

# 2

## Relationships

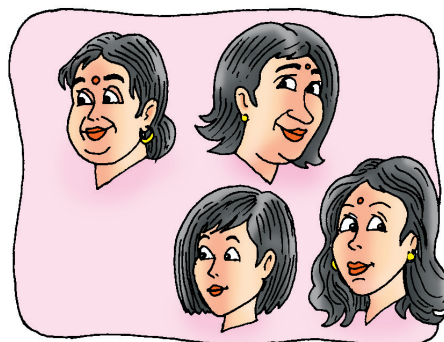


### Introduction

I. Read the following questions and tick (✓) the correct responses.

1. M and N are sisters. O and P are brothers. The daughter of M is the sister of P. How is N related to O?

☐ mother ☐ aunt  
☐ sister ☐ wife



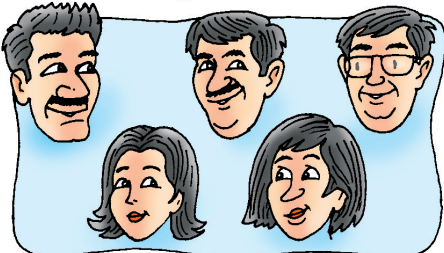
2. A is the father of B, but B is not the daughter of A. How is B related to A?

☐ brother ☐ uncle  
☐ son ☐ father



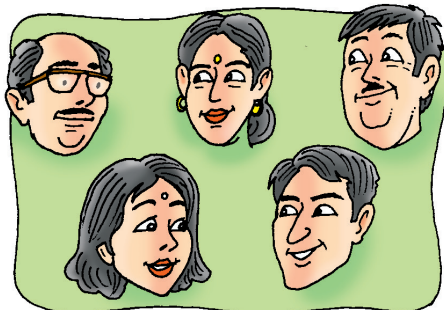
3. A and B are brothers. C is the sister of A. D is the brother of A and E is the daughter of B. Who is the paternal aunt of E?

☐ A ☐ B  
☐ C ☐ D



4. B is the husband of A. A is the daughter of D. D is the husband of C. E is the father of B. How is E related to A?

☐ father ☐ father-in-law  
☐ son ☐ son-in-law



II. We have just answered a few questions related to various relationships that exist in a family. However, many relationships exist beyond the limits of a family also. List any four such relationships that you see around yourself.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

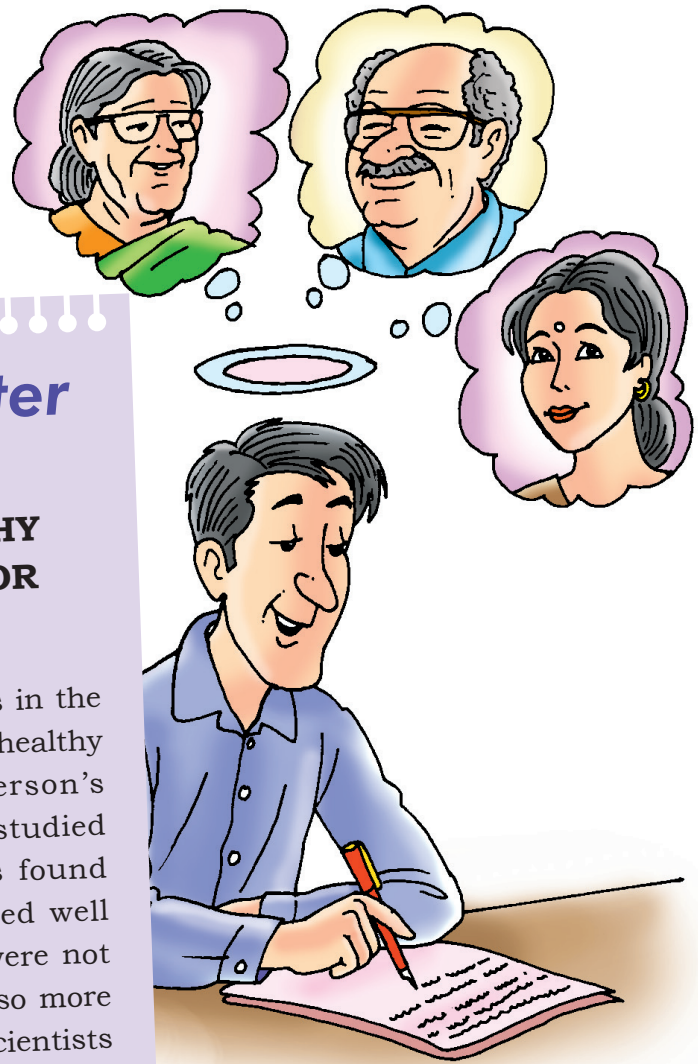


A.1. Read the following clipping.

**Discovery Reporter**  
*Science Journal*

**STUDY REVEALS HEALTHY  
RELATIONSHIP VITAL FOR  
SUCCESS**

**London, 29 September:** Scientists in the UK have floated a new theory that healthy relationships are vital for a person's overall success. Scientists who studied the behaviour of 100 volunteers found out that those who communicated well with their relatives and friends were not only happier at home but were also more successful at their workplaces. Scientists believe that healthy relationships provide security and peace of mind and infuse energy and enthusiasm in life, which are essential for good living.



A.2. List four relationships that you value the most and explain why.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_



- A.3. Read the passage given below and find out what role grandparents play in our lives.

## ► The Wonder Of Grandparents

In emotional importance, the grandparent-grandchild bond is second only to the bond between parents and children. Grandparents bring warmth and affection to family life. Grandparents are cheer leaders in life, bestowing on their grandchildren praise and **adoration**, encouragement and support. They also have the opportunity to share their wisdom and wealth of experience with their grandchildren and to be a guiding light to them as they face life's challenges. The extra attention and nurturing a grandparent provides tells our children that someone cares for and is genuinely interested in what they think or do.

Grandparents add a sense of connection to the chain of humanity. It helps to extend life, beyond Mom, Dad and the child living in their own cubicle. There is a sense of belonging to the human race, a sense of belonging to life, and a sense that there are people out there who love them.

Grandparents also provide a whole sense of history, identity and heritage. They provide that vital connection with the past where the younger generation has come from. They can tell of changes in medicine, technology and community.

Grandparenting today is certainly different from what it used to be only a generation ago. Family structures have undergone dramatic change—increased occupational mobility, dual income families, rapid technological change, etc. Children need the stability, the time and the caring of grandparents more than ever. Grandparents can offer their grandchildren adult companionship in an often calmer, less **hectic** setting. When geographically close, grandparents can often be more generous with their time and provide that extra attention that busy families crave for. They can help to stabilise the family environment.



**adoration:** devotion

**hectic:** busy

Today's grandparents add another **perspective**. They may still provide the milk and cookies, the warm hugs and the little extras, but our vision of grandparents has changed. We no longer imagine the old, motherly woman in a house-dress knitting booties and the gray-haired man smoking his pipe in the rocker on the front porch. Grandparents today are multi-dimensional. They are still comparatively young and are doing amazing things. They are vital, active, intelligent, interesting, with a wealth of information and knowledge. They swim, lift weights and go camping.

When children see older persons continuing to live active lives, they see that good stuff comes with aging. Instead of fearing the aging process, they learn how to age gracefully. They do not view the older population as frail, unwell and scary.

Likewise, the more the elders interact with children and young people, the less hesitant they seem to be. A lot of elders are scared of teens. But, if they sit down with one and get into a dialogue, they see the goodness in them. Similarly, if the youngsters interact with the elders, they find out a lot about their human attributes. It is beneficial to both the young and the old alike to have a relationship with someone at the opposite end of life.

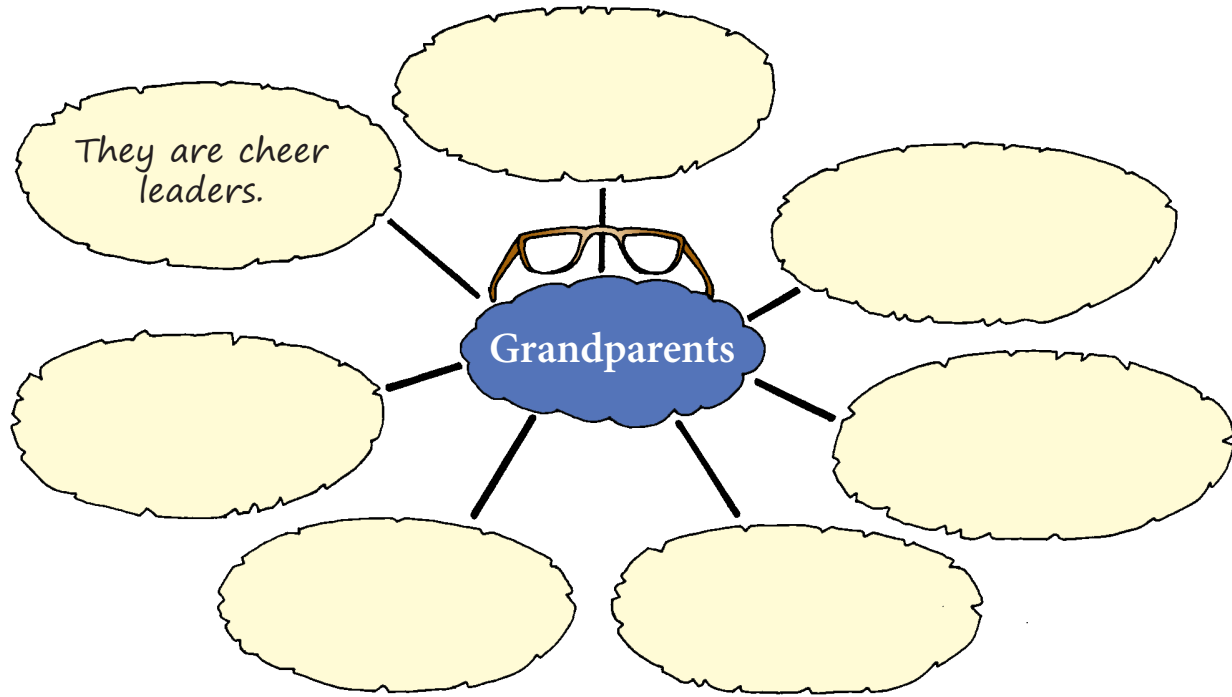


These days more and more grandparents are playing a vital role in the lives of their grandchildren. Millions of elders are discovering the joy of becoming a grandparent. Children are developing a deep sense of belonging to them and are experiencing the security of unconditional love. 'It's the only relationship,' says Dr. Arthur Kornhaber of the Foundation for Grandparenting, 'in which people are crazy about each other simply because they're breathing.'

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**perspective:** viewpoint

- A.4.** The author says, 'Grandparents bring warmth and affection to family life.' On the basis of your reading of the above passage, list at least six ways in which grandparents bring joy to the family.



- A.5.** Complete the following statements.

- (a) The grandparent-grandchild relationship is the \_\_\_\_\_ important emotional relationship, the most important emotional relationship being \_\_\_\_\_.
- (b) List two extracts from the passage that tell that grandparents also provide knowledge to their grandchildren.
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (c) Modern children need the companionship of their grandparents more than ever because \_\_\_\_\_.

- (d) It is good for the children to observe the elderly people living actively because \_\_\_\_\_.
- (e) Interaction between the elderly people and the youngsters is beneficial for both. While the youngsters understand the elders' \_\_\_\_\_, the elders get to know the \_\_\_\_\_ of the young.

#### A.6. HOTS

- (a) A dual income family is the one in which both husband and wife work outside the home to earn, and support the family financially. This trend is fast gaining ground in India. It has its own pros and cons. Enlist a few in the space given below:

PROS	CONS

- (b) How has the role of grandparents become all the more important in the families in which both parents are working?

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### A.7. Values

**‘Grandparents are cheerleaders in life.’ But with emerging socialising trends, the young generation tends to ignore the elderly. They spend most of their time on phones, tabs and laptops.**

(a) As a grandchild what are your responsibilities towards your grandparents?

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(b) How can you fulfil your responsibilities?

