

Kerala Reader

English

PART - II

Standard IX



Government of Kerala
Department of General Education



Prepared by
State Council of Educational Research and Training (SCERT) Kerala
2024

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders, respect and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone, lies my happiness.

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Foreword

Dear Learner,

This textbook is the second part of the English Reader prescribed for Class IX. As you know the package of learning materials in English includes the Textbook, the Digital Text and the Teacher Text (for the reference of teachers). The textbooks (Vol. I & II) prescribed for Class IX are a colourful mix of short stories, poems, articles and anecdotes. It opens a vista of wonders, helping you enjoy using and experimenting with language. In addition to the stories, poems, articles and anecdotes, it has a wide variety of games and exercises to help you delve deeper into the nuances of the language. It should also help you improve your speaking skills, making you more confident while engaging in debates, discussions and conversations. Moreover, the crossword puzzles and other vocabulary activities should enrich your wealth of words.

One of the highlights of this textbook is the opportunity to take up a Group Project towards the end of each unit. They should enable you to collaborate with your peers and sharpen your skills of communication and documentation.

I wish you all the best for a wonderful experience of researching, experimenting and exploring the immense possibilities of the English language.

Dr Jayaprakash R.K.

Director
SCERT Kerala

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

-
1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
 2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

UNIT IV

STRIVE AND THRIVE

We are... one equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find and not to yield.

- Alfred, Lord Tennyson



- The Unstoppable Soul Surfer** - Bethany Hamilton
- A Shield of Courage** (on Neerja Bhanot)
- Walk Alone (Poem)** - Rabindranath Tagore



Let's log in:



- What does this collage convey to you?
- What are the factors that make people succeed in life? Discuss.

People who survive adverse circumstances can thrive. Though born with tremendous potential, we may falter at certain points in life, till our innate survival instinct pulls us back on track. With it, we can conquer the world.

Resilience is a key human attribute. Resilient individuals can bounce back from adversity and face challenges with determination. It is determination that helps us survive and thrive.



Let's read and reflect:

'Imagine the one thing you love to do the most. Now, imagine out of nowhere, something happens and you realise you may never be able to do it again. How would you feel? Sad? Angry? Shell-shocked?'

For thirteen year old Bethany Hamilton, the answer was 'all of the above'.

The Unstoppable Soul Surfer

- Bethany Hamilton

1 It came literally out of the blue. I had no warning at all, not even the slightest hint of danger on the horizon. The water was crystal clear and calm; it was more like swimming in a pool, rather than the deep ocean waters in Kauai, Hawaii, where I go almost every morning to surf with my friend Alana



Blanchard or the other girls on the Hanalei girls surf team. The waves were small and inconsistent, and I was relaxing on my board with my right hand on the nose of the board and my left arm dangling in the cool water. I remember thinking, "I hope the surf picks up soon," when suddenly there was a flash of grey.

2 That's all it took: a split second. I felt a lot of pressure and a couple of lightning-fast tugs. I couldn't make out any of the details, but I knew that the huge jaws of a massive tiger shark covered the top of my board and my left arm.

It's funny—you would think having your arm bitten off would really hurt. But there was no pain at the time. I felt pressure and kind of a jiggle-jiggle tug, which I know now was the teeth. They have serrated edges like a steak knife and they sawed through the board and my

Have you been to a beach? Share your experience with the class.

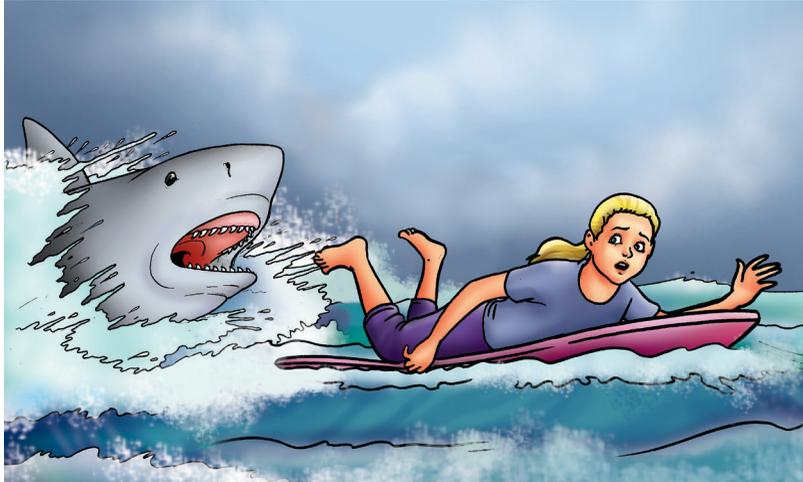
While we read _____

- What turned Bethany's thoughts upside down in a split second?
- How did Bethany feel when the shark attacked her?

My words _____

My questions _____

- .
- .



bones as if they were tissue paper. It was over in a few seconds. I remember seeing the water around me turn bright red with my blood. Then, I saw that my arm had been bitten off almost to the shoulder. There was just a three-or-four-inch stub where my limb had once been.

3 Byron and Holt (Alana’s brother and father) got to me in a flash. Holt’s face was white and his eyes were wide. “Oh, my God!” he said, but he didn’t freak out. Instead, he took control of the situation. He pushed me by the tail of my board, and I caught a small wave that washed me over the reef as I lay on my board. Whatever emotions Holt, Byron, and Alana were feeling they kept inside; nobody panicked or lost their head.

My arm was bleeding badly, but not spewing blood like it should with a major artery open. Holt took off his long grey sleeve rash guard and tied it around the stub of my arm really tight to act as a tourniquet. Holt told me to keep talking to him to make sure that I didn’t pass out in the middle of the ocean. So I was talking, although I don’t know about what; just answering his questions and praying out loud.

4 In the surgery room, they hooked me up to lots of machines. It was Dr Rovinsky who would be doing the first surgery, and he explained to both me and Mom how he would do it. “You’ve lost your arm, Bethany,” he said gently, “now the focus is on saving your life.”

While we read _____

- c. How did Bethany's companions respond immediately after she was attacked by the shark? What is your impression of them?
- d. Why did Holt want Bethany to keep talking to him?
- e. What was the shocking news Dr Rovinsky revealed to Bethany and her family?

My words _____

My questions _____

- .
- .
- .

My mom stayed by my side the whole time. My dad went out to deal with visitors and the ever-growing number of reporters who heard what had happened to me and were eager to break my story. In the hospital, I would look over at the bandaged stump where my arm used to be and think, “Now what?”

For a while, I doubted whether I would ever surf again. Everybody knows that it takes two arms to surf. I tried to tell myself, “Hey, I’m okay with this. I mean, surfing isn’t everything, right? You’ll find something else to do to have fun.”

“I want to be the best surf photographer in the world,” I told my dad. That was my way of saying, “Listen, I know my surfing days are over” He just nodded, “I’m sure you will be,” and tried to smile. He knew what it meant as well. But by Saturday, I changed my mind and started thinking about going surfing again.

5 I was feeling better; my mind was less foggy, and there were so many people coming to see me and give me pep talks. I put on a brave face for everyone, but I can’t pretend it didn’t get to me at times. If I ever did start to get blue, I had my brothers to pull me back. They were laid-back as always; they never let me know their horror or see their pain or fear. Timothy was always joking and



While we read _____

- f. Why were the reporters waiting at the doorway?
- g. How did Bethany’s father react to her notion of becoming a surf photographer? What does this tell you about him?
- h. In what way did Bethany’s brothers help to keep her spirits up?

My words _____

My questions _____

-
-

Noah was my biggest protector. They were so strong, and that helped me be strong, too.

6 Before I got out of the hospital—in fact, by the second day of my one-week stay—I was talking differently about the possibility of surfing again. My whole family stood behind me and tried to encourage me as much as possible. My parents had no doubt that I probably could figure out a way to get up on a board but I knew they felt my competitive days were over. “Bethany, I am sure you can do whatever you put your mind to,” my dad told me.

My parents too had a rough time. Neither of them was able to work for almost three months, which put a big financial burden on our family.

7 My first indication that my life would never be the same again, came just as we were leaving the hospital. Instead of going out the main entrance, we had to go through a maze of hallways and sneak out through the back door. There were hospital security guards with us, and when we got to our car, there were two Kauai policemen who followed us to a house in Anahola where I could continue to recover in privacy. My parents explained to me that there was a mob of TV people eagerly waiting to shove microphones in my face. Honestly, I really don't enjoy being in the spotlight. But I agreed to do interviews for the benefit of others.

Strangers still approach me on the beach, in airports, in shops and restaurants. They ask for autographs; they come up and tell me I'm 'an inspiration.' I'm interrupted at dinner by people wanting to be in a photo with me. It's totally bizarre.

8 Being a top professional surfer would have brought me only a sliver of this recognition and probably only within the tight-knit surfing community. “You're something more now than a surfer,” friends tell me. “You're the bearer of hope for those who have been handed a bad deal in the card game of life.” In some ways it was like learning to surf all over again. I had to learn how to paddle

While we read _____

- i. Why was Bethany provided security cover?
- j. Why did she agree to give interviews? What was the impact of this decision?
- k. What did her friends mean when they said Bethany had become something more than a surfer?

My words _____

My questions _____

-
-



evenly with one arm, and when I felt the wave pick me up, I had to put my hand flat on the centre of the deck to get to my feet rather

than grabbing the surfboard rail the way you would if you had two hands. My first couple of tries didn't work: I couldn't get up. I must admit I was a little bit discouraged, I thought it would be easier.

9 My dad, who was in the water with me, kept shouting, "Bethany, try it one more time. This one will be it!" So I did. Then it happened. A wave rolled through, I caught it, put my hand on the deck to push up and I was standing. I guess I started getting the technique wired after that. Of course once I was on my feet, everything was easy. It's hard for me to describe the joy I felt after I stood up and rode a wave in for the first time after the attack. I was incredibly thankful and happy inside. The tiny bit of doubt that would sometimes tell me, "You'll never surf again," was gone in one wave! Even though I was all wet, I felt tears of happiness trickling down my face.

