

Unit 8

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 on 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 Indians 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 practice 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 the 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.

In one long-drawn out battle against Japanese troops in 1940, Dr. Kotnis did 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 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 more revered by ordinary Chinese than 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 have 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.

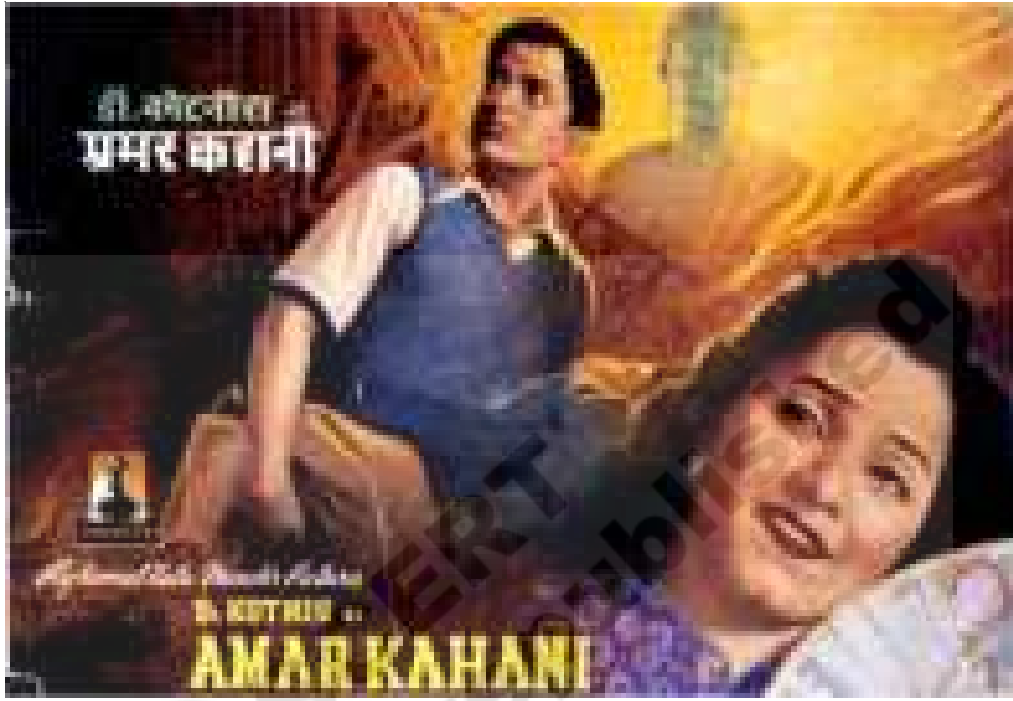
The tragic tale was to continue even after Dr. Kotnis' death. Their son Yin Hua who was three months old when Dr. Kotnis died, also passed away when he was just 25. Mrs. Kotnis moved to Dalian in the 60s and lived there since. Despite the two premature deaths Mrs.

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 charter 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
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
vivacious (<i>adj</i>)	:	cheerful
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. Kotni's contribution to the Dr. Bethune International Peace Hospital in China?
3. Why did Dr. Kotnis opt to stay back in China?
4. How did 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, Dr. Kotnis was? 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 : MD
 dress code : white coat
 medicines : crocin, ointment
 place of work : clinic, Hospital
 service : treatment
 tools : syringe
 related vehicle : ambulance.

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 are a few more expressions using the word heart.

eg: 'Eat your heart out'.

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

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 | () | to lose love |
| 6. thanks from the bottom of my heart | () | take seriously |



Grammar

Coordination is a grammatical process by which two or more words or phrases 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, nosooner..than, then, scarcely, hardly, 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.



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 Minister'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 Bazars

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 old age home.



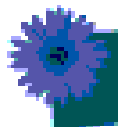
Discussion points.

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 the old people from going to old age homes?

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

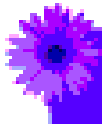
- What are old age homes?
- Why do old people go there?
- Facilities at the old age homes
- Compare facilities at home and old age homes



Listening

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

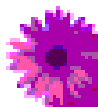
Be thankful when you're tired and weary,
because it means you've made a difference.

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.