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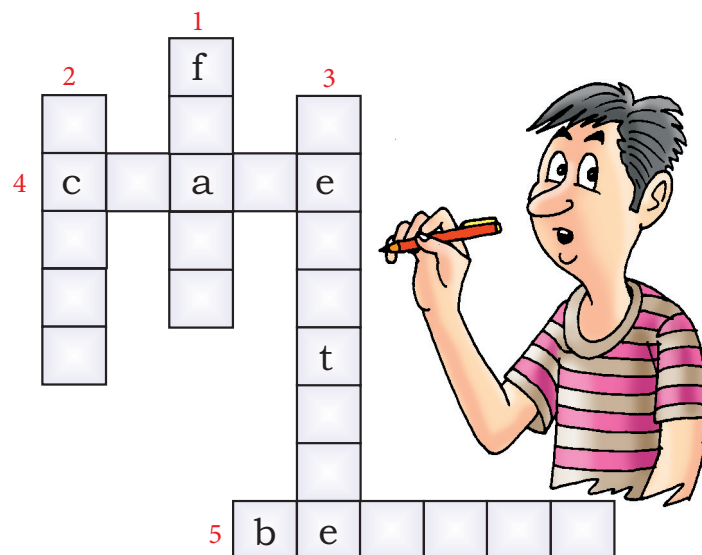
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**A.8. Find the words from the text which mean the same as the ones given in the clues and complete the following puzzle.**



**Across →**  
4 – to long for  
5 – to give, to confer

**Down ↓**  
1 – delicate, weak  
2 – frightening  
3 – what we get from the past

**A.9.** In para 3, the author says, ‘They (grandparents) can tell of changes in medicine, technology and community.’

(a) Work in groups of four and prepare a questionnaire to interview your grandparents about the changes in life and society that they have seen. You may concentrate on the following aspects:

- food
- clothes
- customs
- professions
- medicine
- technology



(b) After the interview, you should fill in the following table.

	Then	Now
Food		
Clothes		
Customs		
Professions		
Medicines		
Technology		

This information should then be read out in the class.

- A.10.** You are Manu, who reads the following newspaper clipping about nuclear families. Taking hints from the passage ‘The Wonder of Grandparents’ and using your own ideas, write a letter to the Editor of the Voice of Humanity, highlighting the importance of living with grandparents and other relatives in a joint family.

**New Delhi, 30 December:** A survey conducted in the four metropolitan cities indicates that most urban people prefer nuclear families on the lines of western culture. This trend, however, has not found favour with the elderly people, who feel that joint families provide a better living environment.

24, Vasant Apartments  
New Delhi

January 5, 20\_\_\_\_

The Editor  
Voice of Humanity  
New Delhi

Subject: \_\_\_\_\_

Sir

Urban people's growing inclination towards nuclear families has become a major cause of worry.

Yours truly  
Manu

### For the Teacher

Explain to the students the concept of the letter to the editor of a newspaper.

Explain why we write letters to an editor.

Explain the format of a formal letter. The body of a formal letter has three parts—  
Part I – The problem, Part II – Possible solutions, Part III – Closing lines

The subject should be short and precise.



- B.1.** Of all the relationships, a bond between the siblings is always special. A sibling can be a guide, a friend, a mentor, a competitor, a teacher—all rolled into one.
- B.2.** Write at least three words that would describe your brother/sister. Also give the reason for your choice.

	WORDS	REASONS
(a)		
(b)		
(c)		

- B.3.** List three things that you like a lot about him/her.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

- B.4.** List three things that you do not like about him/her.

- (a) \_\_\_\_\_
- \_\_\_\_\_
- (b) \_\_\_\_\_
- \_\_\_\_\_
- (c) \_\_\_\_\_
- \_\_\_\_\_





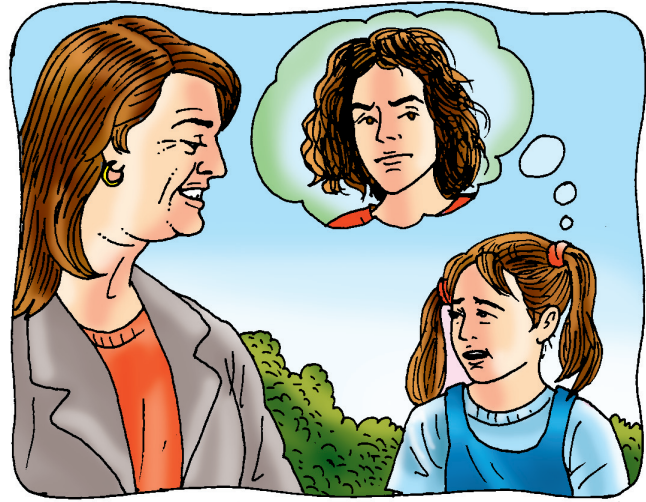
- B.5.** Read this story about two sisters and find out what kind of relationship they share.

### ► **Nikki's Sitter**

Nikki hated Wednesdays. That's because on Wednesdays, Mama worked late and left Cara in charge.

Nikki used to like hanging around her sister. Cara had taught Nikki how to play checkers and how to blow bubbles as big as her face.

But Cara didn't seem to like doing much of anything with Nikki anymore—except telling her what to do. When Nikki asked Mama about it, Mama said it was all a part of growing up. Nikki didn't want Cara to grow up if it meant losing a sister.



Nikki walked up the flower-lined pavement that led to the *verandah*. She **stomped** up the steps and reached for the knob. Locked!

Cara should be here by now, thought Nikki. The middle school finished half an hour earlier than the primary school. Nikki rang the bell and waited. Nothing. She dropped her book, bag and pounded on the door. 'Hey, Cara!' she yelled. 'Are you in there?'

'No,' said a voice behind her.

Nikki spun around and saw that Cara had walked out from behind the house.

'What's wrong?' asked Nikki. 'Why aren't you inside?'

'You have the key,' said Cara.

'I gave it to you on Sunday so that you could get Mama's purse for her.'

Nikki thought for a moment, then said, 'Yeah, but I gave it back to you.'

'No, you didn't,' Cara said with a **sneer** that Nikki had got accustomed to.

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**stomped:** walked heavily

**sneer:** a scornful smile

‘Well, I’m not sitting here until Mama gets home,’ said Cara. ‘I’m going over to Tina’s.’

‘But you can’t!’ yelled Nikki. ‘Mama said you’re supposed to stay with me until she gets home.’

‘Why do you care now? You don’t want me to watch you any other time,’ said Cara. ‘I heard you complaining about me to Mama.’ ‘Cara’s mean. Cara’s bossy.’ Cara crossed her arms and turned her back to Nikki.



Nikki didn’t know what to say. Cara’s right, she thought, I do hate that she has to watch me—like a baby. She said to Cara, ‘May be if you didn’t treat me like a baby, I wouldn’t get angry.’

‘May be if you didn’t act like a baby, I wouldn’t treat you like one,’ said Cara.

‘May be if you treated me like a sister instead of someone to boss around, I’d be nicer!’ shouted Nikki.

‘This is **accomplishing** nothing,’ said Cara. ‘I’m going to get us into the house. You can sit here and complain all you want.’ Cara stormed round to the back of the house.

Nikki could hear Cara checking the windows and the cellar door, but she didn’t go back to help. Instead, Nikki sat down on the steps and rested her head on her knees. Her lips **quivered** and her eyes burned as tears made a quiet track down her face. Nikki turned her head and was using her sleeve to dry her face when something caught her eye.

It was the stepping-stone that she and Cara had made for Mama a few years ago. It had their handprints pressed into it. Their names were scratched on it in jagged letters. Nikki smiled when she saw

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**accomplishing:** achieving

**quivered:** trembled

that her *N* was backwards. She **knelt** down and placed her hand over its old impression, covering it completely. She could cover Cara's handprint, too. She and Cara had both grown a lot.

As Nikki traced the letters in her sister's name, a memory popped into her head. It was the early spring, and she and Cara had been helping Mama plant flowers. Mama had told Cara that she'd place a key under this stone, 'just in case.'



That's when Mama had asked Cara to look after Nikki. Cara didn't want to do it—wasn't sure that she could do it. Nikki had forgotten about that until just now. May be Cara didn't want to be a baby-sitter any more than Nikki wanted to be baby-sat.

Nikki lifted the stone and saw the plastic bag with the house key in it. She snatched it and ran towards the back of the house, calling, 'Cara, look what I have found!'

Nikki stopped short when she saw her sister wiping away tears of her own. 'Here, Cara,' she whispered, handing her the key.

'Thanks, Kiddo,' said Cara softly. 'I had forgotten all about it.' Cara unlocked the back door, and they went inside.

'Sorry,' they said at the same time.

Cara shook her head and smiled. 'I guess you're not a baby and I'm not a baby-sitter—or at least not a very good one.'

'You're OK,' said Nikki, 'but let's just say that we're sisters instead.'

'Deal,' said Cara. She hesitated for a moment, then said, 'Want to play checkers?'

Nikki smiled and ran to the games cupboard. Wednesdays were looking a whole lot better.

—Susan Schorr

**knelt:** sat (resting on the knees)

**B.6. On the basis of your reading of the story, tick (✓) the correct responses.**

(a) Nikki didn't like Wednesdays because..... .

- ☐ mama came late
- ☐ she had to stay with Cara
- ☐ both the above reasons

(b) Cara studied in..... .

- ☐ senior school
- ☐ middle school
- ☐ primary school

(c) Nikki and Cara made a stepping stone for their mother while..... .

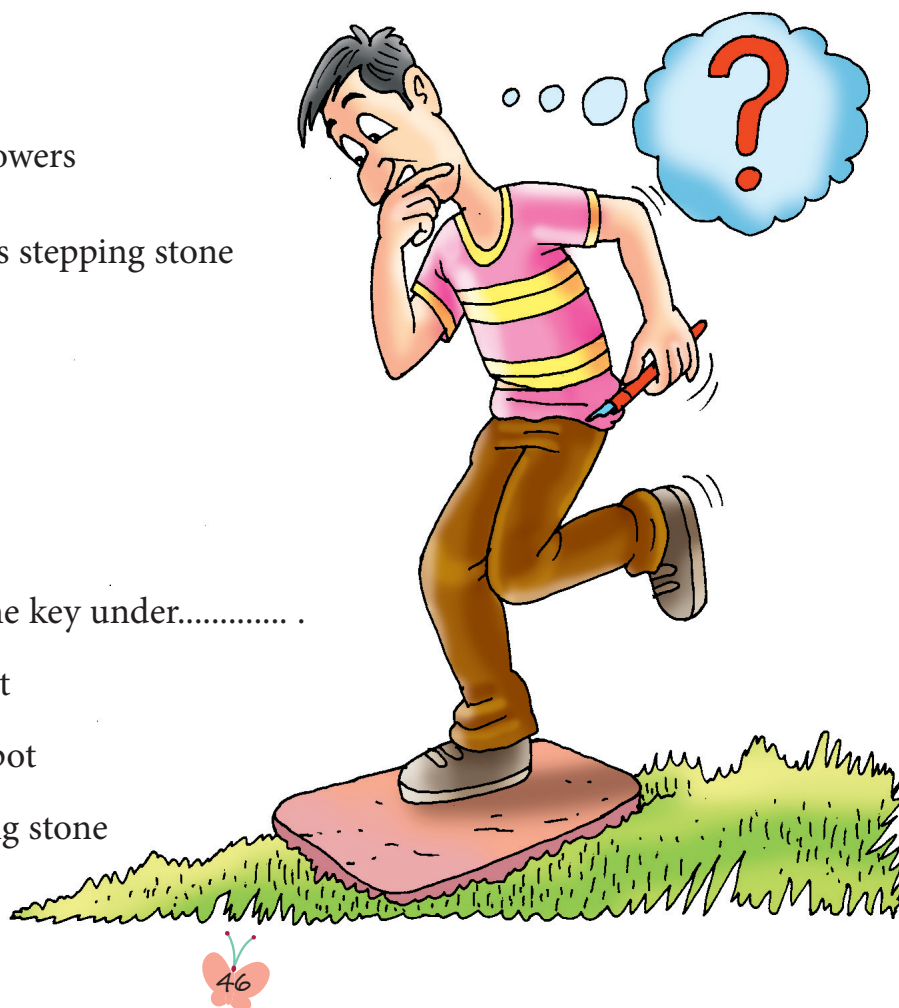
- ☐ playing
- ☐ painting
- ☐ planting flowers

(d) They made this stepping stone in..... .