(In 2010, Bethany's story was made into a Hollywood film - 'Soul Surfer').

- Slightly adapted and abridged

While we read ———

- l. What difficulties did she face while trying to surf with a single hand?
- m. Why was Bethany discouraged after the first trial?
- n. How did her father encourage her?
- o. "Then it happened." What happened then?

My words ———

My questions ———

- .
- .

About the author

Bethany Hamilton, born on 8 February 1990 in Hawaii, an Island state of the United States, is an extraordinary woman whose life is a testament to resilience and tenacity. At the age of 13, she faced a life-altering shark attack while surfing, that cost her an arm. Remarkably, within a month, Bethany returned to surfing, and with unwavering determination, ultimately to professional surfing. She wrote about her experience in her autobiography, *Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board* (2004) which was adapted into the 2011 feature film, *Soul Surfer*. She went on to achieve remarkable success as a professional surfer, defying the odds and becoming an inspiration to many. She received many awards and honours, including the ESPY Award (2004), NSSA National Helping Kids Champion (2005), ASP World Junior Championships (2008), etc.





Let's rewind:

Revisit the passage and respond to the following questions.

1. The shark attack shattered the surfer in Bethany. How did Bethany feel after the attack? Pick out instances from the excerpt to support your answer.
2. Even in a whirlpool of despair, one can survive with the support of others. Is this true of Bethany? Discuss.
3. How does Bethany console herself while recovering in the hospital?
4. Bethany's return to the surfboard was a surprise to everyone. She became an inspiration to all. What message does her life give us?
5. The tiny bit of doubt within, "You'll never surf again," was gone in one wave! What does Bethany mean by this?



Let's recall and recreate:

Activity 1

Bethany Hamilton's life is a mix of ups and downs. Pick out from the passage, the statements related to the words in column A and write them in the column B.

Column A	Column B
Dream	
Mishap	
Disappointment	
Determination	
Daring to dream again	
Support	
Success	
Inspiration	

Activity 2

"The ever-growing number of reporters who heard what had happened to me were eager to break my story." Very soon, the news of the shark attack was flashed worldwide. A few news reports are given below.

Activity 3

While at the hospital, Bethany tries to console herself and regain self-confidence. She decides to dream differently. She jots down her feelings and thoughts in her diary. Help her complete the **diary entry**.

4 Nov 2003

Now what? Will I be able to realise my dream...?!

.....

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I won't surrender.. I will fight on.

Activity 4

Bethany faced the shark attack when she was thirteen. She achieved her dream of returning to the surfboard because of her strong will. What aspects of her personality helped Bethany realise her dream? Pick out instances from the excerpt and complete the table.

Character traits	Evidence
Ambitious	It was her great ambition to become a professional surfer.
Will power	.....
Confidence	.....
.....	Surfing isn't everything, right? You'll find something else to do to have fun. I want to be the best surf photographer in the world.
.....
.....
.....
.....

Now, use the table to prepare a **character sketch** of Bethany Hamilton.

Activity 5

Bethany's strong determination and hard work brought her back to the surfboard. Her success is an inspiration to everyone. You are assigned to **interview** Bethany for your school magazine.

What are the pre-interview activities you should bear in mind?

- Collect the biographical details of the interviewee.
- Know their sources of inspiration.
- Collect information about their achievements.
-

A few sample questions are given below. Go through them.

"The unexpected incident changed the course of your life. Can you explain what happened on that frightful day?"

"You once stated that you never enjoyed being in the spotlight. Later on, your interviews turned out to be an inspiration for thousands around the globe. What made you decide to give interviews?"

What do these interview questions focus on?

- Seeking information
- Asking opinions
- Sharing views on different stages of life
- Critical observations on social issues
-

How do we frame interview questions?

- Quoting the interviewee's own words
- Referring to some incidents in their life
- Pointing out their achievements
- Referring to related social issues
-

Now, let's prepare the questionnaire.

Go through the checklist given below and tick off each item in the list.

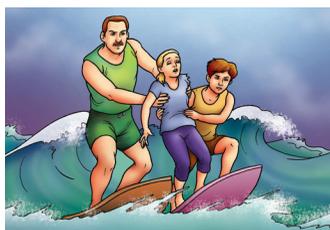
Questions regarding	<input checked="" type="checkbox"/>
Personal life	
Professional life	
Hardships / Challenges	
Inspiration/ Motivation	
Achievements	
Message	
Social responsibility	
.....	
.....	

Activity 6

Some images of crucial moments in Bethany Hamilton's life are given below. Write a cutline for each picture.



Tiger shark attacks Bethany while she is waiting for the wave.



.....
.....



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.....



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.....

Now, prepare a **narration** on Bethany's life based on the cutlines.

Activity 7

After your interview with Bethany, a leading daily has asked you to submit an article based on your interview. How will you prepare an article? The following hints may be used.

An article in a newspaper or magazine may consist of the following elements:

Headline

[A short summary in 5-6 words on the content of the article]

Byline

[The name or designation of the writer of the article]

Introduction

You can use quotes, observations or questions which should make the introduction thought-provoking. It should contain the most important information and lead the readers to the body of the article.

Middle/Body

This should contain all the supporting details. It should be informative and highlight aspects such as merits, demerits, causes, effects, etc. Compare, analyse and assimilate the information you wish to include.

Conclusion

This includes your viewpoints, comments, criticism and recommendations. Always sum up the article with suggestions, appeals and calls for action or caution.

Now, prepare the **article**.

.....
.....
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.....
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.....
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.....



Let's read and reflect:

Bethany Hamilton's autobiography reveals the resilient spirit of a thirteen-year-old. Her survival story is an inspiration to all. Here is another real life story that exemplifies the indomitable human spirit.

A Shield of Courage

1 In a deeply moving ceremony on the Republic Day of 1987, Neerja Bhanot was posthumously conferred India's highest peacetime gallantry award, the Ashoka Chakra. Neerja



was the brave flight attendant who had sacrificed her life to save passengers on a hijacked aeroplane. The ceremony, attended by dignitaries, family and friends, was a fitting tribute to Neerja's legacy. The Ashoka Chakra, presented by Giani Zail Singh, the then President of India, was received by Neerja's mother, Rama Bhanot. Neerja's

father Harish Bhanot and her brothers were present to witness the ceremony.

2 Neerja was born on 7 September 1963, in Chandigarh, India, where she grew up in a loving and supportive family. She started her career as a model. Her elegance, dedication, confidence, and poise led her to pursue a career in the airline industry. Neerja joined Pan Am as a flight attendant and quickly gained a reputation for professionalism and dedication to her work.

3 On 5 September 1986, Pan Am Flight 73, a Boeing 747 aircraft bearing the registration N656PA, was hijacked at Karachi International Airport, Pakistan. The flight was en route from Mumbai, India, to New York City, with scheduled stops in Karachi and Frankfurt. Neerja was on duty when the aeroplane was hijacked.

The hijackers had gained access to the aircraft posing as airport security personnel. After the passengers and crew boarded the aircraft in Karachi, the hijackers took control of

While we read _____

- What is the significance of the Ashoka Chakra?
- What information do you get about Neerja's early life?
- What qualities of Neerja helped her build a reputation in the airline industry? Do you think such qualities are necessary to scale the heights of success? Why?

My words _____

My questions _____

- .
- .

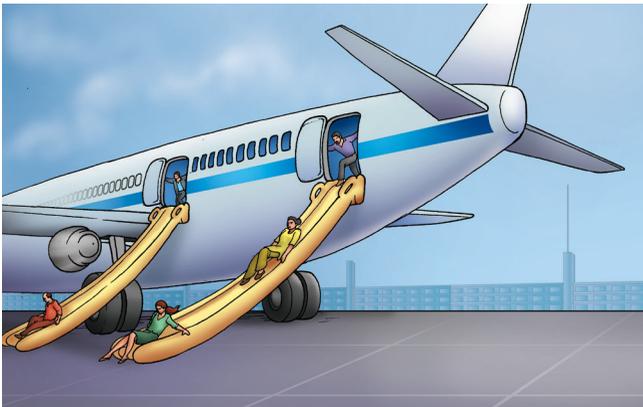
the plane. The incident lasted around seventeen hours and the passengers and crew were held hostage. The passengers were from various countries, including the United States. The hijackers demanded the release of certain prisoners and threatened to kill the passengers if their demands were not met.

4 Neerja, the senior flight purser, played a crucial role in ensuring the safety of the passengers. She managed to hide the passports of American passengers, preventing the hijackers from identifying them. This helped save lives as they were targeting Americans. As hours passed, tension escalated. The hijackers became increasingly agitated, and the situation grew more and more dangerous. Neerja's leadership and quick thinking were instrumental in guiding the passengers to escape through emergency exits, taking advantage of the chaos and confusion.

5 After a 17-hour standoff, Neerja opened the emergency door and the evacuation chute, and assisted the passengers' escape even though she could have been the first one to jump out. Tragically, as the hijackers opened fire on the passengers, she was shot while valiantly shielding three children from the bullets.

Immediately, the Pakistani SSG* stormed the plane, overpowering the hijackers and securing the release of the hostages.

6 Neerja's heroism, at the cost of her life, saved the lives of the innocent children and many others on the flight. Her courage in sacrificing her life to protect the children is a testament to her selfless bravery. The hijacking of Pan Am Flight 73 still remains one of the significant incidents in aviation history, and Neerja Bhanot's heroism and sacrifice will live on in our memory the world over. Her story inspired



a generation and led to changes in aviation security procedures worldwide.

While we read _____

- d. What were the demands of the hijackers?
- e. How did Neerja Bhanot prevent the hijackers from identifying American passengers?
- f. Why did the hijackers open fire on the passengers?

