities.

The teacher should read the entire unit thoroughly and identify the possible discourses. He /she should prepare a detailed unit cum period plan as per the table given above. He /she should prepare period wise interactive questions in advance. Children responses should be elicited and to be written in the board. This activity should help the children in generating the language. Hence the teacher has to prepare 10-15 questions per each period. After completion of teaching, he / she has to note the reflections in the plan. The reflections should include the performance of the children. Teachers should follow the transactional process suggested.

The same period plan can be used for successive years by adding more information if necessary.



Targeted discourses with indicators/ features

Conversations: contains dialogues with five to ten exchanges - proper sequence of exchanges - sustaining the conversation with social norms - discourse markers (well, precisely, etc.) - dialogues apt to the context - appropriate cohesive devices - voice modulation

Descriptions: description of objects/ things/persons creating vivid images - variety of sentence forms - proper sequence of the ideas - personal reflections on the event or person - appropriate cohesive devices.

Poems / Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure / metre / music / theme, etc.) - expressing emotions and reflections – use of images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

Narrative/Story: sequence of events and dialogues – evoking of sensory perceptions and emotions - images, setting and other details - use characterization – coherence - point of view

Diary: expression of personal reflections, thoughts and feelings – use of variety of sentences - use of language appropriate to the mood - self criticism and future plans - point of view- coherence

Letter: appropriate language to the context - appropriate format, layout and conventions – expressing ideas sequentially - use of persuasive language - maintaining coherence

Messages/e-mail/SMS: relevant ideas to the context – maintaining brevity – use of conventions, layout and format – appropriate language to the content and context.

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

Slogans/Placards: appropriate to the context - maintaining brevity and rhythm

Play/Skit: dialogues relevant to the context with emotions and feelings - stage directions, movements and settings - dramatic conflict: beginning, rising actions and ending - reference to costumes and props – dramatisation - theatrical performance like dialogue delivery, actions, stage sense, costumes, etc..

Compeering: arrangement of the programme sequentially as required by the context – presenting the background - highlighting the persons and the events - reviews and re-



flections relevant to the context – use of polite and entertaining expressions - following the conventions of the stage - use of spontaneous language in a lively manner – modulation of voice in an appealing way.

Choreography: identification of the main theme and stanza wise themes - bringing out a single and multiple themes - identification and sequences of actions of the protagonists (main characters) – identification and sequence of actions of the chorus - maintaining proper layout of script – performance of the actions of the protagonist and the chorus.

News report / Report: appropriate headline - lead sentence (five W's) - body of the news - organisation and use of cohesive devices – coherence - reporting style (reported speech, passivization, appropriate tense) - point of view

Speech: makes speeches /talks contextually - organisation of ideas – use of argumentative / persuasive / interactive language to substantiate views and ideas – use of discourse markers – citation of examples, quotations, etc - coherence, voice modulation and body language.

Debates and Discussions: expression of ideas as main points and sub points – presentation of arguments in a sequential order - citing suitable examples, quotations, and evidences – defending one's own point of view and rebutting opponent's point of view – use of discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.. – use of polite expressions respecting other's views – use of logical and emotional appeals.

Biographical sketch/Profile/Autobiography: Details of the person - presentation of relevant ideas and information - organization of the data – interpretation of data and drawing inference - reflections, thoughts and feelings - anecdotes, events, achievements - point of view - organisation and the use of cohesive devices – maintaining coherence and flow.

NOTE: Use Teacher's Handbook for Effective Classroom Transaction and Continuing Professional Development.

Happy Teaching!



Irregular Verbs

Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
1. beat	beat	beaten	23. eat	ate	eaten
2. become	became	become	24. fall	fell	fallen
3. begin	began	begun	25. feed	fed	fed
4. bend	bent	bent	26. feel	felt	felt
5. bet	bet	bet	27. fight	fought	fought
6. bite	bit	bitten	28. find	found	found
7. bleed	bled	bled	29. fly	flew	flown
8. blow	blew	blown	30. forget	forgot	forgotten
9. break	broke	broken	31. forgive	forgave	forgiven
10. bring	brought	brought	32. freeze	froze	frozen
11. build	built	built	33. get	got	gotten
12. buy	bought	bought	34. give	gave	given
13. catch	caught	caught	35. go	went	gone
14. choose	chose	chosen	36. hang (up)	hung	hung
15. come	came	come	37. have	had	had
16. cost	cost	cost	38. hear	heard	heard
17. cut	cut	cut	39. hide	hid	hidden
18. dig	dug	dug	40. hit	hit	hit
19. do	did	done	41. hold	held	held
20. draw	drew	drawn	42. hurt	hurt	hurt
21. drink	drank	drunk	43. keep	kept	kept
22. drive	drove	driven	44. know	knew	known
			45. lay	laid	laid



Irregular Verbs

Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
46. lead	led	led	73. shut	shut	shut
47. leave	left	left	74. sing	sang	sung
48. lend	lent	lent	75. sink	sank	sunk
49. let	let	let	76. sit	sat	sat
50. lie (down)	lay	lain	77. sleep	slept	slept
51. light	lit	lit	78. slide	slid	slid
52. lose	lost	lost	79. speak	spoke	spoken
53. make	made	made	80. spend	spent	spent
54. mean	meant	meant	81. spin	spun	spun
55. meet	met	met	82. stand	stood	stood
56. pay	paid	paid	83. steal	stole	stolen
57. put	put	put	84. stick	stuck	stuck
58. quit	quit	quit	85. sting	stung	stung
59. read	read	read	86. swear	swore	sworn
60. ride	rode	ridden	87. sweep	swept	swept
61. ring	rang	rung	88. swim	swam	swum
62. rise	rose	risen	89. take	took	taken
63. run	ran	run	90. teach	taught	taught
64. say	said	said	91. tear	tore	torn
65. see	saw	seen	92. tell	told	told
66. sell	sold	sold	93. think	thought	thought
67. send	sent	sent	94. throw	threw	thrown
68. set	set	set	95. understand	understood	understood
69. shake	shook	shaken	96. wake	woke	woken
70. shine	shone	shone	97. wear	wore	worn
71. shoot	shot	shot	98. win	won	won
72. shrink	shrank	shrunk	99. wind	wound	wound
			100. write	wrote	written