- ☐ summer
- ☐ spring
- ☐ winter

(e) Nikki found the key under..... .

- ☐ the footmat
- ☐ the flowerpot
- ☐ the stepping stone

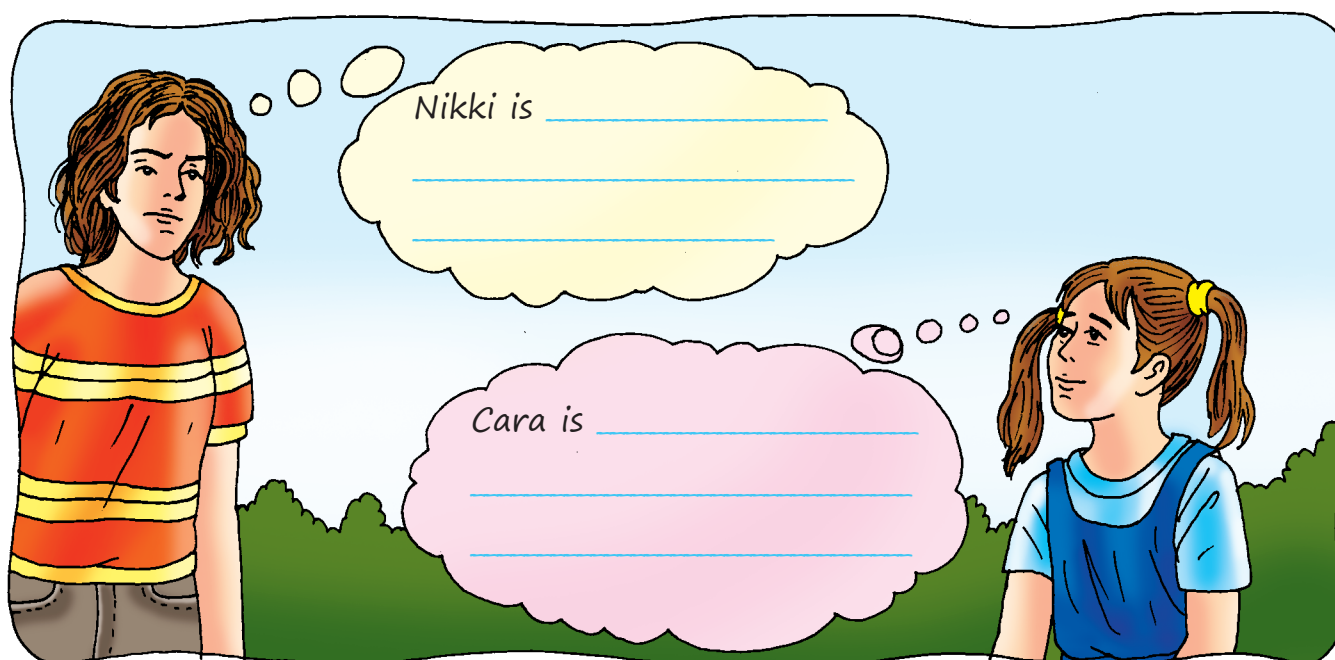




**B.7. Complete the following statements.**

- (a) Nikki had expected Cara to be inside the house because \_\_\_\_\_  
\_\_\_\_\_.
- (b) The two sisters couldn't go inside their house because \_\_\_\_\_  
\_\_\_\_\_.
- (c) While sitting on the steps, Nikki observed \_\_\_\_\_. It reminded her  
\_\_\_\_\_.
- (d) The incident made her realise that \_\_\_\_\_  
\_\_\_\_\_.
- (e) Cara and Nikki resolved their differences and decided \_\_\_\_\_  
\_\_\_\_\_.

**B.8. On the basis of your understanding of the story, write what complaint the two sisters had against each other.**

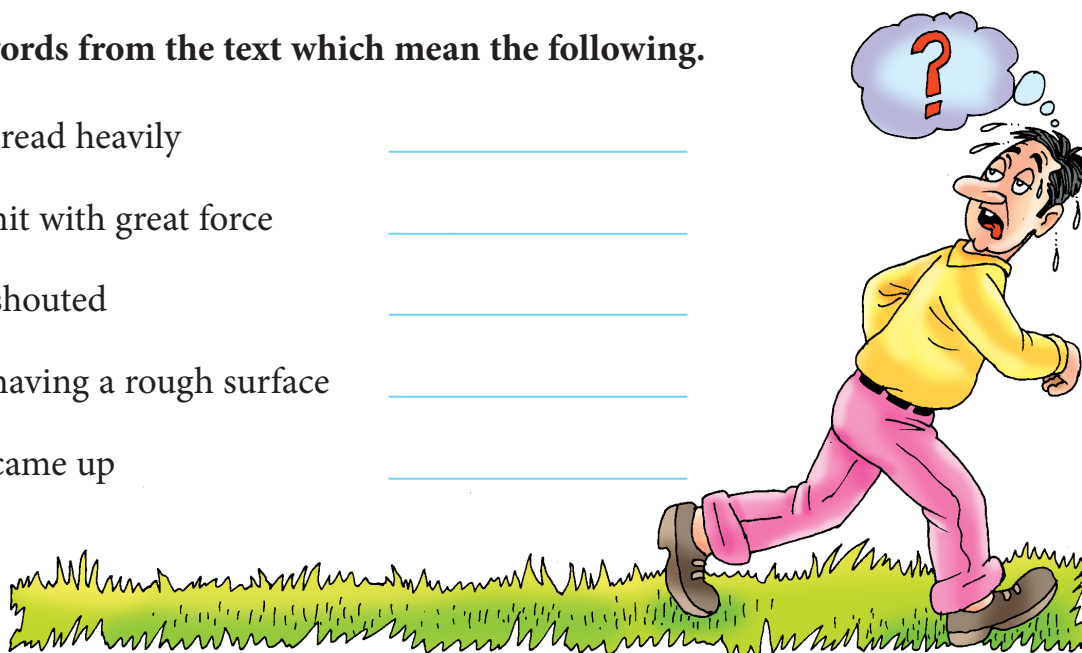


## B.9. Life Skills

‘Empathising with others helps us in building life-long relationships with them.’ Nikki and Cara should understand each other’s perspective. It will help to improve their relationship. Discuss in group of four.

B.10. Find words from the text which mean the following.

- (a) tread heavily \_\_\_\_\_
- (b) hit with great force \_\_\_\_\_
- (c) shouted \_\_\_\_\_
- (d) having a rough surface \_\_\_\_\_
- (e) came up \_\_\_\_\_



B.11. After resolving their differences, Cara and Nikki decide to write separate diary entries expressing their feelings. Divide the class into two groups. Students belonging to Group I should write the diary entry on Cara’s behalf and those in Group II should write it on behalf of Nikki. Some students from each group should then read out the diary entry in the class.

Wednesday, 27th August

9:00 p.m.

I am glad that Cara has decided to act like a sister and not like a baby-sitter.

Wednesday, 27th August

9.30 p.m.



## ► Nurturing Friendship

**C.1.** Attempt the following self-check questionnaire. (For every first response give yourself 0, for second response 2 and for every third response award yourself 5 marks.)

(a) In the morning you prefer to have your breakfast in..... .

(i) your room

☐

(ii) the kitchen

☐

(iii) the living room with other members of the family.

☐

(b) How often do you say goodbye to your family before going to school?

(i) rarely

☐

(ii) sometimes

☐

(iii) always

☐

(c) The thought of going back home after a day's school makes..... .

(i) you sad

☐

(ii) no difference to you

☐

(iii) you happy

☐

(d) If you are happy/sad over something, you'd..... .

(i) keep it to yourself

☐

(ii) not bother about it

☐

(iii) share it with your friends and family

☐

(e) One of your friends/relatives wants to meet you urgently, but you are busy. You will ..... .

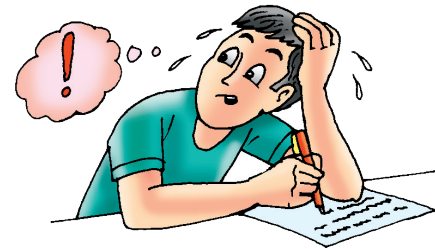
(i) tell him that you don't have time

☐

(ii) tell him you'll try

☐

(iii) take out time for him

☐

(f) In your free time, you would..... .

(i) watch TV

☐

(ii) stay in your room

☐

(iii) meet friends and relatives

☐

Add the total marks and see which category do you fit in!

**0-9** You are quite an introvert. You need to get out of your shell and communicate more with your friends and family. Remember, friends are your greatest assets!

**10-20** You do realise the importance of family and friends but do not care about them adequately. A little more attention towards them would make you a lot happier!

**21-30** You cherish the love of your family and friends. You care about them and are ready to help them anytime. You are a friend indeed!



- C.2. We are all blessed with relatives by birth. But we make our friends ourselves. How many friends do you have? Do you think making friends and maintaining their friendship is easy? Discuss with reasons.**

Listen to the audio CD titled *Listen & Comprehend* (Class-VII). After listening, answer the questions asked in the audio CD verbally. Listen to the tape script once again and attempt the given question. The tape script is given on page no. 59.

- C.3. Being with a friend is a great stress-buster. In today's stressful and fast paced life, friends are the best way to release tension. With your friends you can share your woes, clear your doubts and get first-hand guidance. The best way to rejuvenate yourself and get moral support in a difficult situation is through good friends.**

**Listen to some tips on nurturing friendship. As you listen, write T for true and F for false statements.**

- (a) Prosperity tests friends. ☐
- (b) Good listeners make good friends. ☐
- (c) We should respect others' point of view even if we don't agree with it. ☐
- (d) Friends ought to be greeted on their special days only if they are celebrating. ☐
- (e) Light gossip does not harm friendship. ☐
- (f) Besides love and care, respect is one of the pillars of friendship. ☐
- (g) Competition is good for friendship. ☐

- C.4. Friends are integral to our life. It is difficult to imagine a day without friends. We share our sorrow and happiness with our buddies.**

**Think of a friend who is very special to you. Make a presentation in front of your classmates sharing what makes him/her special. Enliven your speech with a vibrant PowerPoint presentation made with pictures of your friend and the moments you spent together.**

### Note for the students

- Your presentation should not exceed the time limit of two minutes.
- PowerPoint presentation should be clear.
- Do not put too much information in one slide.
- Slides should not have the entire text of the speech.
- Use photographs to make your presentation effective.
- Do not put more than eight slides in your presentation.

### C.5. Be a Sonneteer

**Sonnet** is a poem of fourteen lines. It is usually divided into three quartets (four-line stanzas) followed by a couplet (English Sonnet) or, the first stanza contains eight lines and the second six lines (Italian Sonnet).

**Unleash your creative talent and compose a sonnet dedicated to your best friend.**

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### For the Teacher

- Explain the rhyme scheme to the students. Give them a brief introduction to the rhyme scheme followed in English and Italian sonnets.
- Students can also compose their sonnet in non-traditional form.



## Read it Yourself

Read the story 'A Song for Friendship' written by Ira Saxena.

### ► A Song For Friendship

'Ouch! Who is it?' cried Tara as she bumped into somebody. Quickly she regained her balance and gazed into the dark. A pair of big eyes stared back.

'Who are you?' she said again.

'Vasanthi,' said a soft voice.

'Oh, I am sorry. I was looking for my tent,' explained Tara.



The electric power came back and in the fluorescent light she looked at Vasanthi, a slim girl dressed in a green, short silk skirt and a loose mustard blouse. She had a glowing brown complexion, fine features and attractive dark eyes. Vasanthi looked at Tara and smiled. Tara smiled back.

'Er... I was only looking for my tent,' Tara repeated. Obviously Vasanthi did not understand what Tara was saying. Quickly she uttered, '*Yen per Vasanthi*' (My name is Vasanthi).