My words _____

My questions _____

-
-

* The Special Service Group (The special operations forces of the Pakistan Army)



7 The United States Congress Special Courage Award was posthumously conferred on Neerja Bhanot. The Flight Safety Foundation, an international organisation for aviation safety, also honoured her

posthumously with the Heroism Award. Pakistan honoured her with Tamgha-e-Pakistan (1987) award.

To commemorate her courage, Neerja's family set up the Neerja Bhanot Pan Am Trust. The trust recognises Indian women who fight social injustice, and airline crew who display courage in moments of crisis.

The 2016 Bollywood film 'Neerja', a biopic on her life and sacrifice directed by Ram Madhvani, was a huge hit winning the National Award for Best Feature Film in Hindi and special mention for the actor who did Neerja's role, Sonam Kapoor.

- Compiled from various news reports



Let's rewind:

1. What is the significance of Neerja Bhanot's sacrifice?
2. How did the world honour Neerja?



Let's recall and recreate:

Activity 1

Here are some news reports on the heroic martyrdom of Neerja Bhanot that appeared in leading dailies. Read each headline carefully.



While we read _____

- g. How does Neerja's family keep the memory of her sacrifice alive?

My words _____

My questions _____

-
-

In the light of your reading of the passage, 'A Shield of Courage,' prepare a **paragraph** on the aptness and other notable features of these headlines.

Activity 2

The English Club of your school has decided to conduct a meeting to commemorate Neerja Bhanot's heroism. You have been asked to inform the students about the meeting and also to give them some details of Neerja's brave self-sacrifice. Prepare a **notice** for the meeting.

Activity 3

Imagine that at the commemoration meeting, a survivor of the hijacking recounts her trauma and relief in a speech praising Neerja's courage and sacrifice. Prepare the likely **speech**.

(Salutation)

Respected teachers, dignitaries on stage and dear friends,

(Introduction - about the meeting and its purpose)

.....
.....
.....

(About Neerja's life, dream, achievements, etc.)

.....
.....

(How Neerja conducted herself while on duty)

.....
.....

(Qualities/traits: determination, spirit of self-sacrifice)

.....
.....
.....

(Recognition, tributes)

.....
.....

Message to humanity.....

(Conclusion)

.....

Before you deliver the speech, listen to a few recorded speeches of well-known personalities, to understand how a speech should be delivered.

Activity 4

Prepare a **profile** of Neerja Bhanot from the details given below.

NEERJA BHANOT	
Born	: 7 September 1963, Chandigarh, India
Nationality	: Indian
Alma mater	: St. Xavier's College, Mumbai
Occupation	: Flight attendant
Employer	: Pan American World Airways
Known for	: saving passengers on board Pan Am Flight 73, which had been hijacked
Death	: 5 September 1986 (aged 22) Karachi Airport, Pakistan
Awards	: Ashoka Chakra 1987 (India) Tamgha-e-Pakistan 1987 (Pakistan) Flight Safety Foundation Heroism Award 1987 (United States)

Activity 5

Neerja Bhanot, the senior flight purser, played a crucial role in ensuring the safety of as many passengers as she could. Her qualities of leadership and quick thinking were instrumental in guiding the passengers to escape through emergency exits, taking advantage of the chaos and confusion.

a. Here are a few steps to be taken by a flight attendant in case of emergency. Read the advisory carefully and complete the task.

1. Instruct the passengers to remain alert and calm.

"Ladies and Gentlemen,

2. Instruct them to take the 'Brace Position' (to protect head, neck and limbs from possible impact).

"Bend your head, place your hands over your head, press your head against the seat in front of you."



3. Direct the passengers to the nearest exit.

"Follow the markings on the floor, and reach the emergency exit."

4. Give them the instructions to exit.

"Jump down the exit and slide through the evacuation chute."

b. The safety of the passengers on an aeroplane is of paramount importance. Similarly, road safety is crucial in preventing accidents and saving lives on the road.

I. Here are a few situations. Read them carefully and answer the questions.

a. John, who was brought up in the US, settles down in Kerala. He drives his car on the right-hand side of the road. Can this be justified? Why?

.....

b. While driving back from a party, Rahul is intercepted by the police and directed to use the breathalyser. They charge him with an offence. What could be the charge against him? Discuss.

.....

c. On her way to the airport to drop off her sister who is running late, Mary receives a message on her mobile phone notifying her that she has been fined Rs 1500. What could be the reason for the fine? Discuss.

.....

d. Asif really enjoys riding motorbikes but tends to ride very fast. Unfortunately, he meets with an accident and his head is badly injured. He has to stay in the hospital for three months. What precaution should he have taken to avoid or mitigate such an injury? Discuss.

.....

e. Aswathy is on her way to the office in her car. When she notices a fire service vehicle behind her, she decides to speed up. Does she make the right choice? Why?

.....

f. Haritha, who is only 16, drives her father's car. On the way the Motor Vehicle Inspector intercepts the car and asks for her driving licence. When she fails to produce it, she is fined Rs. 25,000/-. The vehicle's registration is cancelled for a year and her father is told that he may be sentenced to jail. What could be the reason for the punishment? Discuss.

.....

- g. On the way to a shopping mall, Ameena receives a call from her friend. She attends the call and continues to chat while riding her Scooty. Later, her friends come to know that she has been admitted to hospital, grievously injured and immobilised. What could be the reason for the accident? Discuss.
-

II. Write down the instructions/ rules associated with the above situations. One has been done for you.

- a. Always keep to the left while driving (in India).
 b.
 c.
 d.
 e.
 f.
 g.
- c. **Examine these road signs carefully and try to interpret their meaning. You may check your answers online.**



- d. Use the information given above to prepare the script of a street-play on the topic. 'Obeying Traffic Rules' and enact it during Road Safety Week. Your teacher will help you.



Let's read and enjoy :

The life stories of Bethany Hamilton and Neerja Bhanot are powerful testaments to the strength of the human spirit. Here is a poem by Tagore that takes the readers on a contemplative journey into the self. Enjoy the poem.

Walk Alone

- Rabindranath Tagore

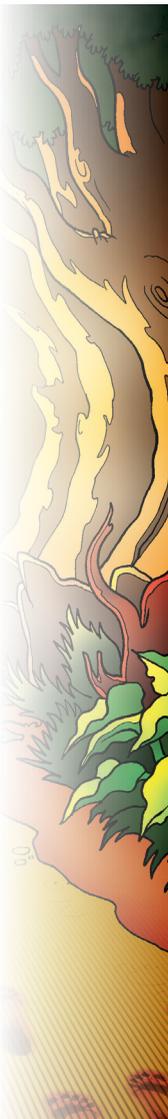


If no one listens to your call-
Then you must walk on alone.
Move on alone, move on alone, and move on alone.
If no one speaks to you - oh, oh my hapless one,
If everyone turns the other way; if everyone is afraid,
Then open your heart and speak out your mind alone.

If everyone turns away, oh my hapless one,
If as you walk alone on a dark road
No one joins you on your journey,
Then you must crush the thorns in your path
With your bleeding feet and walk ahead alone.

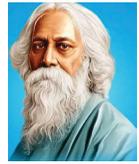
If no one holds up a light, oh my hapless one,
If on a dark, stormy, and rainy night
Everyone seeks refuge behind a closed door,
Then, with the flame from a roaring lightning
Set your own heart on fire
And shine alone that many may aspire.

(Translation by Snehendru Kar)



About the author:

Rabindranath Tagore (1861-1941), often referred to as 'Gurudev', was a polymath, a revered Indian poet, artist, musician and philosopher. His collection *Gitanjali* (Song Offerings) won him the Nobel Prize for Literature in 1913, recognising his profound insights and philosophical depth. Tagore was not only a literary icon, but also a key figure in India's fight for independence. He is the renowned composer of the national anthems of India, 'Jana Gana Mana', and of Bangladesh, 'Amar Shonar Bangla'. His words celebrate the beauty of life, love, and the human spirit.



Let's rewind and rejoice:

1. What does the poet advise one to do if no one listens to one's call?
2. When should you speak out your mind?
3. 'If ... no one joins you on your journey.' What does the journey signify?
4. Which line in the poem conveys the power of resilience in one's life?
5. What do the images of the storm, the night and lightning imply?
6. What does 'the flame from a roaring lightning' symbolise?
7. How is the poem relevant in contemporary times?
8. How is the concept of personal sacrifice portrayed in the poem?



Let's recall and recreate:

Activity 1

The poem 'Walk Alone' encourages us to follow our own path in life, even when hindered by challenges and uncertainty. How is this thought reinforced throughout the poem? Discuss.

Activity 2

Tagore persuades the readers to face the challenges in life following their heart's wisdom. What might have prompted the poet to compose these lines? Discuss.

Activity 3

Imagery helps to capture the essence of a poem through sensory experiences. Tagore has used multiple images to depict the journey of life with its hurdles and challenges. Pick out the sensory experiences in the poem.

Activity 4

Poetic devices enhance the meaning and beauty of the poem. Tagore has used a number of poetic devices. List them.

Device	Examples	Purpose (Musical/Thematic)
Alliteration	trample - tread.....	.....
Anaphora	.....	Musical and thematic
Symbolism	.....	.....
.....	the thorns in your path.....	.....
Assonance	.....	.....
.....

Activity 5

The poem 'Walk Alone' beautifully conveys the power of resilience and independence. Based on your reading and analysis, write an appreciation of the poem focusing on its theme and poetic devices.

Activity 6

The poem 'Walk Alone' motivates us to face the challenges of life courageously. Listen to the poem 'Invictus' by W. E. Henley, online. Examine the theme of the poem and attempt a thematic comparison of the two poems.