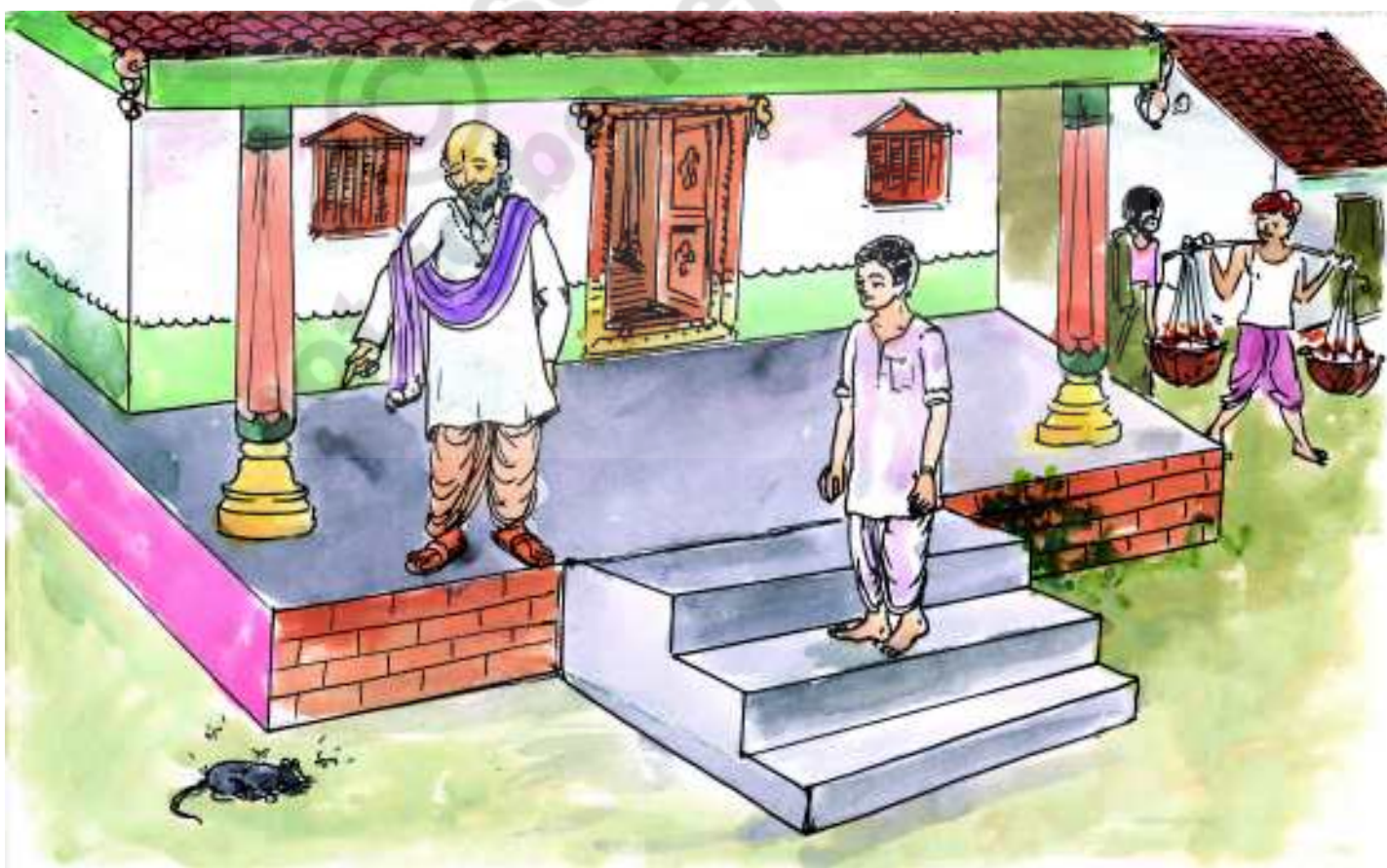
1. The poet depicts the different situations/aspects of life where we need to be thankful, What are they?
- *2. Do you agree to the poet's ideas? Yes / No? Give reasons.
- *3. How do the difficulties help us to grow? When will the troubles become blessings?