Tara nodded with a weak smile. She understood only the word 'Vasanthi'. Both giggled as they took different paths to join their groups. They had come to participate in the Inter-State School Cultural Festival.

Tara was from Bulandshahr, a district city of UP, which she was representing in the light music competition. At the district level as well as the state level she had won hands down. For her age, Tara sang with utmost ease. Singing came to her as naturally as walking to a child. Going all the way to Madras (Chennai) city to participate in the grand event had been an exciting experience. The only thing she missed was a companion of her age. The next day all the participants got together

for the preliminary music session in the auditorium. Once again Tara encountered Vasanthi, who stood with her group, near the stage. They exchanged smiles.

Vasanthi pointed to herself and grinned.

‘*Yen per* Vasanthi,’ she said.

‘Me, Tara.’

‘*Nee Delhi-wallah* (are you from Delhi)?’ she asked.

‘No. From Bulandshahr. Where do you come from?’ asked Tara.

Vasanthi looked confused and blurted out ‘Warayoor’. It was the name of her home town.

Tara tried to repeat it, but her tongue refused to twist accordingly. Vasanthi laughed aloud exposing an even row of teeth. Tara asked again, ‘Do you speak Hindi?’

‘*Ille*,’ Vasanthi shook both her thumbs and her head.

‘Engligh?’ asked Tara although she herself was not very fluent with the language.

‘*Ille*,’ Vasanthi repeated the gestures.

Each participant sang a folk song from her or his state. When Tara burst out with a full-throated ‘*kajri*’ of eastern UP, the hall resounded with applause. A little while later Vasanthi’s ‘*kummi pattu*’—a folk song from Tamil Nadu **enraptured** the audience. She sang effortlessly at a high pitch and filled the hall with her singing. Everyone applauded vigorously.

Meera, another participant from UP and a classical music expert, whispered, ‘Tara, watch out, you have stiff competition.’

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**enraptured:** filled with delight or joy



‘Yes, Meera-*di*,’ admitted Tara, ‘she sings very well, but I will practise hard. We must win.’

‘I am quite sure you will,’ Meera patted her shoulders reassuringly.

Vasanthi, for her part, had realised that her chief rival was Tara with whom she had sincerely wanted to be friends only a short while ago. Outside the auditorium Tara stood with her group. Vasanthi came away but the minute their eyes met, Tara turned her face and Vasanthi too moved away hurriedly. They were now potential rivals contesting for the same award.

All day long Tara practised for the final performance while Vasanthi spent longer hours on the *Veena* in the privacy of her tent. They met in the dining hall at meal time, but avoided each other the rest of the time.

The day before the grand finale, all the participants went on an excursion to Mahabalipuram. The silver sands, the glittering blue water of the sea and the cool breeze were almost bewitching and Tara quite forgot about the next day’s contest. She walked towards the far edge of the temple **precincts** where gentle waves lapped the walls. She left Meera-*di*, *Bahenji*—her teacher, and others behind. She turned and looked up at the glorious structure of the temple against the blue sky. Slowly she walked backward staring up at the **pinnacle**. All of a sudden she heard a scream. Tara shrieked and stumbled. She fell into someone’s strong grip. The roaring waves sent a light spray on her face. She was very close to the edge.

‘Oh God! I would have fallen if...’ she realised as she looked up.

It was Vasanthi, and she was still holding her. Tara regained her **composure**. She smiled weakly. ‘Thank you,’ she muttered softly.



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**precincts:** small area surrounding a building

**pinnacle:** small pointed tower on top of the temple

**composure:** calmness and control



‘Uh’? Vasanthi raised one eyebrow, then shook her head vigorously. ‘Thank you,’ she beamed. Tara **reciprocated** as both Meera-*di* and Bahenji came running.

‘Thank God, if Vasanthi wasn’t sitting here, you.....,’ Meera-*di* gasped but Bahenji interrupted her, ‘you should be careful, Tara,’ Bahenji patted Vasanthi’s head and said, ‘Thank you.’

Colour rose to Vasanthi’s cheeks and she ran away waving her hand. ‘Thank you,’ she turned and shouted from a distance and laughed aloud. Her laughter sounded like temple bells. It erased all feelings of rivalry in Tara’s heart. Once again Tara wanted to be friends with her. But how could she repay Vasanthi for saving her life?

Tara was quiet and aloof that day.

‘I will not sing for the contest tomorrow,’ she confided to Meera-*di*.

‘Don’t be silly,’ Meera-*di* sounded shocked.

‘If I don’t sing, Vasanthi will win. After all she saved my life,’ Tara pleaded.

‘Hmm!’ Meera-*di* peered at Tara’s face. ‘I understand. But remember a true artist will not like to accept charity even if it is the title of ‘Best Singer’,’ she explained.

Tara thought for a moment. ‘Yes, you are right,’ she agreed.

‘But... then what shall I do?’ Tara banged her fist against the window pane of the bus.

‘I will stammer, I will go out of tune, Meera-*di*,’ Tara said in desperation.

‘No. Everyone knows how well you sing,’ Meera-*di* argued.

‘Then...?’ wondered Tara. A minute later she yelled with excitement. Calming down, she whispered in Meera-*di*’s ear.

‘Think again. Don’t be rash. It means forsaking your prestige not only for yourself but for your school and your State too.’

Tara was determined. After all she would remain second only to her friend.

---

**reciprocated:** returned (the same feelings)

At long last the competition began. A glance at Meera-di's face and Tara knew she wanted her to be the first.

Tara sang a *bhajan* set in *Raag Kalyan*. When she stepped down amidst loud cheers, Meera-di hugged her. One by one all the participants gave their best performances. The atmosphere turned tense as the eager audience awaited the results.

Vasanthi and Tara had tied for the top position.

'The trophy is one and there are two equally good

**contenders**. I request them now to sing a song each for a final decision. Tara from Uttar Pradesh,' one of the judges announced clapping all the while to welcome Tara on the stage.

'Good luck, Tara,' Meera-di clasped Tara's hand.

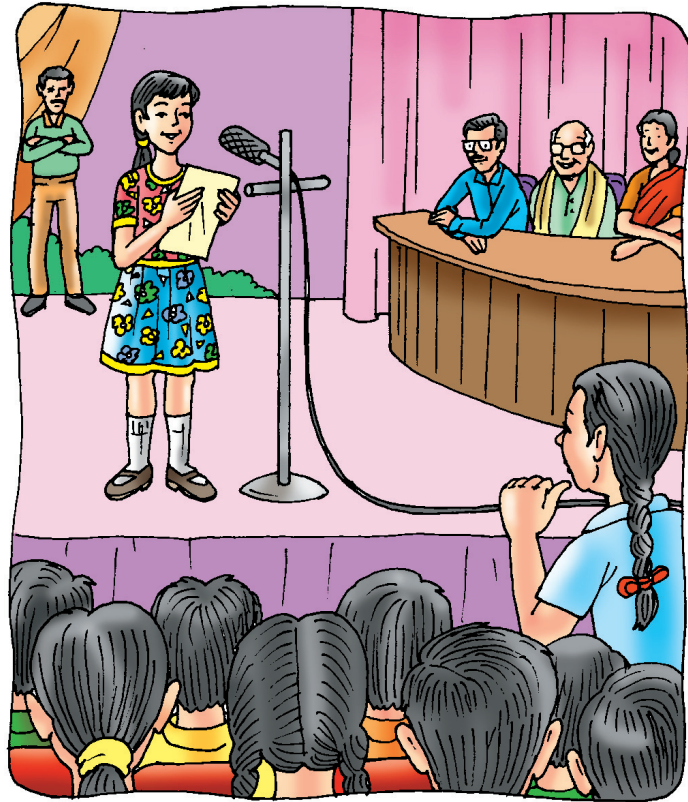
Tara climbed up the stage confidently and she was completely at ease as the audience gave her a hearty welcome. Once in front of the mike, Tara looked sideways at Vasanthi. Vasanthi smiled at her. She raised her folded palms and waved them high in the air to say 'good luck'.

Tara acknowledged the gesture with a nod. For a while she was silent, creating a suspense in the auditorium. Then in a soft whispering melody Tara burst into a Tamil song she had learnt in school...

'*Odi vilayad papa, nee oindirikkalagath papa...*'

(Child, you must be active, you should not be lazy.....)

She sang gradually building up the tempo into vigorous beats. The stunned audience broke into thunderous applause when Tara finished.



---

**contenders:** competitors

On her way down Tara crossed Vasanthi. Vasanthi's large dark eyes smiled at Tara with great affection.

Meera-di rushed towards Tara. Disappointment was **writ** large on her face. Her set smile soon froze into a frown. 'Why a Tamil song? You know you can sing better in your mother tongue,' she whispered angrily.

'I know that very well,' replied Tara with a 'you-know-why' look in her eyes. Quickly she took her place in the audience. Vasanthi was ready at the mike. With a slight gesture of her hand she requested the musicians to start playing. Vasanthi sang loud and clear in her high-pitched voice a Hindi song she had learnt at school...

*'Hum honge kamyab, hum honge kamyab ek din...'* (We will be successful, one day...)

Once again the audience was dumb-struck, specially Tara. She began to hum softly along with Vasanthi. The audience broke into loud cheers. A long burst of clapping followed. The compere ran to the judges. They seemed to have come to a decision. Finally, one of them walked up to the stage and announced, 'Tara and Vasanthi.' Both went up slowly and held them up together. 'Both sang beautifully and both—Tara and Vasanthi, are the winners.'

Tara and Vasanthi smiled at each other holding their hands as a deafening applause resounded.

In the doorway stood the compere with a trophy in his hand identical to the one on the table.



---

**writ:** clear and obvious



## Tape Script



## Nurturing Friendship

It is truly said that prosperity makes friends and adversity tries them. A true friend will be there for you in your difficult times. Cultivating friendships is an art. A lot of effort goes into nurturing friendships. Here are some tips for cultivating and maintaining friendships.

- A good listener is more likely to have friends. Listen attentively and respect your friends' views even if you differ in your opinion.
- Make an effort to keep in touch even if you are busy. Make phone calls, send e-mails, greetings, etc.
- Make time to meet your friends at least once a month.
- Be there for your friends in their adversities as well as in their celebrations.
- Never forget to greet your friends on their birthday or anniversary, even if they are not hosting a party on the occasion.
- Do not gossip about your friends behind their back.
- Love and caring lose their meaning if there is no respect in a relationship. As Cicero has said, 'He removes the greatest ornament of friendship, who removes from it respect.'
- Keep jealousy and competition away from your friends. Jealousy kills the best of relationships.

—Dr. Jyoti Sharma





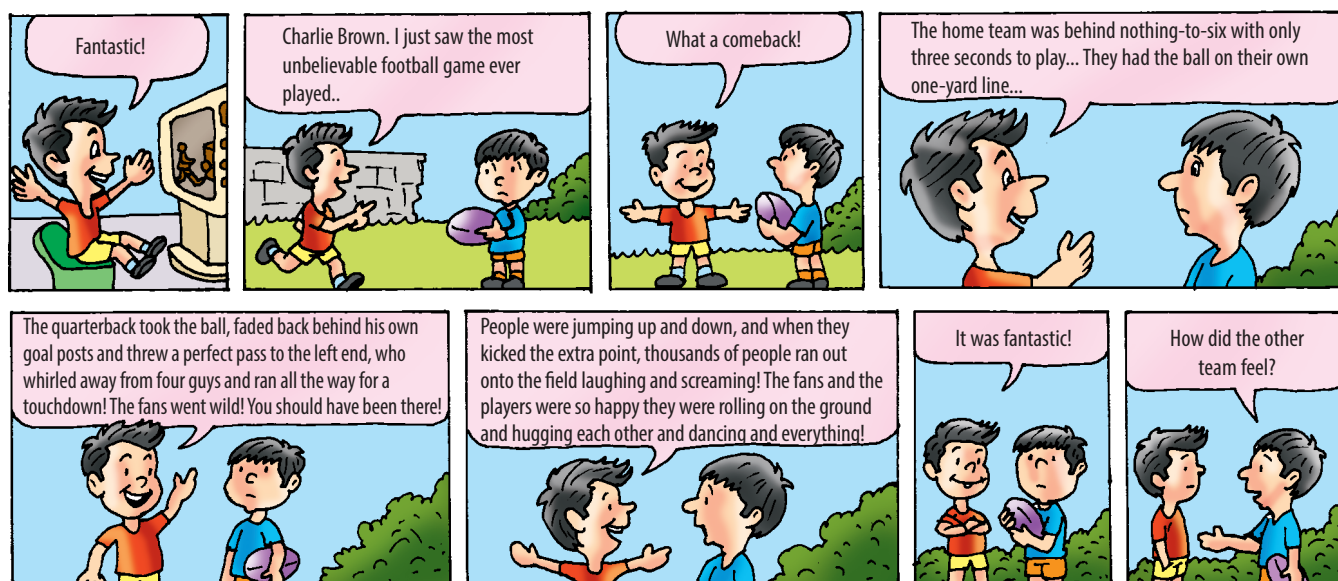


# Attitude



## Introduction

I. Read the following cartoon strip from a newspaper.



Form groups of four. Let each group split into the home team and the visiting team. Discuss in groups how you felt and share your feelings with other groups.