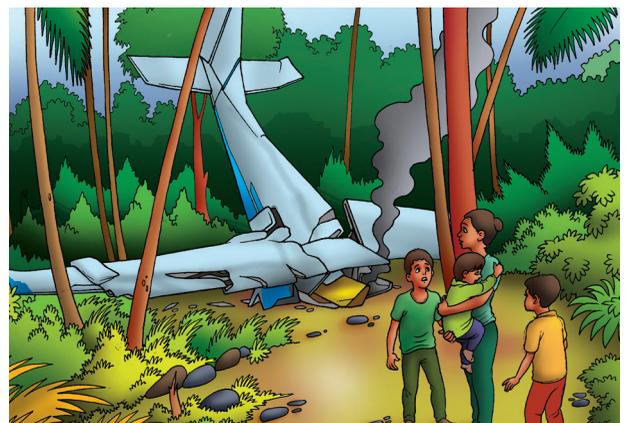
Let's play with words:

Activity 1

Here is a real-life story for you. Go through it carefully.

A True Story of Survival

In a **strange** tale of courage and resilience, four children, one as young as eleven months, survived the unimaginable **turmoil** of a deadly plane crash deep in the Colombian Amazon. For 40 days, they overcame a daunting maze of challenges, demonstrating **extraordinary** strength.



Aboard the Cessna 206, they, along with three adults, including their mother, had embarked on a journey from Araracuara to San José del Guaviare to join their father. But mid-flight, a Mayday alert regarding engine failure **hindered** their plans. The plane was ditched into the dense jungle. Remarkably, the children, seated at the back, escaped injury.

Dazed and troubled, the tension of the older children **increased rapidly**. The weather was also **unstable**, raining in between. Despite all the dangers lurking in the Amazon forest, they eventually walked out to safety. The ray of light for the relatives of the children and their anxious well-wishers everywhere was 'Operation Hope,' a rescue mission led by the Colombian Defence Ministry and the Armed Forces. After 40 days, the children were located in a remote area of the jungle. They were weak and **shocked**, but their physical condition was surprisingly good, given the circumstances.

Some words in the news story are in bold type. Replace them choosing suitable words from those given in the brackets below.

[chaos, escalated, bizarre, interrupted, incredible, stunned, inconsistent]

Activity 2

“There were ... so many people coming to see me and give me pep talks,” says Bethany.

What would be the nature of these pep talks? Some examples of statements that could figure in pep talks are given below.

It's going to be okay.

I'm so sorry you're going through this.

Take your time to heal.

You're bold and strong.

I believe in you.

This too shall pass.

What is a pep talk?

A pep talk is a form of speech aimed at motivating, inspiring, and boosting the morale or confidence of an individual or a group of people. Pep talks are typically delivered in a positive and supportive manner, often using words and phrases of encouragement to help individuals overcome doubts, fears, or challenges and to encourage them to perform at their best.

Now, note down some expressions for pep talks that you could use in different situations.

1. Facing challenges

.....
.....
.....
.....

2. Preparing for exams

.....
.....
.....
.....

3. Preparing for a competition (in sports, arts, etc.)

.....
.....
.....
.....

4. Facing failure

.....
.....
.....
.....

A few examples are given here.

I'm here for you.
You're not alone.
Lean on me when you need to.
Your feelings are valid.
You have my support.
Have faith in your abilities and your journey.
Things will get better.

Your determination will lead you to victory.
We'll get through this together.
I care about you deeply.
I'm here to listen.
You have the strength to overcome anything.
You're not defined by this moment.
I shall lend a hand.
Aim high and strive for greatness.

Activity 3

Read the sentences given below.

'I hope the surf picks up soon.'

'I go almost every morning to surf with my friend.'

Look at the underlined words.

In the first sentence, the word 'surf' means

In the second sentence, it means

Does the word serve the same purpose in both the sentences?

In the first sentence, it serves the purpose of

In the second sentence, it serves the purpose of

- a) Pick out more words from the passage, that can be used both as noun/adjective and verb. Construct sentences using these words as nouns as well as verbs.

stub

.....

.....

saw

.....

.....

.....

.....

Activity 4

Read the sentence given below.

It came literally 'out of the blue.'

What does the expression 'out of the blue' mean?

.....
.....

Does the expression 'out of the blue' differ from the meaning of its words?

What would you call such expressions?

.....

a. Pick out idioms from 'The Unstoppable Soul Surfer' which mean the following.

.....	a very short moment of time
.....	perfectly or transparently clear
.....	to behave as if a problem is not a cause of concern
.....	to put a lot of thought and effort into doing something

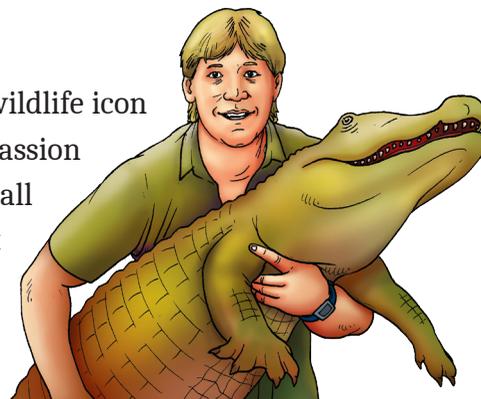
b. Now, find the meanings of the following idioms with the help of a dictionary.

the last straw	
a blessing in disguise	
call it a day	
beat around the bush	
once in a blue moon	
crocodile tears	
hit the sack	
pull someone's leg	
shades of grey	
kick the bucket (informal or humorous usage)	

c. Now, use the idioms we have already come across to complete the passage given below.

The Crocodile Hunter

Steve Irwin, known as the 'Crocodile Hunter,' was a wildlife icon who tragically passed away in a freak accident. His passion for wildlife conservation wasto all the viewers of his show. He educated the world about the importance of preserving nature. Irwin's energetic personality and enthusiasm were infectious. He would readily any adventure, regardless of personal danger. His death was a heart-wrenching one which came literally Such legendary figures grace our world only



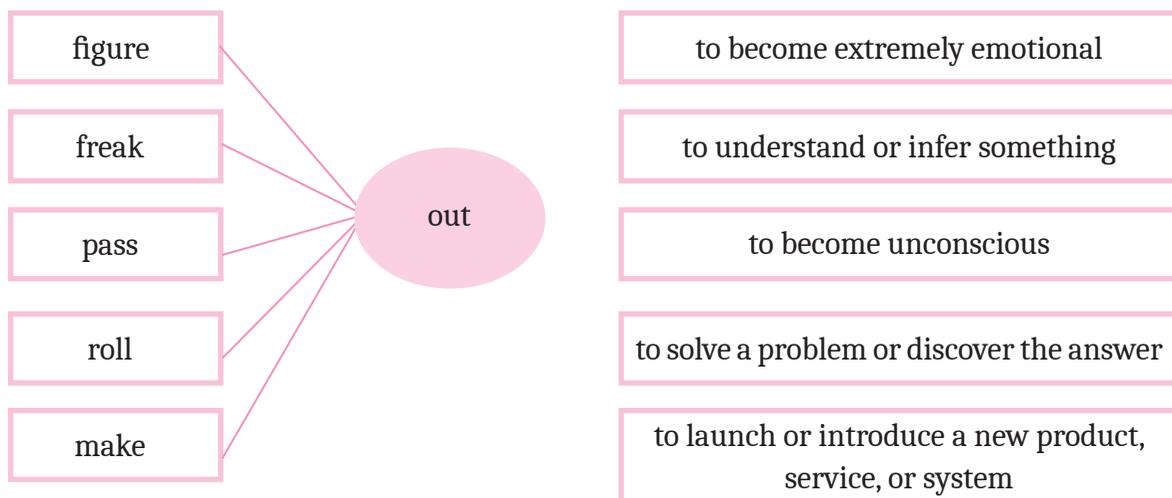
Activity 5

Read the following sentence from 'The Unstoppable Soul Surfer'.

'My parents had no doubt that I probably could *figure out* a way to get up on a board.'

Can you substitute the phrase in italics with another word or phrase?

- a. A list of phrasal verbs that can be formed in combination with the preposition 'out' is given below. Match them with their meanings.



Write the phrasal verbs and their meanings in the table below. You may search for other phrasal verbs formed in combination with 'out'.

figure out	solve a problem or discover the answer
get out	leave a place/ become known
set out	
put out	
take out	

b. Fill in the blanks using appropriate phrasal verbs.

1. At first Bethany couldn't what had happened.
2. They immediately for the hospital with her.
3. Father would her to the beach for practice.
4. The fire fighters the fire in the building.

Activity 6

Let's have some fun.

Listen and practise:



Give Grandpa a cup of proper coffee in a copper coffee cup.



Collect more tongue twisters and practise them with your friends.



Let's analyse:

Activity 1

Bethany is an icon of resilience. One of your friends, Anand, is fascinated by her autobiography. He meets Bethany Hamilton unexpectedly. Out of curiosity he asks her a few questions. Complete the conversation.

- Anand : Hello Bethany, How are you?
- Bethany : Hi! I'm fine.
- Anand : How nice to see you! I read your autobiography only the other day. It's truly inspiring.
- Bethany : Thank you.
- Anand : Let me ask you, what did you feel when the shark attacked you?
- Bethany : But I didn't feel any pain at that time.
- Anand : you doing at that time?
- Bethany : I was waiting
- Anand : How ?
- Bethany : Holt didn't freak out. He tried his best to keep me from bleeding out.
- Anand : you realise that you had lost your arm for ever?
- Bethany : I realised it when the doctor told me so.
- Anand :?
- Bethany : I thought my surfing days were over. So I thought of becoming
- Anand : ?
- Bethany : is the best of all my many motivators.

Activity 2

The conversation between Bethany and Anand was reported in a magazine.

This is how the report began:

Anand, from our own local school, had a meeting with none other than Bethany Hamilton the other day. They had a very warm conversation. Anand asked Bethany what she had felt when the shark attacked her. Bethany replied that it had been a terrible incident. She added that she hadn't felt any pain at the time.

Go through the underlined sentence.

What was Anand's question?

.....

How is it reported?

.....

Now, discuss.