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* (about 4 kilograms in measure) 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 a particular place
- abscond (*v*) : escape; or to go away suddenly and secretly in order to escape from somewhere
- stroll (*n*) : a slow relaxed walk
- generosity (*n*) : the nature of giving money, time, gifts, kindness 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. Dead Rat			
I was able to know the meanings of phrases and write 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 the old age 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. 9908806600)

Unit 2

Homeless Children

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, modeled 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 habit of growing plants among the public.

Unit 4

Message from Space

Sunitha Williams sent out warm wishes on the occasion of Diwali from the International Space Station.

“I just want to wish everybody in India and people of Indian origin around the world a “Happy Diwali” It’s a wonderful festival and I am happy we are part of it up here at the International Space Station. I did bring a couple of things that have to do with India from my father, particularly a peaceful ‘Om’ that stays outside my crew quarters where I sleep, and the *Upanishads*. So I can read it while I am up. It is a small version (of the Upanishads) but it definitely brings the wisdom to us while we are here and allow us to think of the true meaning of life and what we are doing. Heartfelt feelings for the work we are doing up here and how we are doing and for our safe return back home.

Unit 5

Compering

Respected MEO, our beloved headmaster, dear teachers and my fellow students, I wish you a very good morning and welcome you to the programme.

At the outset, I wish all the teachers a very happy Teacher's Day.

As we all know that 5th September is celebrated as Teacher's Day as a mark of tribute to the contributions made by teachers to the society. It is also celebrated to commemorate the birth of Dr. Sarvepalli Radhakrishnan, A great educationist and former President of India.

Let us now start the programme with a prayer.

I invite Kamala and Vimala to offer the prayer.

Thank you, Kamala and Vimala for your wonderful prayer. To move to the next item of the programme, it is a moment of pride and honour for us to have our Mandal Educational Officer, who is an eminent scholar as the chief guest. Now I request him onto come to the dais and grace the occasion.

Next, I would like to invite our headmaster who is an inspiring personality to grace the occasion. I also request him to present a bouquet to our Chief Guest.

Now I request our MEO to say a few words on the occasion.

Thank you very much sir, for giving your inspiring words to us.

Now you will watch a skit.

I'm sure you have liked the skit... once again, let us give them a big round of applause.

The next item is a group dance. It will be presented by Latha and her group from class IX. Hope you will enjoy it.

Wow! Fantastic, it is an excellent performance. Let us once again appreciate them by clapping.

Now, the last item of the programme is Vote of Thanks. I take this opportunity to invite Ms. Aparna to propose a vote of thanks. With that the programme has come to an end. Finally, I invite you all to have refreshments outside the hall. I thank one and all to make the event memorable and enjoyable.

Unit 6

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, drive under this programme will benefit the artists of Kuchipudi, Burrakatha, Oggu katha and Hari katha. 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 7

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 of 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 nation'.

Unit 8

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 a 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 / third language. This is an integrated textbook. It has in it the workbook component as well as the supplementary reader component. We hope you would supplement or complement this textbook with some other materials of your choice for effective teaching / learning of English.

THE GOALS

After the completion of the course, the students are expected;

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

Each unit starts with a picture / quotation / poem followed by some questions. This is to warm-up the students and to generate genuine interest towards what they are going to learn in the unit. This is followed by nine sections as shown below:

A. Reading: This section contains some pre-reading questions, the main reading text, glossary, and some comprehension questions. You will find stories, narratives, biographical sketches, short plays, speeches, monologue, letters, interview and essays related to the theme of the unit. You will find questions that help students think critically, reflect on what they have read, and interpret the text in their own words.

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

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

Writing: This section contains some writing tasks/activities/exercises. You will find the tasks that help your students to write a short message, a diary entry, a letter, a paragraph, an essay, and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they write a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some tasks / activities that involve the use of dictionaries, encyclopaedias, thesauruses, etc. You will also find some tasks that involve the use of bar charts, pie-diagrams, route maps, tables, etc.

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 contain some tasks/activities to improve speaking competencies. In the section you will find some activities that encourage the children to participate in the discussions, debates, compeering, presenting reports, and speeches etc.