II. Look at these photos:

Which of the people do you think are—

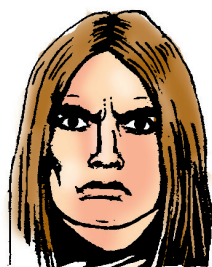
— happy?

— sad?

— angry?

— surprised?

— frightened?



Compare your answers with your partner's.

Do people show feelings in the same way in all the countries of the world?

Do we all smile when we are happy, and cry when we are sad?

Discuss with your partner.





**III. Now read about Paul Ekman. Fill the gaps in the story.**

Paul Ekman is an American scientist. He wanted to know the answer to this question: Do people show feelings in the same way everywhere in the world?

Ekman took photos of (1) \_\_\_\_\_. Some people looked happy, some looked sad, some looked angry, some looked surprised, and some looked frightened. He showed the photos to (2) \_\_\_\_\_, and asked them to match the feelings with the faces. He found that everyone could do this quite easily: everyone agreed which people were happy, which were sad, which were angry, and so on.

Then Ekman went to (3) \_\_\_\_\_. In this village, people had no television, they saw no films, and they never saw people from other countries. So they did not know what people from other countries looked like. Ekman showed his photos to (4) \_\_\_\_\_, and asked them the same questions: Which people are happy? Which are sad? Which are angry? He found that even here they could answer the questions quite easily.

So Ekman's conclusion was.....

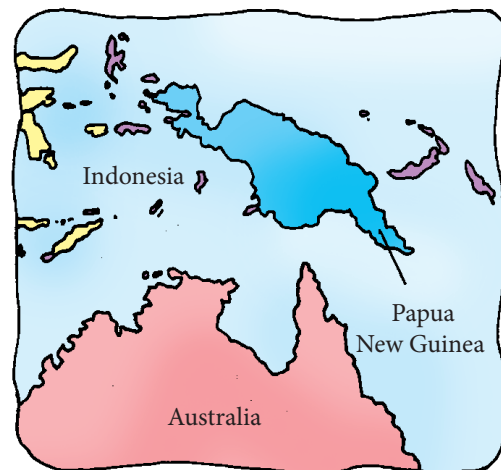
**What do you think Ekman's conclusion was?**

the people in this village

people from 21 countries

people in a village in the USA

a village in Papua, New Guinea





- A.1.** Along with your partner, prepare Paul Ekman's report of his findings to be published in the *National Herald's* weekly column. The report will have the following columns:

Aim:

Process:

Conclusion:



- A.2.** Read the letter written by Miss Jerusha Abbot *aka* Judy, an orphan brought up in an asylum by a kind trustee, who has paid expenses for her college education and whom she only recognises as one having long legs. She is on a visit to Lock Willow Farm and the letter gives her first impression about the place. This letter has been picked up from the book *Daddy-Long-Legs* by Jean Webster.

Dearest Daddy-Long-Legs,

I've only just come and I'm not unpacked, but I can't wait to tell you how much I like farms. This is a heavenly, heavenly, heavenly spot! The house is square like this. And old—A hundred years or so. It has a verandah on the side which I can't draw and a sweet porch in front. The picture really doesn't do it justice—those things that look like feather dusters are maple trees, and the prickly ones that border the drive are murmuring pines and hemlock. It stands on the top of a hill and looks way off over miles of green meadows to another line of hills.



**porch:** roofed shelter over the entrance of a building

**hemlock:** a poisonous plant

That is the way Connecticut goes, in a series of Marcelle waves; and Lock Willow Farm is just on the crest of one wave.

The **barns** used to be across the road where they obstructed the view, but a kind flash of lightning came from heaven and burnt them down.

The people are Mr And Mrs Semple and a hired girl and two hired men. The hired people eat in the kitchen, and the Semples and myself in the dining room. We had ham and eggs and biscuits and honey and jelly cake and pie and pickles and cheese and tea for supper—and a great deal of conversation. I have never been so entertained in my life; everything I say appears to be funny. I suppose it is because I've never been in the country before, and my questions are backed by an **all-inclusive** ignorance.

The room marked with a cross is not where the murder was committed, but the one that I occupy. It's big and square and empty, with adorable old-fashioned furniture and windows that have to be propped up on sticks with green shades trimmed with gold that fall down if you touch them. And a big square **mahogany** table—I'm going to spend the summer with my elbows spread out on it, writing a novel.

Oh, Daddy, I'm so excited! I can't wait till daylight to explore. It's 8:30 now, and I am about to blow out my candle and try to go to sleep. We rise at five. Did you ever know such fun? I can't believe this is really Judy. You and the Good Lord give me more than I deserve. I must be a very, very, very good person to pay. I'm going to be. You'll see.

Good night,

JUDY,

P.S. You should hear the frogs sing and the little pigs squeal— and you should see the new moon! I saw it over my left shoulder.



**barn:** a building in which grains are stored

**all-inclusive:** total

**mahogany:** a dark red brown wood used to make furniture

**A.3. On the basis of your understanding of the text, complete the following statements.**

- (a) Jerusha used to call her benefactor 'Daddy-Long-Legs' because \_\_\_\_\_.
- (b) Jerusha was living in Lock Willow Farm with \_\_\_\_\_.
- (c) The special thing about the room marked with a cross in Lock Willow Farm was \_\_\_\_\_.
- (d) 'I have never been so entertained in my life.' \_\_\_\_\_ makes Judy's life entertaining.

**A.4. Judy Abbot is very excited on her visit to the farm. Pick out three sentences from the text which support this statement.**

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

**A.5. Judy's letter to her foster father offers vivid descriptions of the farm, the people and the surroundings. Given below are a few details of such descriptions. Put a cross (×) against those which are not true.**

- (a) house
- ☐ square shaped
  - ☐ located in a valley
  - ☐ looks over miles of green meadows
  - ☐ almost a hundred years old



- (b) neighbourhood/  
surroundings
- ☐ maple trees
  - ☐ pines and hemlock
  - ☐ line of hills
  - ☐ barns



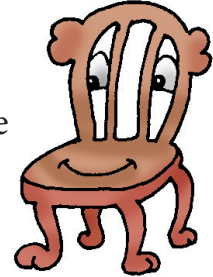
(c) people

- ☐ Mr and Mrs Semple
- ☐ a hired girl
- ☐ lots of farmers
- ☐ two hired men



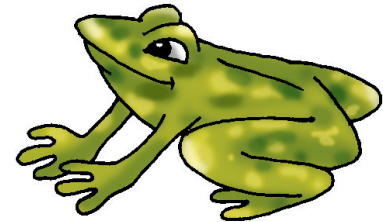
(d) Judy's room

- ☐ small and tiny
- ☐ has old-fashioned furniture
- ☐ green shades
- ☐ a square mahogany table



(e) sights and sounds around

- ☐ dancing peacocks
- ☐ singing frogs
- ☐ squealing pigs
- ☐ the new moon



#### A.6. HOTS

***Daddy-Long-Legs* is a story of a young girl, Jerusha Abbot or Judy and her letters to the benefactor whom she has never seen. Given below is a list of certain words. Choose the words that describe Judy's character and write them in the given space along with evidence from the text to support your choice.**

independent	confident	grateful	cowardly	meek
creative	excited	submissive	keen-observer	wordsmith

	WORDS	EVIDENCE FROM STORY
(a)		
(b)		
(c)		



(d)		
(e)		
(f)		
(g)		

### A.7. Life Skills

Judy had a great deal of conversation with the Semples in the dining room though she was not very well acquainted with them. Which skills/qualities do you think one should possess in order to carry forward effective communication with his/her friends?

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### A.8. The letter offers an insight into many qualities and characteristics of the writer. Match the lines from the letter with the qualities of the writer which they reveal.

- |     |  |   |  |
|-----|--|---|--|
| (a) | The house is square like this  | → | ← is humble and grateful                     |
| (b) | ... and a great deal of conversation                                       | → | ← is a nature lover                          |
| (c) | I'm going to spend the summer with my elbows spread on it writing a novel. | → | ← is good at observing and describing things |
| (d) | You and the Good Lord give me more than I deserve.                         | → | ← is fond of writing                         |
| (e) | You should see the new moon!   | → | ← likes to talk                              |

**A.9. Look at the edited Thesaurus list of synonyms for the word 'happiness':**



**HAPPINESS**—*N.* bliss, cheer, contentment, content, delight, ecstasy, enchantment, gaiety, joy, jubilation, jubilation, rapture, relishment, enjoyment, felicity, rejoicing, well-being, welfare.

**elation**—*N.* exaltation, exultation, glee, triumph.

[*state or place of perfect happiness*] Eden, paradise, seventh heaven, *Shangri-La*, utopia.

[*time of happiness*] red-letter day, jubilee, millennium, golden age, Saturnian period.

*V.* (**feel happy**), be content, purr, joy, delight in, enjoy, enjoy oneself, revel in, rhapsodize about, rejoice, tread (or walk) on air, soar, cheer up; exalt, gloat, triumph, whoop.

(**make happy**), cheer, delight, enchant, exalt, gladden, thrill, elate.

*Adj.* (**feeling happy**), cheerful, content, contented, delighted, ecstatic, enchanted, exalted, gay, glad, joyful, joyous, overjoyed, thrilled.

**elated**, exalted, gleeful, gleesome, jubilant, triumphant.

(**making happy**), cheery, delightful, delightful, delighting, enchanting, exalting, glad, gladsome, joyful, joyous, jubilant, ravishing, thrilling, Elysian, enjoyable, happy, winsome.

See also Cheerfulness, Merriment, Pleasantness, Pleasure, Satisfaction  
*Antonyms*—See Dejection, Disappointment, Dissatisfaction, Gloom, Sadness



### A.10. Do You Know?

The **Thesaurus** is a dictionary of synonyms. It is designed to help you find words with which to express yourself more clearly, more effectively and more precisely.

**Think about as many synonyms as you can for the word ‘sad’. Look into a thesaurus and write them in the space given below:**

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**A.11.** Imagine that you paid a visit to the farm. However, you did not feel the same as Judy Abbot did. You felt (a) bored, (b) sad and lonely, (c) frightened. Using the same information as given in the text, write a similar letter to Daddy-Long-Legs. Give reasons why you had the above feelings.


# LOCK WILLOW FARM

Saturday night.

Dearest Daddy-Long-Legs,

  
**bored**

  
**Sad**

  
**lonely**

Good night,

JUDY.