What is the reporting verb used here?

Which word functions as a conjunction/linker?

Do you notice any change in the pronouns used? List them.

What is the change in the tense of the verb?

Is there any change in the word order?

When a question is reported, it becomes a

Now, let us complete the report. Give it a title too.

.....

(Title)

Anand, from our local school had a meeting with none other than Bethany Hamilton the other day. They had a very warm conversation. Anand asked Bethany what she had felt when the shark attacked her. Bethany replied that it had been a terrible incident. She added that she hadn't felt any pain at the time. Anand asked her what she then. She replied that she had been waiting on the board for a strong tide to surf. Anand enquired how Holt With a smile she replied that Holt hadn't freaked out. But he had tried his best to keep her from bleeding out. Anand asked when she that she had lost her arm for ever. She said that she had realised it when the doctor told her so. Anand remembered that she had thought of becoming a surf photographer. So he enquired why to become a surf photographer. With a sigh she answered that she had believed her surfing days were over and so she thought of becoming a surf photographer. He asked her who was. She replied that her father was the best of her many motivators. She is indeed a great inspiration to all.

Let's summarise the changes in each question when reported.

Reporting verb	Conjunction/ Linker	Change in pronouns (subject position)	Change in tense	Change in pronouns (object position)
asked	what	you -	did feel -	you -

Discuss the changes in the form and position of words in a sentence when it is reported.

- Reporting verbs
- Pronoun (in subject/ object position)
- Backshift / the change of tense
- Word order
- Time - place expressions

Now, report the following conversation.

- Father : Darling, what are you thinking of?
 Bethany : Dad, I am thinking about my future.
 Father : Why are you worried? You will be all right soon.
 Bethany : How can I surf again without an arm?
 Father : Don't worry, Bethany. You can do anything you put your mind to.
 Bethany : When will I get on the board again?
 Father : Very soon, Bethany, I believe.

Activity 3

In the hospital Bethany went through a current of emotions. Thoughts overflowed her mind. Some of her feelings are mentioned here.

'I wish I were at the tides now.'

Where is Bethany now?

.....

Is she thinking about a situation in the present?

.....

Is it possible to change the situation according to her wishes? Why?

.....

Now, examine how she expresses her wish.

I wish I *were* at the tides now.

Which form of the verb is used here?

'I wish,' along with form of the verb is used to express an impossible wish to change a situation or an action in the present or future.

Now, here is another example of Bethany's thoughts.

'I wish I hadn't gone to surf that day.'

Which day does she mention here?

.....

Does she think her wish could make a difference? Why do you say so?

.....

Examine how she expresses her wish to change a past situation/action.

I wish I hadn't gone to surf that day.

Which form of the verb is used here?

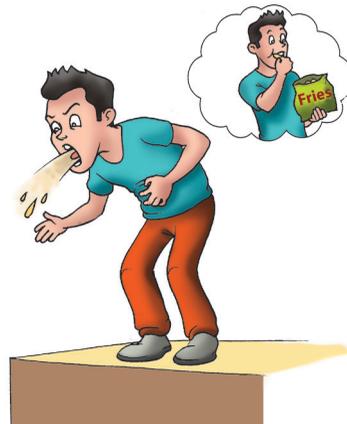
'I wish,' along with form of the verb is used to express an impossible wish to change a situation or an action in the past.

Examine the pictures given below and write the thoughts of the characters in the space provided.

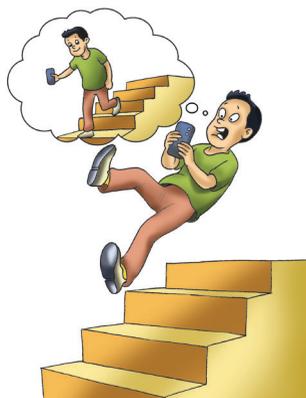
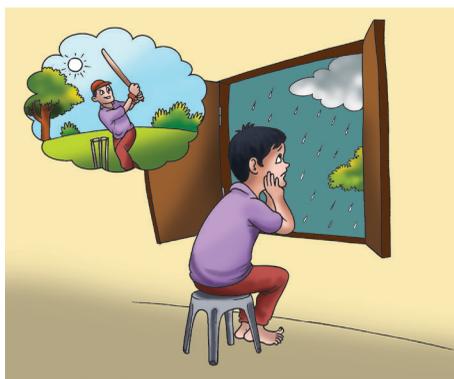
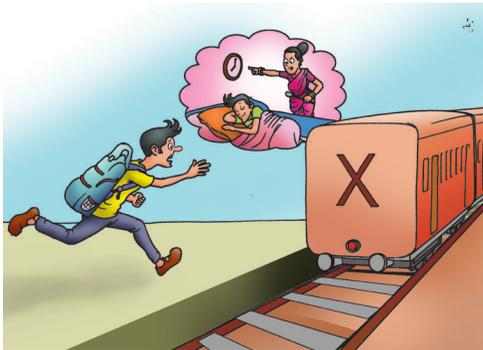


I wish

.....



.....



Activity 4

Edit the passage given below.

Neerja asked the hijackers why they had hijack the plane. They reported that they want their demands to be met and threatened to kill the passengers otherwise. Realising the gravity of a situation, she asked all the passengers to stayed calm and follow his instructions. Unfortunately, she was shoot dead in her efforts to save the passengers. Her heroism, who cost her her life, saved the lives of innocents and many others in the flight.



Let's converse:

Activity 1

a. Many organisations offered to help Bethany's family overcome the financial crisis. In a fundraiser, people donated over \$75,000/- to meet her hospital expenses. Her father

received a number of phone calls offering support. Some of the offers are given below.

'May I offer you some money to buy a new surf board for your daughter?'

'Would you like me to pay the hospital bills?'

'If you permit, I will conduct an auction of my paintings for Bethany.'

Read the above sentences and analyse the phrases used to express the offers.

Some more phrases to present offers are given below.

- Can I
- Shall I
- Would you like
- Do you want me
- If you like, I can
- Let me
- I'd be happy to
- May I offer you
- If you don't mind.....

b. How do we accept or refuse an offer? Go through the table below.

Accepting offers	Refusing offers
Yes, please...	No, thanks.
Yes, I'd love to...	It's ok. I can do it myself.
Yes. that would be great...	Thank you for your kindness, but I can do it myself.
Yes please, that would be lovely...	Don't worry. I can take care of it.
Yes, if you wouldn't mind...	I appreciate that, but I can do it myself.
That's very kind of you...	
That sounds nice...	
Thank you. I'd like to...	
No, I don't mind...	

Now, prepare a conversation between Bethany's father and the Managing Director of The Rip Curl Company who had offered all support for Bethany's return to surfing.



Let's team up (Group project) :

You have gone through the inspiring life story of Bethany Hamilton. There are many such individuals in different fields such as sports, adventure, literature, film, etc. Form four groups in the class, collect more information about such personalities and prepare an inspirational **video** on each of them. Provide **voice over** for the video. Also give an appropriate title, an introduction, and subtitles for each video.



Glossary

agitated (adj)	:	troubled
artery (n)	:	a blood vessel that carries pure blood
bizarre (adj)	:	very strange
chaos (n)	:	complete disorder and confusion (turmoil)
crucial (adj)	:	decisive or critical
dangling (adj)	:	hanging loosely
dazed (adj)	:	very confused
en route (adv)	:	on the way to or from a particular place
escalate (v)	:	to increase rapidly
flight purser (n)	:	chief flight attendant
freak out	:	to become extremely emotional
hijack (n)	:	the act of seizing an aircraft, vehicle, or ship while it is in transit
hinder (v)	:	to interrupt
hostage (n)	:	a person held in captivity
inconsistent (adj)	:	(here) too unstable to surf
incredible (adj)	:	unbelievable
lose one's head (v)	:	to lose control of one's feelings and emotions
maze (n)	:	a confusing network of paths
miserable (adj)	:	unhappy
posthumously (adv)	:	after a person's death
reef (n)	:	a ridge of jagged rock or sand, by the sea
saw (v)	:	to cut as if using a saw
serrated (adj)	:	having a jagged edge; like that of a saw
spew (v)	:	to pour out
sliver (n)	:	a small fraction of something (here it means very little recognition and fame)
steak knife (n)	:	a knife with a serrated blade, used to cut meat
stub (n)	:	a short piece (of something) ; a stump
stub (v)	:	to strike (one's toe) accidentally against something
surf (v)	:	to ride a wave using a surfboard
surf (n)	:	the mass of foam formed by waves on a seashore
testament (n)	:	proof
tight-knit (adj)	:	closely bound in love or friendship
tourniquet (n)	:	a piece of cloth tied tightly around an injured arm or leg to stop bleeding; a device used to stop bleeding
tribute (n)	:	an act/statement to express gratitude, respect, or admiration
trickle (v)	:	to flow in a small stream

MEDIA MATTERS



Toys to Teens

- Victor C. Strasburger
Barbara J. Wilson
Amy B. Jordan

The Ink and the Melody

- Joseph Barbera

Let it Go (Song)

- Kristen Anderson-Lopez
Robert Lopez
Idina Kim Menzel



Let's log in:

Read the taglines given below.

Unlock Your Radiance – A Youthful Glow in Just Two Weeks

Revitalise Your Hair : Rediscover the Sheen You Loved

Enhance Your Strength – Achieve Fitness Goals in No Time

Master English Faster : Silence to Eloquence in Just Two Days

Form groups and discuss:

What do these taglines promote?

What is the purpose of these lines?

Who is the target audience?

Do you think these taglines are convincing? Why?



Let's read and reflect:

We live in a world of smart gadgets and aggressive marketing where our decisions are often driven by desires and impulses, rather than values and real needs. Do you agree? Now, let's read an article on the influence of the advertising media which lure us to become consumers of products we do not really need.