B. Reading(Poem / Text): This section contains one poem/ text based on the theme followed by a glossary and some comprehension questions. You will find interesting poems related to the theme of the unit. The aesthetic appreciation is facilitated with the help of some interesting questions. The students are encouraged to write their own poems. They are also encouraged to sing / recite / choreograph the poems they have learnt.

C. Reading: This section contains a reading text and some comprehension questions. You will find texts of different genre related to the theme of the unit. The comprehension questions require the students to reflect on what they have read.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work on the project for more than a week, to organize their work, and to present what they have found out before the class.

Self Assessment Checklist: There is a checklist given at the end of each unit for helping the learner to assess his / her own learning. The self-assessment tools include all the sections in the unit.

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 language is different from information about language, and that every child constructs this knowledge through interpreting the world around her, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

You may have noticed that the new textbooks have a few features which make them different from the ones that we have been using.

- Units are thematically organized with passages meant for listening and reading and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.

- Measures have been taken to help learners getting familiarised themselves with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though units 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 embedded avoiding de-contextualised treatment of these.
- A few questions and activities have been highlighted (marked with * mark) from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercises are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The general design of classroom transaction will be something like the following:

The Pre-Reading Session

1. The teacher interacts with the learners in an informal way in order to instill 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 like 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. Moreover, 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 prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne 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, cause-consequence questions, and so on.
These questions help the learners assimilate the text by virtue of localising and personalising it.
5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
6. A mind mapping activity may be carried out which will act 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 the 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-process of discourse construction ensures

- individual construction;
- presentation by a few individuals;
- sharing in group for refinement;
- presentation by the groups; and,
- the presentation of the facilitator's version of the targeted discourse.

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-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

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

Apart from the main reading passage, each unit contains a poem and a passage for extensive reading. The interaction based on these also is very important for generating language.

The Plan

In an academic year, we get at least 180 periods for teaching English. Since there are 8 units, each unit can be taught in 21 periods saving 12 periods for revision. You can further divide these 21 periods among the nine sections. Here is an approximate scheme of work.

Section	Periods
A. Reading	4 periods
Vocabulary	2 periods
Grammar	3 periods
Writing	3 periods
Study Skills	1 period
Listening	2 periods
B. Reading	2 periods
C. Reading	2 periods
Project	2 periods

Depending upon the complexity of a section, the number of periods for each section can be increased or decreased.

Sometimes, it may so happen that you finish a section much faster than expected, so while planning a unit, design some additional tasks / activities / exercise beforehand. It is also possible that some exercises are too easy / difficult for your students. In this case you have to adapt the tasks / activities / exercises or design new tasks to suit the needs of your students.

The Assessment

Language learning process is a continuous one and 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 peers 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. The thrust is on 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.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and

reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Self - Assessment tools given in the TB (e.g. English VIII, IX) for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
3. Recording assessment in terms of the indicators

Some Dos and Don'ts

Dos

- It is good to ask the students to take dictation on alternate days. Let the students exchange their work, assess each other's work, and report to the group leader. You can supervise the process and intervene whenever necessary.

- Encourage collaborative learning by dividing the class into mixed ability groups.
- Some comprehension questions / tasks / activities are star marked. They have no fixed / correct answer, so never try to take sides and decide on a correct answer. Never insist on memorising answers to comprehension questions or memorising chunks of the texts given for reading / listening. However, you can ask students to say their favourite dialogues / lines / quotations.
- You can ask them to memorise and recite at least two poems of their choice. Encourage them to read and recite poems from library books / magazines / newspapers.
- Every lesson you teach should help students to read more, to learn more, and to become an autonomous learner. To achieve this, encourage students to use and contribute to 'Reading Corner', 'Poetry Corner', 'Wall Magazine', and 'English Club'.

Don'ts

- Never read and explain (in either English or the students' mother tongue) each and every sentence in a reading / listening text.
- Never follow the age-old practice of 'read a sentence and ask a question'.
- Never speak for more than three minutes at a stretch. The teacher talk should be interspersed with the learner talk.
- Allow the students to speak in their mother tongue when they are stuck in the middle of a conversation / talk but never allow them to use it as liberally as they do outside the classroom. Encourage them to speak in English by supplying them with essential vocabulary.
- Encourage the students to explore English by comparing it with their mother tongue or some other languages available in the classroom.
- Never use a guide and never allow the students to use one, since it arrests the teaching learning process resulting in no learning whatsoever.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, movies, models, art, craft dance, drama, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that. Happy teaching!