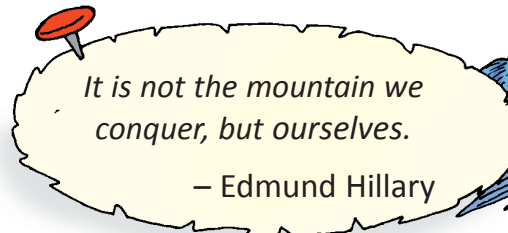


**B.1.** Read the following views of great thinkers.



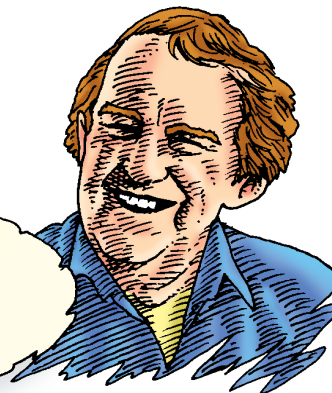
*To me it's very simple, if you're going to be thinking anyway, you might as well think big.*

– Donald Trump



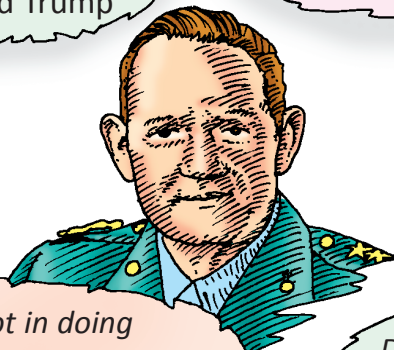
*It is not the mountain we conquer, but ourselves.*

– Edmund Hillary



*I've never been poor, only broke. Being poor is a frame of mind. Being broke is only a temporary situation.*

– Mike Jodd



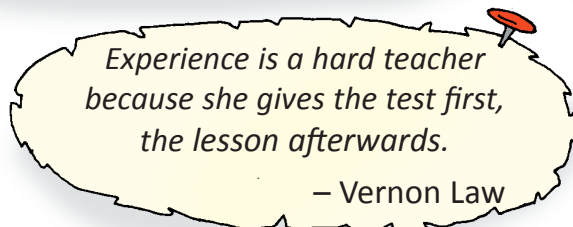
*True genius lies not in doing extraordinary things but doing ordinary things extraordinarily well.*

– Maj. Gen. Louis H. Wilson



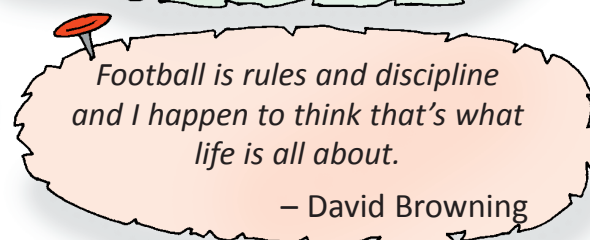
*Discovery consists in seeing what everybody has seen—and thinking what nobody has thought.*

– Albert Szent-Gyorgyi



*Experience is a hard teacher because she gives the test first, the lesson afterwards.*

– Vernon Law



*Football is rules and discipline and I happen to think that's what life is all about.*

– David Browning



*The more you sweat in peace, the less you bleed in war.*

– Admiral Hyman Rickover

- B.2.** Read the following sentences. Each one of them describes a state of mind. Choose the right word from those given in the Aid Box to describe each feeling and use it appropriately to fill in the blanks. Use a dictionary, if required.

Aid Box				
depress	hopeful	repent	nervously	relief
nostalgic	elated	annoyed	astounded	

- (a) Ronit and Rohit were \_\_\_\_\_ when they saw the car move without a driver.
- (b) Finish your work in time or you'll \_\_\_\_\_ later.
- (c) Repeated blank calls \_\_\_\_\_ Smita greatly.
- (d) Tiny Tom heaved a sigh of \_\_\_\_\_ after being rescued from the kidnappers.
- (e) Looking at the old photographs in the album, Mr Chaturvedi felt \_\_\_\_\_.
- (f) I advise you not to watch this sad and gloomy film. It will \_\_\_\_\_ you.
- (g) Sukriti was \_\_\_\_\_ on finding an email from her dearest friend in the mailbox.
- (h) We are \_\_\_\_\_ of his speedy recovery.
- (i) Manohar buttoned his coat \_\_\_\_\_ as he readied to go for the interview.



- B.3.** Imagine that you are an eminent personality (a scientist, a leader, an artist, a dramatist, a dancer and so on). You have been invited by the Television news channel *Ab Tak* for an interview in the programme 'What You Think'. Reply to the questions of the interviewer given on the next page.





**Interviewer** : How will you define success for yourself?

**Eminent Personality** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interviewer** : What high goals did you set for yourself?

**Eminent Personality** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interviewer** : Which personal qualities helped you in climbing the ladder of success?

**Eminent Personality** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interviewer** : How did you manage to overcome the challenges that you faced during the initial years of your struggle?

**Eminent Personality** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interviewer** : If someone is not able to reach their goal despite their best efforts, would you call them a loser?

**Eminent Personality** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interviewer** : Any special message for our audience?

**Eminent Personality** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Listen to the audio CD titled *Listen & Comprehend* (Class-VII). After listening, answer the questions asked in the audio CD verbally. Listen to the tape script once again and attempt the given question. The tape script is also given on page no. 86.

**B.4. Listen to a poem entitled 'State of Mind' and discover who a winner is.**


**On the basis of your listening of the poem, say whether the following sentences are true or false. Put 'T' or 'F' in the space provided.**

- (a) Hard work alone leads to success. ☐
- (b) One must set high targets. ☐
- (c) The strongest man wins life's battles. ☐
- (d) It's only a matter of chance that one wins. ☐
- (e) A strong will power spells success. ☐
- (f) A positive attitude is very important in life. ☐



**B.5. What is the final message of the poem? Discuss in pairs.**

**B.6. In order to be a winner, one needs to inculcate certain qualities. Categorise the qualities given below. Match the qualities of a winner and a loser and write them down in the space provided.**



**WINNER**

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determination

pessimism

diligence

confidence

despair

optimism

nervousness

anxiety

resolution

**LOSER**

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**B.7. Read the beginning of a story.**

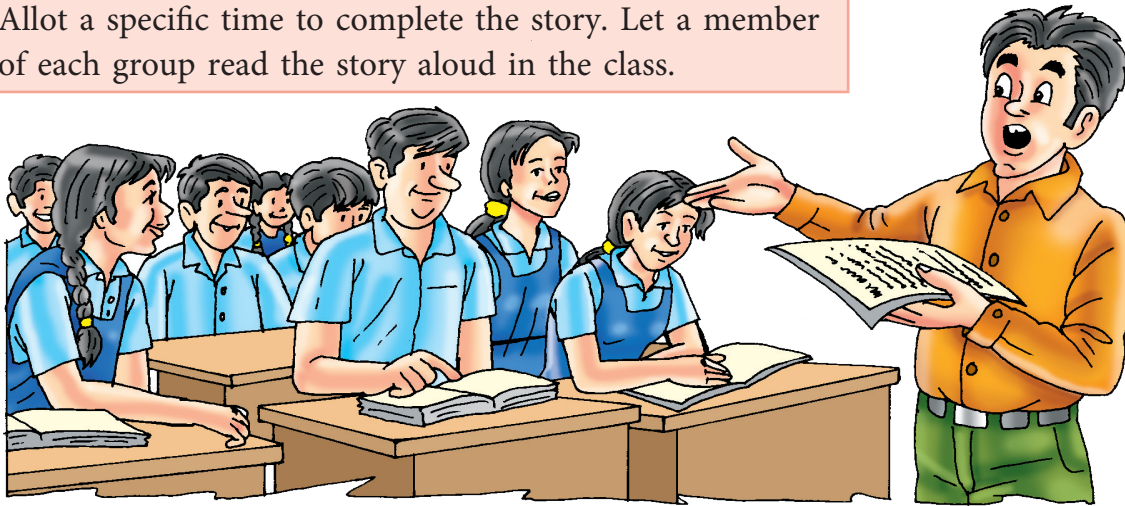
‘The alarm went off with a sharp *twang*. Kalpana briskly got out of the bed and began to get ready to go to school. Her mother handed her the tiffin and the water bottle. Giving her a peck on the cheek, Kalpana rushed to be in time for the school bus .....



**Now form groups of four. Let each group select a specific state of mind. Let them complete the story using the chosen state of mind as the undercurrent in the story.**

**For the Teacher**

Allot a specific time to complete the story. Let a member of each group read the story aloud in the class.



**C.1. We often plan things in advance and look forward to executing our plans. But many a time, things do not happen the way we want them to. Think of a day when everything went wrong. Give reasons about what spoilt the day.**

- (a) \_\_\_\_\_  
\_\_\_\_\_
- (b) \_\_\_\_\_  
\_\_\_\_\_

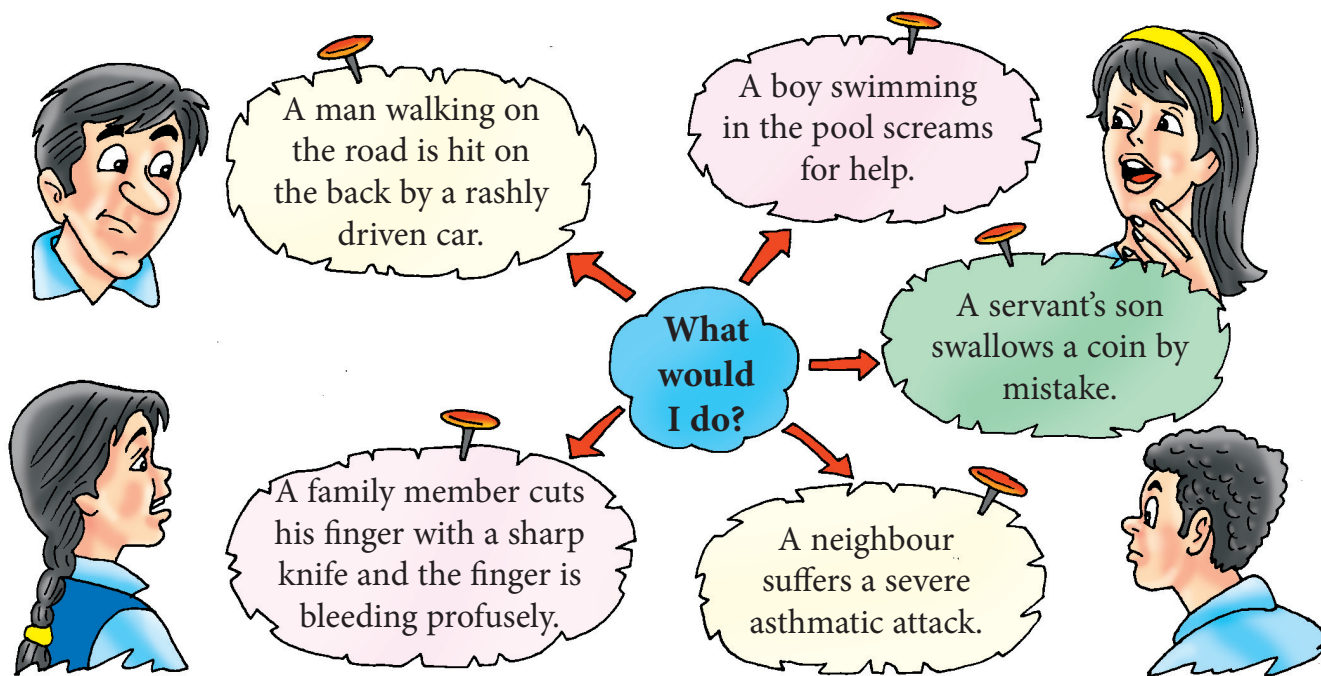


(c) \_\_\_\_\_

(d) \_\_\_\_\_

Describe to your partner how you felt when the day was over.

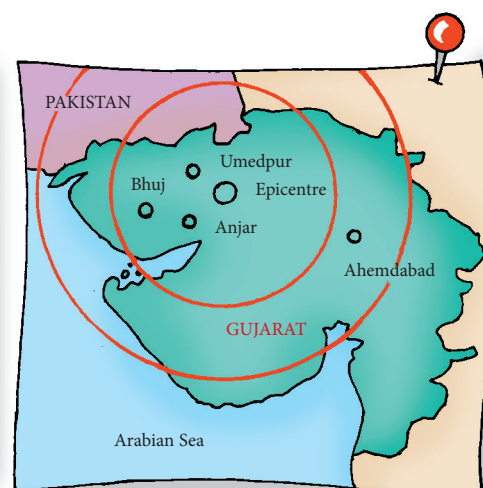
**C.2.** Read the following situations. Discuss in groups of four what you would do in such situations.