Toys to Teens

- Victor C. Strasburger
Barbara J. Wilson
Amy B. Jordan

1 Eight-year-old Grace came home from third grade one day and announced to her mother, "I need a Monster High doll for Halloween, Mom. The one I like is named Draculaura."

Her mother was a bit surprised, given that Grace had not expressed any interest in such a doll before.

"What's a Monster High doll?" her mother asked.



"They're cool, Mom. They all have monster names like Frankenstein and Clawdeen Wolf. But I like Draculaura. She has long black hair, pink boots and a pet bat. I love her outfits," replied Grace.

2 "How do you know about these dolls?" her mother asked. "Maddi told me about them. We watched some of their videos at Maddi's house and we even played a computer game. Mom, Draculaura has her own website!" said Grace.

"What do the dolls do in these videos?" probed her mother.

"They put on make-up and write in their diaries. They all go to Monster High together," Grace replied.

While we read _____

- a. Why does Grace want a Monster High doll?
- b. How did Grace learn about Monster High dolls?

My words _____

My questions _____

- .
- .

3 On the next trip to a shopping mall nearby, Grace spotted a display of Monster High dolls in one of the aisles and shrieked, "Mom, can I have one, pleeeeeease?"

Grace's mom checked the price, and reluctantly put one of the \$21.99 dolls into the shopping cart.

Along with millions of other parents, she caved in to what has been called the 'nag factor' in the world of advertising.

4 It is estimated that billions are spent every year on advertising and marketing to children, almost three times the amount spent just 20 years ago. Marketers are paying more attention to young consumers these days for at least three reasons. First, children today have a great deal of their own money to spend. Children's spending power has steadily risen over the years. Much of this increase comes from children earning more money for household chores and receiving more money from relatives on holidays. As might be expected, teens spend even more than younger children on such products as clothes, candy, soft drinks, and music.

5 Second, in addition to spending their own money, young people influence their parents' consumer behaviour from an early age. Children give direction to daily household purchases such as snacks, cereals, toothpaste, and even soap and shampoo. As they get older, teens often voice opinions on the type of car to buy, new media equipment, and even where to go on vacation.

6 Third, marketers recognize that the children of today represent the adult consumers of tomorrow. Children develop loyalty to brands at an early age, and these preferences often persist into adulthood. Many companies engage in "cradle-to-grave" marketing to cultivate consumer allegiance at a very early age.

7 Marketers have developed sophisticated strategies like the use of sound effects, bright colours, jingles, animated characters, and a variety of other production techniques to target young consumers. In fact, ads are typically louder in volume than the programmes they accompany. Magazines contain glossy full-page ads promoting clothes, shoes, and beauty products. Websites that target children feature all kinds of advertising. All these techniques are likely to capture the

While we read _____

- c. Why did Grace's mother finally decide to buy the Monster High doll?
- d. Why do marketers focus their attention on young consumers?
- e. How do children influence their parents' consumer behaviour?

My words _____

My questions _____

-
-

attention of younger children. By far, the easiest way to reach young people is television. But marketers are exploring new ways to reach young consumers through online sources and through personal handheld devices such as iPads and cell phones.

8 Another concern is whether advertising contributes to a preoccupation with physical appearance, especially among adolescents. Teen magazines are rife with ads featuring thin, 'attractive' models. Adolescents and college students compare



their physical attractiveness to that of models featured in advertising. Looking at ads featuring highly attractive models can affect one's self-esteem and body image.

9 Adolescents seem even more conscious of brand names as well as the latest fads in clothing and technology. Where does all this consumer desire come from? When asked, most children report that they bought something because "You see it a lot" or "Everybody has one." Advertising often conveys the idea that a product will bring fun and happiness to a youngster's life.

10 The use of a celebrity or a popular character to endorse a product in an ad is an extremely effective source of persuasion. Teens perceive celebrities as more trustworthy, competent, and attractive than non-celebrity endorsers. Furthermore, the featuring of celebrities results in favourable evaluations of a product.

While we read ———

- f. What is the impact of advertising on adolescents?
- g. How do adolescents perceive brand names and the latest trends?
- h. Why do advertisers often use celebrities to endorse their products?

My words ———

My questions ———

-
-

11 In conclusion, the influence of advertisements on adolescent consumer behaviour is evident in their heightened awareness of brand names and the latest trends in clothing and technology. Consumer desire, as expressed by most children, often stems from the extensive visibility of products and the glamour created by advertising, which promises fun and happiness.

Hidden pitfalls lurk behind the scenes....

- Slightly adapted

While we read _____

- i. What, according to you, are the 'hidden pitfalls that lurk behind the scenes?'

My words _____

About the authors:

Victor C. Strasburger (born 1949) is an American paediatrician, author, and academic. He is the founding chief of the Division of Adolescent Medicine and Distinguished Professor Emeritus of Paediatrics at the University of Mexico. He is the author of *Adolescents and The Media: Medical and Psychological Impact* (1995), *Adolescent Medicine: A Practical Guide*, (1998), *Children, Adolescents, and the Media* (2009), and *The Death of Childhood* (2018).



Barbara J. Wilson (born 1957) is an American academic who has served as the 22nd President of the University of Iowa since 15 July 2021. She was previously the Provost of the University of Illinois.



Amy B. Jordan (born 1961) is Professor and Chair of Journalism and Media Studies at Rutgers University. Her research and teaching focuses on the role of media in the lives of children and their families.



Let's rewind:

Revisit the passage and respond to the following questions.

1. Why was her mother surprised when Grace asked for a Monster High doll?
2. Do you think it necessary for parents to help their children make good consumer choices without relying only on advertisements? Why?
3. Advertisements help consumers develop positive values. Do you agree? Why?
4. State your opinion on the influence of advertisements on children. How can we analyse ads and make smart choices?
5. How do ads affect your shopping preferences?
6. What should advertisers and celebrities bear in mind while promoting products?

7. Does 'cradle-to-grave' marketing have long term consequences? Discuss.
8. Advertisements influence us to a great extent. Is it wise to follow them blindly? State your opinion.
9. 'Don't judge a book by its cover.' Is this statement true of advertising? Explain.



Let's recall and recreate:

Activity 1

Analyse the ad jingles given below:

*1, 2, 3, Maths is a breeze! You'll have fun.
Do it with ease...*

**Take your brush
Paint your dreams
Give your fancy a brilliant rush**

*Strum the string, catch the ring
And let your heart take wing!*

Imagine you are marketing cartoons for children. On the basis of your analysis of the ad jingles above, create a few of your own.

Features of ad jingles
<ul style="list-style-type: none"> • Rhyming and rhythmic • Short and simple • Emotionally appealing •

My ad jingles
.....
.....
.....
.....

Activity 2

Fascinated by ads, one of your friends plans to buy a product from an unfamiliar website. You feel it your responsibility to make your friend aware of the possible dangers of such transactions. Write the likely conversation between you and your friend.

Activity 3

Read the following letter to the editor. Analyse its features, and fill in the bubbles given.

25 September 2023

The Editor,
The Views

Sub: Body shaming and body shaping

Sir,

I write to invite your attention to the prevalence of body shaming and the unhealthy fixation on shaping the body through extreme dieting. It's disheartening to witness the results of this social pressure on our youngsters.

Body shaming spreads a toxic culture with severe emotional and psychological consequences on children, such as the loss of self-esteem and the decline of physical and mental health. Encouraging acceptance and respect for diverse body types is essential to foster a healthier and more inclusive society.

Dieting, particularly extreme or fad diets, can pose serious risks in the form of nutritional deficiencies and eating disorders. It is vital to promote a balanced diet and regular exercise to maintain overall well-being.

Instead of promoting unrealistic body standards, let us focus on encouraging healthy lifestyles to create a world where everyone is valued for who they are, not how they look. I request you to include articles to sensitise the general public on this burning issue.

Sincerely,

Anagha
Thiruvananthapuram



Now, write a letter to the editor of a leading daily about the adverse effects of ads on children and youngsters.

Activity 4

A. Look at the cartoon.



- ◆ What does the boy ask?
- ◆ How does his father respond?

Here, the father makes his son aware of cyber etiquette. What else should we bear in mind when we are in cyber space?

A few terms that we use while discussing the cyberworld are given below. Discover their meaning, consulting your teacher or referring to other sources. Write the meaning

in the space provided. One has been done for you.

Terms related to the cyber world	What they mean
Cyber etiquette	We need to practise 'online manners'—to behave and communicate courteously on the internet.
Cyber ethics	
Cybercrime	
Cyber safety	

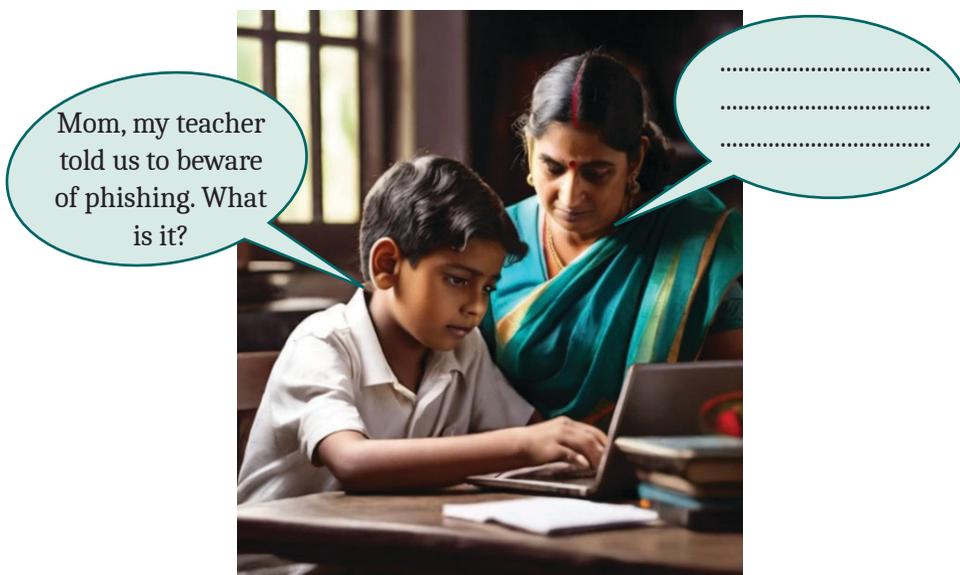
B. A few actions related to the cyberworld are given below. Place them in the table that follows.