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

Appendix III

Expected outcomes at the end of the Class VIII

The learner should attain the following competencies:

1. The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately
2. The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing
3. The competence to understand and use various words, idioms, phrasal verbs, proverbs, etc., in speech and writing
4. The competence to construct oral and written discourses in response to what is listened to or read.
5. The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres
6. The competence to appreciate the beauty of literature and to develop a taste for literature
7. The competence to free their mind from prejudices against other cultures / religions and be sensitive to the issues presented in the textbook such as conservation of resources, population concerns, deforestation, and sustainable development
8. The competence to study language and explore it the way a scientist does by making use of the multilingual classroom
9. The competence to appreciate similarities and differences across languages in their classroom and in the society
10. The competence to understand the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm
11. The competence to use language as a tool for knowledge acquisition and its sharing
12. The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

- I have the Right to express my views freely, which should be taken seriously, and everyone has the Responsibility to listen to others. [Article-12,13]
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water. [Article- 24]
- I have to Right to good education, and everyone has the Responsibility to encourage all children to go to school. [Article- 28,29,23]
- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. [Article-19]
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. [Article- 23]
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. [Article- 29,30]
- I have the Right to safe and comfortable home and everyone has the Responsibility to make sure all children have homes. [Article- 27]
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. [Article- 28]
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving. [Article- 24]
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. [Article- 29]
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. [Article- 28, 37]
- I have the Right to be protected from economic exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. [Article- 32, 34]

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.

SAVE THE PLANET EARTH

Reduce, Reuse and Recycle the Materials

Reduce:

- Buy permanent items instead of disposables.
- Buy and use only what you need.
- Buy products with less packaging.
- Buy products that use less toxic chemicals.

Reuse:

- Repair items as much as possible.
- Use durable coffee mugs.
- Use cloth napkins or towels.
- Clean out juice bottles and use them for water.
- Use empty jars to keep leftover food.
- Reuse boxes.
- Purchase refillable pens and pencils.
- Participate in reuse programs.
- Donate extras to people you know or to charity instead of throwing them away.

Recycle:

- Recycle paper (printer paper, newspapers, mail, etc.), plastic, glass bottles, cardboard, and aluminium cans. If your community doesn't collect at the curb, take them to a collection center.
- Compost food scraps, grass and other yard clippings, and dead plants.
- buy recycled products and products that use recycled packaging.

The 7 Habits of Highly Effective People

- By *Stephen R. Covey*

Read the following 7 good habits, which will help in shaping your personality.

1. Be Proactive

I am a responsible person. I take initiatives. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

2. Begin with the End in Mind

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision, and look for ways to be a good citizen.

3. Put First Things First

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

4. Think Win-Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

5. Seek First to Understand, Then to be Understood

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes while talking.

6. Synergize

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us alone. I am humble.

7. Sharpen the Saw

I take care of my body by eating right, exercising, and getting sleep. I spend time with my family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

Words which are often mis-spelt

scene	religious	congratulation	restaurant
straight	treasure	anxious	schedule
independent	persuade	knowledge	twelfth
advantage	weight	analysis	definition
accident	technician	suggest	dictionary
pleasure	anxious	grammar	fulfill
except	height	summer	jealousy
profession	psychology	believe	magazine
measure stomach	discipline	acquire	obedience
parallel	criticism	calendar	pilgrimage
symbol	pronunciation	column	spontaneous
tongue	genuine	experience	souvenir
except	principle	guarantee	tomorrow
advertisement	authentic	humorous	vision
guarantee	dialogue	immediate	athletic
scientist	ambiguous	intelligence	repetition
already	hygiene	jewelry	sincerely
believe	colleague	leisure	loneliness
vegetable	martyr	license	marriage
success	paralyse	maintenance	february
calm	bureaucracy	mischievous	description
patient	encyclopedia	neighbor	arithmetic
foreign	rhythm	personnel	attendance
assess	abdomen	publicly	environment
necessary	assignment	questionnaire	eligible
privilege	average	relevant	address