**C.3.**

**RICHTER 7.7!**

The Earthquake that struck Gujarat on January 26, 2001, was the most devastating natural **catastrophe** in memory. The destruction was on an **overwhelming** scale. As soon as the dust cleared, men, women and children had to take control of their own destinies and the destinies of others. As days passed, there were many moments of sadness and despair as well as hope and joy—and countless examples of uncommon courage.



**catastrophe:** a sudden event that causes great destruction

**overwhelming:** very large, difficult to fight against

Read Krimali Joshi's ordeal in life and how she saved the lives of others from the jaws of imminent death.

## Courage Beyond Understanding

Krimali Joshi was brimming with excitement. At 17, she had completed her schooling in Bhuj, and would attend an interview for a salesgirl's position. She left her family's apartment that morning, pleased with her green and yellow flowered outfit but felt something wasn't quite right about her hair. She returned home, removed her shoes and left them at the door.

Moments later, an explosive, loud noise deafened her. Then everything began crashing down. When it was over, the floors of the four-storey building had crunched downwards, in some cases making massive concrete sandwiches that crushed the people caught inside. Walls were peeled away so that remains of rooms stood gaping open.

Krimali and her immediate family escaped serious injury but could not make their way through the sharp-edged chunks of concrete around them.

A huge concrete slab, the ceiling of an entire room stood above the only escape route. It hung at a 45° angle, completely detached on three sides. The monstrous slab could drop without a second's warning.

'People were screaming and didn't know what to do,' Krimali says. That's when she decided to act.

With no shoes on her feet, her legs bare, she climbed up and down the debris till she was just beneath the swaying concrete slab. Four to five metres below were uneven chunks of concrete, broken glass and smashed furniture all edged with sharp spikes of iron rods.

But if she could manage to get down to that ground level, she could make her way to safety. She paused to figure the best way down. There





wasn't any good place to jump,' Krimali says, 'so I just jumped.'

She landed in a couch, her feet missing any sharp edges. Encouraged by her good fortune, she knew it was up to her to persuade others to follow.

Krimali planned to rescue her family first, but heard a woman from an apartment two-storeys above screaming for someone to save her baby. 'Throw the baby to me,' Krimali shouted. 'I can catch her!'

The woman refused. Krimali told her to look for a bucket and rope to lower the two-month old infant. Nothing was at hand. Krimali yelled for the woman to wrap the baby in bed sheets and then toss her down.



Still crying uncontrollably, the mother wrapped the little girl and sat down on the edge of the **ledge** with the baby in her arms. Below, Krimali stood barefoot in the **rubble**, her feet firmly positioned between twisted steel rods. Gently, she asked the woman to throw the baby.

'I prayed to God, 'Please see that I catch her,' Krimali says. The mother tossed the baby. Krimali made a clean catch and saw a radiant smile break across the mother's face. 'I'll be back!' Krimali called out, hugging the child to her as she hurriedly picked her way across the rubble to the open space beyond where **survivors** had gathered.

She handed the baby to someone, then asked if any of the men would come back with her to help others trapped in various apartments.

'No one did,' she says. 'They were all afraid of that hanging slab'. As for Krimali, five feet, one inch in height and weighing about 50 kilos, her fears had been lifted by what she had already accomplished.

---

**ledge:** a narrow shelf that sticks out from a vertical surface

**rubble:** bits of broken stone or bricks from a damaged building

**survivors:** people who escape death



On her way back into the remains of the building, she spotted a portion of a large door. It was extremely heavy, but she managed to drag it to the spot just below the hanging slab.

By placing it on the rubble, tilted upwards, she created a sliding board of sorts. With Krimali coaching her, the baby's mother partly jumped and partly rolled down the board to the ground level. Krimali led her through the debris to her baby.

When Krimali got back to the scene, she heard a very faint cry coming from a mound of rubble about three metres away.

'I saw the soles of a pair of bare feet wiggling,' Krimali says. 'It was a woman. She was buried head first and upside down in an almost vertical position. With someone else's help, I tried to pull her out by her feet, but couldn't, so we started digging.'

They laboured in the shadow of the slab to unearth the woman. Then they realised that she was heavily pregnant—and clutching her two-year old daughter.

Despite **hysterical** crying, mother and child had only superficial cuts. Krimali comforted them and walked them to safety.

In the hours that followed, Krimali made countless rescue missions into the crumpled building, each time in the shadow of the great slab. In all, observers credit her with helping to save at least two dozen men, women and children. Still, 58 people died in the collapse of the Mangalam Apartments.

Three months later, surrounded by her adoring family who had witnessed her stunning courage, Krimali does not overplay what she did. But she merrily tosses it all off as something that was far beyond her understanding. 'I'd never seen such things as I saw that day. I had never done such things as I did. I don't know where my courage came from. I'm just glad I was there and I did what I did'.

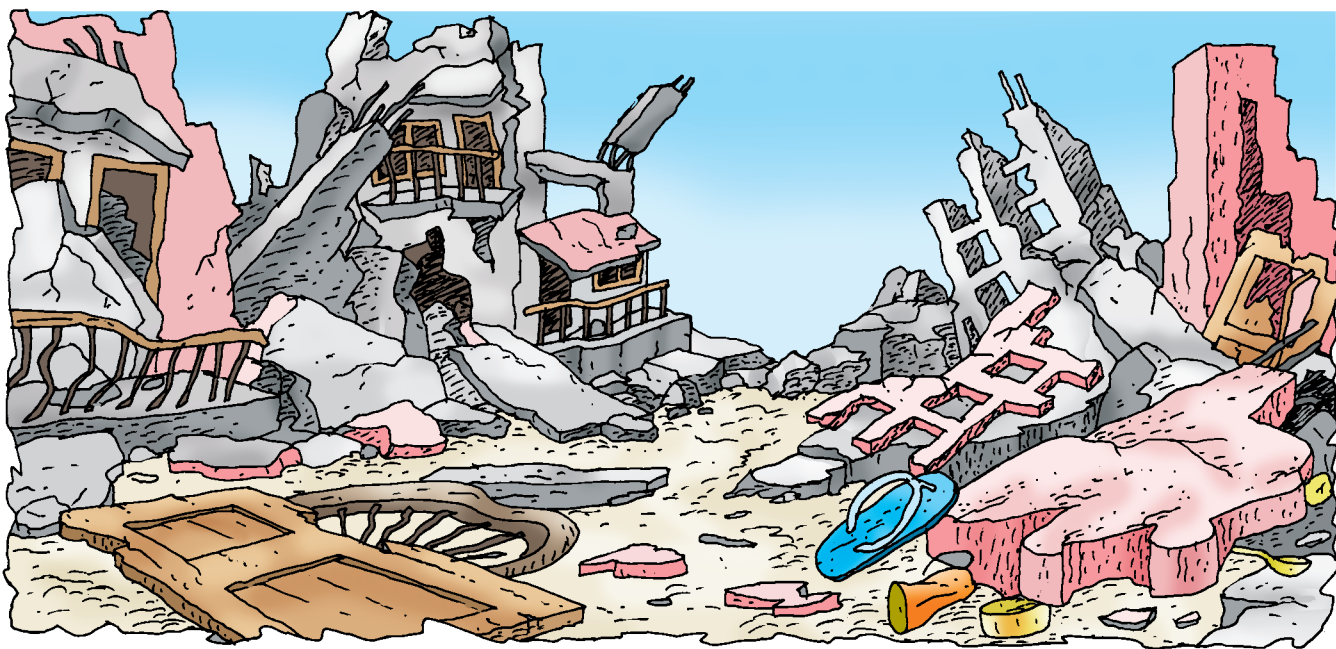


—Henry Hunt

**hysterical:** unable to control

**C.4. On the basis of your understanding of the text, complete the following sentences.**

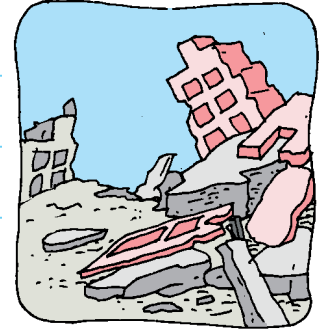
- (a) Krimali left the house to appear \_\_\_\_\_.
- (b) The only escape route was blocked by a \_\_\_\_\_.
- (c) Krimali managed to reach the ground level by \_\_\_\_\_.
- (d) She saved the baby's life by \_\_\_\_\_.
- (e) Krimali used the portion of the large door to create a \_\_\_\_\_.
- (f) She had to dig to save the buried woman because \_\_\_\_\_.
- (g) Krimali saved around \_\_\_\_\_.



**C.5. Give three points each to justify the given statements.**

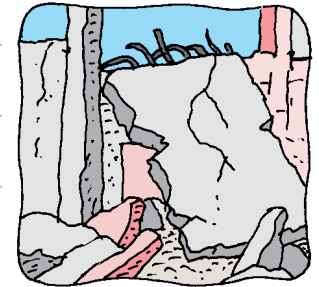
(a) The earthquake caused massive destruction.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_



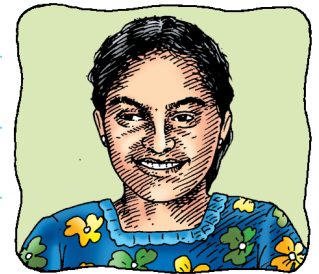
(b) The concrete slab was a big obstacle.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_



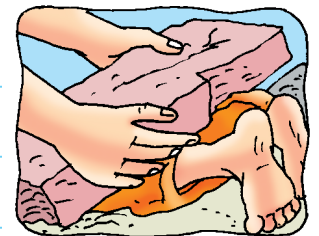
(c) Luck favoured Krimali.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_



(d) Krimali led a successful rescue operation.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_



**C.6. HOTS**

**Would Krimali have recognised her inner strength had the earthquake not occurred? Share your views with your partner.**

**C.7. Values**

**‘People live for themselves. Their dominant impulse is to secure their own comfort and happiness. But true happiness lies in making others happy.’ Discuss in groups of four.**

- C.8.** The episode reveals a number of qualities of Krimali. Match the qualities as given in the Aid Box with the evidence picked up from the text.

Aid Box			
proud	kind	brave	decisive
persuasive	religious	intelligent	



	Quality	Evidence
(a)		'I prayed to God, Please see that I catch her.'
(b)		'People were screaming and didn't know what to do.' That's when she decided to act.
(c)		'I'm just glad I was there and I did what I did.'
(d)		'There wasn't any good place to jump, so I just jumped.'
(e)		Krimali comforted them and walked them to safety.
(f)		By placing it on the rubble, tilted upwards, she created a sliding board of sorts.
(g)		Encouraged by her good fortune, she knew it was up to her to persuade others to follow.

- C.9.** The story presents many contradictory emotions, qualities and situations. Fill in the blanks with the antonyms of the words given below:

- |     |             |            |
|-----|-------------|------------|
| (a) | hope        | _____      |
| (b) | cruel       | _____      |
| (c) | _____       | sorrow     |
| (d) | destruction | _____      |
| (e) | _____       | courageous |
| (f) | _____       | hysterical |
| (g) | humble      | _____      |
| (h) | injured     | _____      |
| (i) | _____       | death      |



- C.10.** You are Mr Arvind Shah, the President of the Mangalam Apartments. Three months after the earthquake, you hold a meeting of the surviving residents of the Apartments to honour Krimali. Prepare the speech to be given on the occasion and speak it out in the class.

Include the following points:

- (i) Krimali as you know her,
- (ii) The courage she displayed,
- (iii) How you wish to honour her.



- C.11.** The following newspaper report appeared in almost all National and International dailies on 27 January, 2001.

### **EARTHQUAKE ROCKS GUJARAT**

By ABC Correspondent

**27 January, Ahmedabad.** A massive earthquake measuring 7.7 on the Richter Scale hit Gujarat exactly at 8.46 a.m. yesterday, leaving thousands dead and many hundreds injured. The earthquake has caused unbelievable destruction and devastation. Rescue operations are in full swing. Bhuj, the epicentre of the quake, has been severely damaged. The government and several NGOs have joined hands to help the victims. Messages expressing heartfelt grief and sorrow are pouring in from all corners of the world.