- Avoid the spread of false information or rumours on social media platforms.
- Post insulting comments on social media.
- Check the facts before sharing information.
- Avoid posting inappropriate photos or comments that might hurt others.
- Hack online platforms to cheat others.
- Share passwords.
- Download movies, music, or software from unauthorised sources.
- Violate copyright laws.
- Be cautious in granting permission to mobile apps.
- Capture and share photos without permission.

- Protect personal information and privacy.
- Share personal details with strangers on social media or gaming platforms.
- Send spam messages.

Cyberworld	
Do's	Don'ts

C. Now, complete the dialogue bubble given below.



D. As part of the activities of the IT Club, organise a seminar on the topic 'Prospects and Pitfalls of the Cyber World'.



Let's read and reflect:

You have seen how ads influence children and adolescents. It is important to know that there are also positive aspects to the popular media that contribute to human development and well-being. Now, let's read the story of the meeting of two legends — the King of Pop, Michael Jackson and Joseph Barbera, one of the creators of popular cartoon characters like Tom and Jerry. The meeting reveals the remarkable ability of art to uplift, inspire and provide solace, offering a beacon of comfort and consolation to weary minds.

The Ink and the Melody

- Joseph Barbera

1 I choose to be called creative consultant though I might well have been designated as producer, co-producer, executive producer or dishwasher. I had one of the best times in my life working in that capacity with Phil and his people on the Tom and Jerry movie.

2 While the movie was in production, I met, in fact, I had a series of five meetings with a young man who is very much in the news as I write this. Some time in 1992, Michael Jackson, an avid cartoon buff, contacted me to discuss the possibility of working on some project together. Who could say 'No'? My first thought was to make a deal for him to

sing a song in the Tom and Jerry feature. During our first meeting in his apartment on Wiltshire Boulevard, he asked me if I had really written all those Tom and Jerry series. "No," I said, "I drew them."

"Do you want to see?" I asked.



While we read —

- What does Joseph Barbera refer to as 'one of the best times' of his life?
- What did Barbera hope Michael Jackson might do for the Tom and Jerry feature?

My words —

My questions —

- .
- .

3 He nodded, sprang out of the room, and returned with a pad and some markers. I took them and started making sketches of a cartoon, one of my favourites called 'Bowling Alley Cat', depicting the action and the atmosphere. Michael looked over my shoulder, whispering in that high, thin, breathy voice of his, "Wow!" and "Wow!"

I stopped at the fifth sketch. "Would you like me to autograph them?"

"Oh, yes," he whispered.

"Now, how about me getting an autograph?" I asked. I pointed to a poster he had, showing himself and a little girl. It was, he said, his niece Nicole.

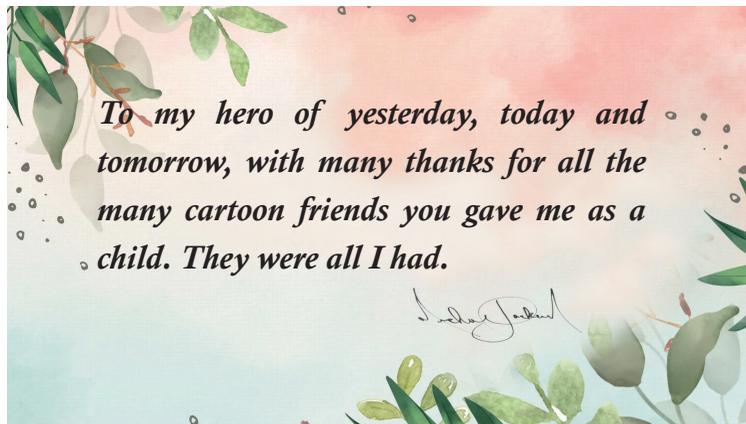
"Could you autograph the poster?"

"Oh, yes," he whispered, and he began to write. And write. And he wrote some more.

"What's this, the *Gettysburg Address?"

"You'll see. Please, read it. Read it aloud."

I read.



4 I found him to be a laid-back and courteous gentleman--which is a great deal more than you can say about most of the people in our industry.

As it turned out, the executives of Great American Communications had no interest in doing a deal with Michael Jackson, and nothing further came of these meetings. Nevertheless, my meetings with him were delightful.

- Slightly adapted

While we read _____

- c. What did Barbera sketch for Michael Jackson at their first meeting?
- d. 'They were all I had.' What does this remark by Jackson tell us about his childhood?
- e. Did the meetings between Joseph Barbera and Michael Jackson lead to a collaboration? Why?

My words _____

***The Gettysburg Address...**

is the famous speech delivered by President Abraham Lincoln during the American Civil War, on 19 November 1863. In the speech he refers to democracy as the government 'of the people, by the people, for the people.' Here, as Jackson writes the autograph, Barbera asks if it is going to be as long as the Gettysburg Address.

About the author:

Joseph Barbera (1911–2006) was a visionary American animator, cartoon artist, director, producer, and co-founder of **Hanna-Barbera**, one of the most influential animation studios in history. Alongside William Hanna, he co-created some of the most beloved and enduring animated characters, including Tom and Jerry, The Flintstones, Yogi Bear, and Scooby-Doo. Barbera's innovative contributions revolutionised the animation industry, earning him seven Oscars and eight Emmy Awards. His legacy as a pioneer of the animation industry lives on to enchant audiences worldwide.



Let's rewind:

1. 'Who could say 'No'?' Why couldn't Joseph Barbera say 'No' to Michael Jackson?
2. Why did Michael Jackson contact Joseph Barbera?
3. What does Jackson say about his childhood cartoon friends?
4. How does the author describe Michael Jackson's attitude and behaviour?
5. How, in your opinion, did Joseph Barbera's cartoons influence Michael Jackson?



Let's recall and recreate:

Activity 1

- A. The following is the text of a podcast episode which features the famous cartoon artist Joseph Barbera. Sit in groups, read carefully, and analyse the text of the podcast.

The Magic of Cartoons: Joseph Barbera's story

Hello everyone!

This is Nimmy. Welcome to this podcast episode featuring the famous cartoon artist Joseph Barbera.

We're thrilled to have Joseph Barbera with us today!

As you know, Joseph Barbera, the legend of the animation industry, is the genius behind characters like Tom and Jerry. In his memoir, 'The Ink and the Melody,' he takes us on a fascinating journey, sharing captivating stories of his meeting with Michael Jackson. Join us as we delve into the vivid tapestry of Joseph Barbera's life, illuminating his incredible contributions to the world of animation.

A hearty welcome, Joseph Barbera!

You are a true legend of animation.

Your creative brilliance has entertained millions around the world, including myself.

Can you share your experience of creating the Tom and Jerry series?



The Tom and Jerry series was a mix of dreams and creativity for me and William Hanna. We imagined a fun rivalry between a cat and a mouse, full of jokes, clever moves, and awesome animation. This idea became the beloved ‘Tom and Jerry’ series.

We have heard of your meetings with the legendary M J. Can you share that experience?

While working as creative consultant for the Tom and Jerry movie, I had some meetings with the King of Pop himself. I wanted him to sing for the movie.

Did it work out?

Unfortunately, no. For some reason, our top executives were not interested.

M J is a fan of cartoons. Could you tell us about the time you sketched for him?

Yeah, M J really loves cartoons. At one of our meetings, he asked me if I scripted all the Tom and Jerry cartoons. I told him I drew them. He brought me some paper. I started sketching one of my favourite cartoons, ‘Bowling Alley Cat’. Michael looked over my shoulder, whispering in his high, thin voice, “Wow!” and “Wow!” He was really excited.

Could you tell us about the time when Jackson gave you his autograph?

When I gave him autographed sketches of Tom and Jerry, I asked him for his autograph. He wrote a rather lengthy note and asked me to read it aloud. His words were truly touching. This was what he wrote:

“To my hero of yesterday, today, and tomorrow, with many thanks for all the many cartoon friends you gave me as a child. They were all I had. — Michael.” It was truly a special moment for me.

In your memoir, you mention that M J is laid-back and courteous. How would you assess his personality?

Michael Jackson is kind and genuine, humble, despite his fame. To me, he was always polite and appreciative, and he had a gentle way of speaking. He is undoubtedly a true gentleman.

Do you have a message for our listeners?

Be sincere and truthful in whatever you do. You may have setbacks, you may be rejected. Even so, don’t be disappointed. Explore every opportunity. You will surely succeed.

Thank you for spending some of your valuable time with us.

Until next time, keep the laughter alive. This is Nimmy signing off.

B. Now, create a podcast featuring an eminent personality of your choice and present it on your school radio.

Activity 2

To my hero of yesterday, today and tomorrow, with many thanks for all the many cartoon friends you gave me as a child. They were all I had.

You have read the autograph Jackson gave to Joseph Barbera.

- What does this autograph tell you about Jackson's childhood?
- How do you think the cartoons of Joseph Barbera helped Michael Jackson in his loneliness?

Has any work of art influenced you in your childhood? Narrate your experience to the class.



Let's read and enjoy :

'Let it Go' is a song from the movie *Frozen* — a harmonious fusion of words, music, and animation.