**Please Note:** Reports giving information are written and read daily. Such information should be accurate and presented simply and clearly. The reporter is a third person and no personal comments are given. Report should include—what (the event), when, where, how it took place, consequences, a few details, what is being done about the matter and reactions (of authorities or general public).



- C.12.** You are Pratibha Goswami, a correspondent of *The Hindu*. Write a report for the newspaper about a shop that caught fire. Three people have been killed in the fire and several injured. Property worth lakhs of rupees has been gutted.

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### Read it Yourself

Read the story 'Chachi's Funeral' written by Ruskin Bond.

#### ► Chachi's Funeral

*Chachi* died at 6 p.m. on Wednesday, the 5th of April, and came to life again exactly twenty minutes later. This is how it happened.

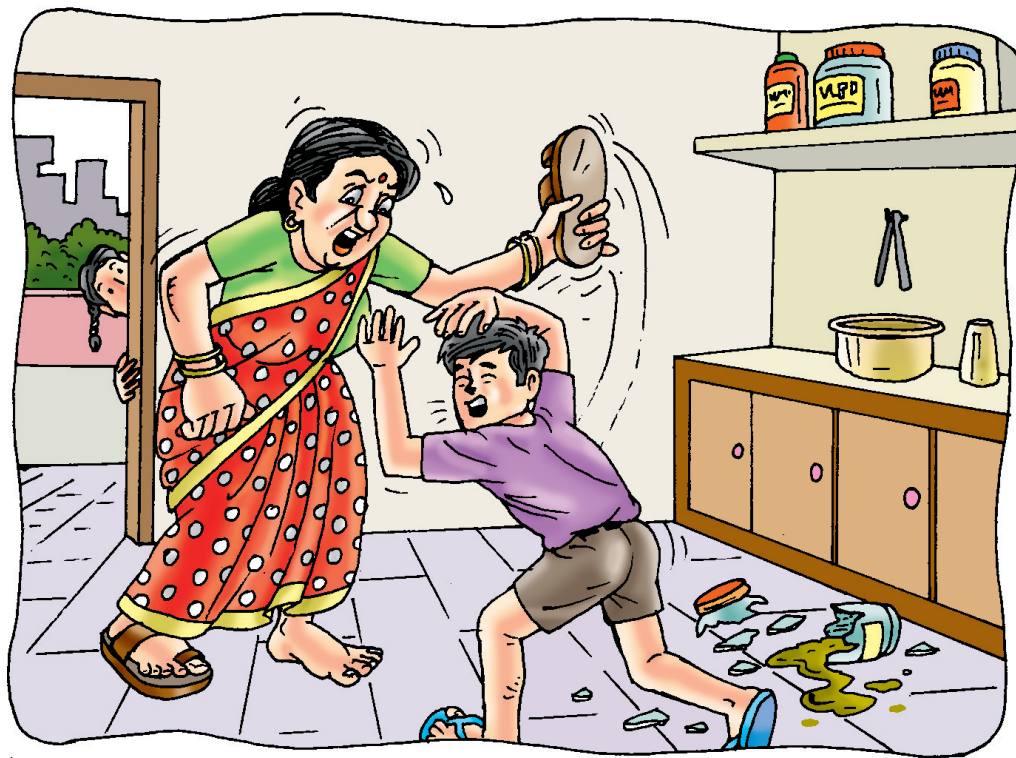
*Chachi* was, as a rule, a fairly tolerant, easygoing person, who **waddled** about the house without paying much attention to the swarms of small sons, daughters, nephews and nieces who poured in and out of the rooms. But she had taken a particular **aversion** to her ten-year-old nephew, Sunil. She was a simple woman and could not understand Sunil. He was a little brighter than her own sons, more sensitive, and inclined to resent a scolding or a cuff across the head. He was better looking than her own children. All this, in addition to the fact that she resented having to

**waddled:** walked about with short steps

**aversion:** a feeling of dislike

cook for the boy while both his parents went out to office jobs, led her to grumble at him a little more than was really necessary.

Sunil sensed his aunt's jealousy and fanned its flames. He was a mischievous boy, and did little things to annoy her, like bursting paperbags behind her while she dozed, or commenting on the width of her *pyjamas* when they were hung out to dry. On the evening of the 5th of April, he had been in particularly high spirits and, feeling hungry, entered the kitchen with the intention of helping himself to some honey. But the honey was on the top shelf, and Sunil wasn't quite tall enough to grasp the bottle. He got his fingers to it but as he tilted it towards him, it fell to the ground with a crash.



*Chachi* reached the scene of the accident before Sunil could slip away. Removing her slipper, she dealt him three or four furious blows across the head and shoulders. This done, she sat down on the floor and burst into tears.

Had the beating come from someone else, Sunil might have cried; but his pride was hurt and, instead of weeping, he muttered something under his breath and stormed out of the room.

Climbing the steps to the roof, he went to his secret hiding place, a small hole in the wall of the unused *barsati*, where he kept his marbles, kite-string, tops and a clasp-knife. Opening the knife, he plunged it thrice into the soft wood of the window frame.

'I'll kill her!' he whispered fiercely, 'I'll kill her, I'll kill her!'

'Whom are you going to kill, Sunil?'

It was his cousin Madhu, a dark, slim girl of twelve, who aided and abetted him in most of his exploits. Sunil's *Chachi* was her '*Mammi*'. It was a very big family.

'*Chachi*,' said Sunil. 'She hates me, I know. Well, I hate her too. This time I'll kill her.'

'How are you going to do it?'

'I'll stab with this.' He showed her the knife. 'Three times, in the heart.'

'But you'll be caught. The CID is very clever. Do you want to go to jail?'

'Will they hang me?'

'They don't hang small boys. They send them to boarding schools.'

'I don't want to go to a boarding school.'

'Then better not kill your *Chachi*. At least not this way. I'll show you how.'

Madhu produced pencil and paper, went down on her hands and knees, and screwing up her face in sharp concentration, made a rough drawing of *Chachi*. Then, with a red crayon, she sketched in a big heart in the region of *Chachi*'s stomach.

'Now,' she said, 'stab her to death!'

Sunil's eyes shone with excitement. Here was a great new game. You could always depend on Madhu for something original. He held the drawing against the woodwork, and plunged his knife three times into *Chachi*'s pastel breast.

'You have killed her,' said Madhu.

'Is that all?'

'Well, if you like, we can cremate her.'

'All right.'



She took the torn paper, crumpled it up, produced a box of matches from Sunil's hiding place, lit a match, and set fire to the paper. In a few minutes all that remained of *Chachi* was a few ashes.

'Poor *Chachi*', said Madhu.

'Perhaps we shouldn't have done it,' said Sunil, beginning to feel sorry.

'I know, we'll put her ashes in the river!'

'What river?'

'Oh, the drain will do.'

Madhu gathered the ashes together, and leant over the balcony of the roof. She threw out her arms and the ashes drifted downwards. Some of them settled on the pomegranate tree, a few reached the drain and were carried away by a sudden rush of kitchen water. She turned to face Sunil.

Big tears were rolling down Sunil's cheeks.

'What are you crying for?' asked Madhu.

'*Chachi*. I didn't hate her so much.'

'Then why did you want to kill her?'

'Oh, that was different.'

'Come on, then, let's go down. I have to do my homework.'

As they came down the steps from the roof, *Chachi* emerged from the kitchen.

'Oh *Chachi*!' shouted Sunil. He rushed to her and tried to get his arms around her ample waist.

'Now what's up?' grumbled *Chachi*. 'What is it this time?'

'Nothing, *Chachi*. I love you so much. Please don't leave us.'



A look of suspicion crossed *Chachi*'s face. She frowned down at the boy. But she was reassured by the look of genuine affection that she saw in his eyes.

'Perhaps he does care for me, after all,' she thought and patted him gently on the head. She took him by the hand and led him back to the kitchen.



## Tape Script



## State Of Mind

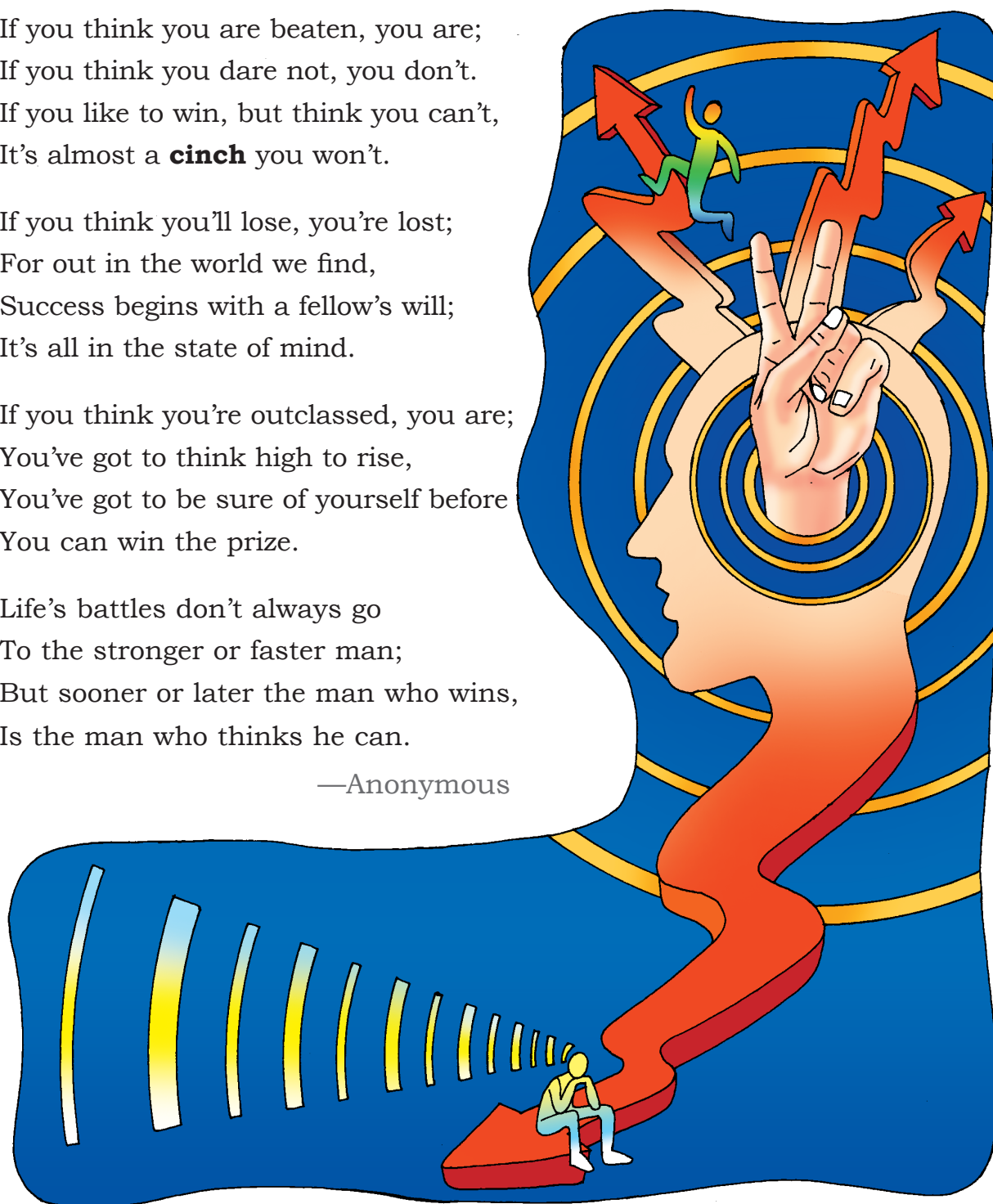
If you think you are beaten, you are;  
If you think you dare not, you don't.  
If you like to win, but think you can't,  
It's almost a **cinch** you won't.

If you think you'll lose, you're lost;  
For out in the world we find,  
Success begins with a fellow's will;  
It's all in the state of mind.

If you think you're outclassed, you are;  
You've got to think high to rise,  
You've got to be sure of yourself before  
You can win the prize.

Life's battles don't always go  
To the stronger or faster man;  
But sooner or later the man who wins,  
Is the man who thinks he can.

—Anonymous



**cinch:** a certainty