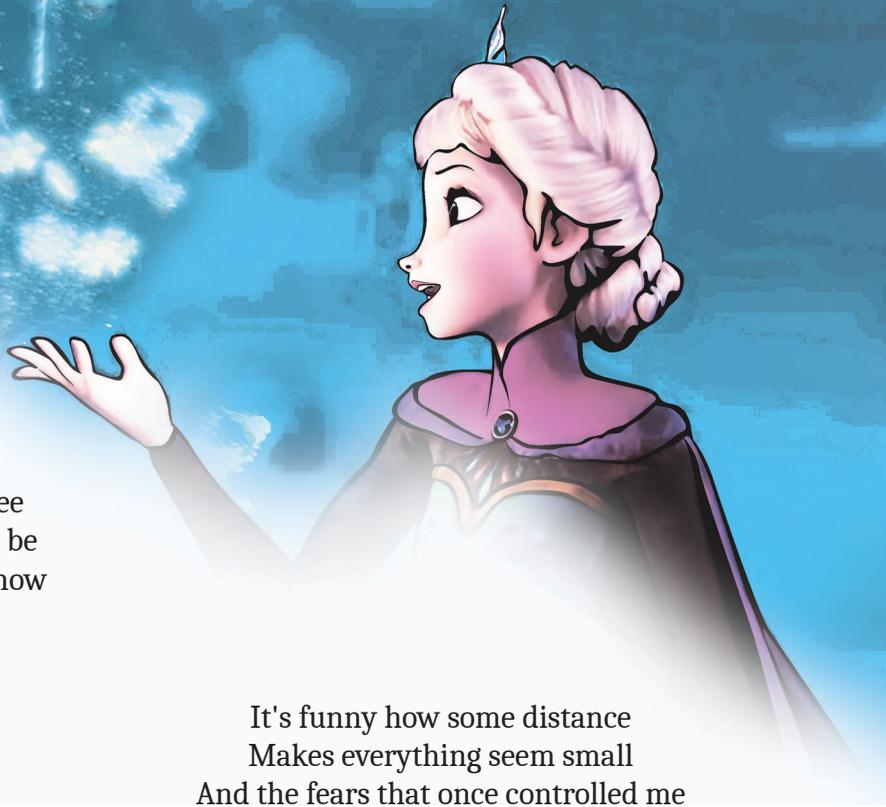
Elsa, the central character in *Frozen*, is too shy and timid even to appear before others. At a particular point in life, she decides to free herself of societal expectations and live according to her deepest wishes. She sings the song 'Let it Go' to express this decision as she builds an ice palace for herself.

Let it Go

- *Kristen Anderson-Lopez*
Robert Lopez
Idina Kim Menzel



The snow glows white on the mountain tonight
Not a footprint to be seen
A kingdom of isolation
And it looks like I'm the queen
The wind is howling like this swirling storm inside
Couldn't keep it in, Heaven knows I tried.



[Pre-Chorus]

Don't let them in, don't let them see
Be the good girl you always have to be
Conceal, don't feel, don't let them know
Well, now they know.

[Chorus]

Let it go, let it go
Can't hold it back any more
Let it go, let it go
Turn away and slam the door
I don't care what they're going to say
Let the storm rage on
The cold never bothered me anyway.

It's funny how some distance
Makes everything seem small
And the fears that once controlled me
Can't get to me at all.

(Pre-Chorus)

It's time to see what I can do
To test the limits and break through
No right, no wrong, no rules for me
I'm free.

(Chorus)

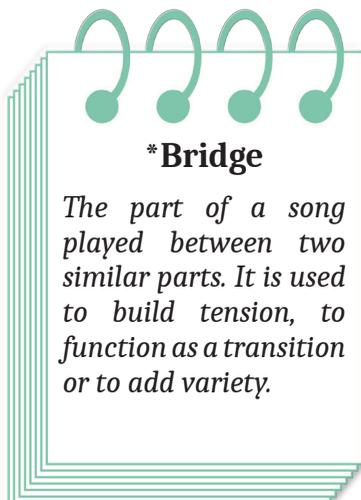
Let it go, let it go
I am one with the wind and sky
Let it go, let it go
You'll never see me cry
Here I stand and here I stay
Let the storm rage on.

(*Bridge)

My power flurries through the air into the ground
My soul is spiraling in frozen fractals all around
And one thought crystallizes like an icy blast
I'm never going back, the past is in the past.

(Chorus)

Let it go, let it go



*Bridge

The part of a song played between two similar parts. It is used to build tension, to function as a transition or to add variety.

And I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone
Here I stand in the light of day
Let the storm rage on
The cold never bothered me anyway.

About the authors and the singer:

'Let it Go' is a captivating song from Disney's animated film *Frozen* (2013), featuring enchanting music and lyrics crafted by the talented duo Kristen Anderson-Lopez and Robert Lopez.

Kristen Anderson-Lopez (born on 21 March 1972) is an American songwriter and lyricist. Her husband, Robert Lopez (born on 3 February 1975) is an accomplished American songwriter who has won an Emmy, a Grammy, an Oscar, and a Tony Award. Their collaboration on the song 'Let it Go' earned them the Academy Award for Best Original Song in 2014.

'Let it Go' was sung and popularised by the American actress and singer Idina Kim Menzel (born on 30 May 1971). Menzel has won numerous accolades, including the American Music Award, Billboard Music Award, Tony Award, and a star on the Hollywood Walk of Fame. In 2022, she was honoured as a Disney Legend.



Let's rewind and rejoice:

1. Why couldn't Elsa find any footprints?
2. Why is Elsa asked to conceal her feelings?
3. What does she mean by 'let it go'?
4. 'Distance makes everything seem small.' What does 'distance' suggest?
5. 'And one thought crystallizes like an icy blast...' What thought could this be?
6. 'You'll never see me cry.' Why doesn't Elsa want others to see her cry?
7. How does Elsa wish to rise?
8. 'That perfect girl is gone.' Who is the 'perfect girl' referred to here?



Let's recall and recreate:

1. Does 'Let it Go' portray Elsa dealing with her problems or running away from her problems? Explain.
2. The song highlights the problems that can arise when you hide who you really are. Do you agree with this statement? Why?
3. What could be the consequences of suppressing one's true self?
4. Choreograph the song 'Let it Go'. Listen to the song again, prepare a script and present it in chorus.



Let's analyse:

Activity 1

Grace wanted to buy the Monster High doll 'Draculaura' for Halloween. When days passed and her mother did not buy her the doll, she decided to ask her again.

A. Here is the conversation between Grace and her mother. Read it and underline the expressions Grace uses to request her mother and brother to buy the doll.

Grace : Mom, I really want the Monster High doll. Would you mind buying it for me today?

Mom : Sorry, it's very expensive. We can't afford it now. Will you wait for a few more weeks?

[When her mother says this, Grace approaches her elder brother.]

Grace : Brother, I want a Draculaura doll. All my friends have new dolls. What will I do on Halloween without it? Do you mind buying it for me?

Brother : Not at all. I'll buy it for you, sis.

- ◆ Which are the expressions we use for making requests?
- ◆ What differences do you notice in them?
- ◆ Which of these are more polite and less authoritative?

'Would you mind...?' and 'Do you mind...?' are both polite ways to seek permission or to make a request. Requests beginning with 'Will you...?' are less polite whereas those that begin with 'Would you mind...?' and 'Do you mind...?' are more courteous and polite.

However, there is a subtle difference in the way these expressions are used.

Why do you think Grace uses 'Would you mind...?' and 'Do you mind...?' in the conversation?

Identify the reasons and write them down.

Would you mind.....?

Do you mind.....?

'Would you mind...?' is a polite and indirect way of making a request.

'Do you mind...?' is a relatively simple and direct request.

'Would you mind...?' and 'Do you mind...?' are usually followed by the '-ing' form of the verb.

Both can be answered in positive and negative ways.

B. Now, look at the following sentences. What difference does it make when 'if' is added to 'Would you mind...?' and 'Do you mind...?'.

- Grace : Would you mind if I bought the doll myself?
 Mom : Of course not. You may buy it yourself.
 Grace : Do you mind if I buy the doll myself?
 Brother : Don't worry. I will get it for you.

'Would you mind...?/ Do you mind...?' is followed by the '-ing' form of the verb.
 'Would you mind if...?' is followed by the past form of the verb.
 'Do you mind if...?' is followed by the present form of the verb.

C. Now, complete the following conversation between Joseph Barbera (JB) and Michael Jackson (MJ) using any of the following expressions.

(would you mind/do you mind/would you mind if/ do you mind if)

- MJ : Hello, Barbera, it's a pleasure to meet you.
 JB : Pleased to meet you too, Michael. Please call me Joe.
 MJ : Thanks, Joe. Well, I've been a huge fan of yours.
 I asked you to sketch an image of Tom and Jerry?
 JB : Of course not. Do you mind(pass) me a sheet of paper and a pencil?
 MJ : I'll get them for you. autographing your sketches?
 JB : Not at all.if I ask you a favour in return?
 MJ : Please go ahead.

Activity 2

A student of Class IX who has read 'The Ink and the Melody' narrates the events of the autobiography to a friend. Two sentences from the narration are given in the first column of the following table.

A. Revisit the passage and pick the corresponding sentences to complete the table.

Sentences in the student's narration	Sentences in the passage
Barbera asked Jackson if he would like to get them autographed.	
Barbera asked Jackson whether he could autograph the poster.	

- What differences do you notice between the sentences in the first and the second columns?
- What additions and changes do we make when reporting Yes/No questions?

When we report Yes/No questions

- *Add a reporting verb.*
- *Use 'if' or 'whether' to introduce the reported question.*
- *Change the tense of the verb, if necessary.*
- *Change the pronouns to match the context.*
- *Punctuate with a full stop at the end.*

B. Note the changes in the table given below.

Words added:	if
Change in pronouns:	
Change in verbs:	
Other changes:	

C. Read the following conversation from a Talk Show.

Are decisions on household purchase steered by kids?

- Host : Welcome, dear viewers. Today's 'Talk Show' focuses on the influence of young people on their parents' consumer behaviour. We have with us Ms Seema, a parent who has agreed to discuss this issue. Let's welcome her. Hello, ma'am, welcome to the show.
- Seema : Thank you. I'm honoured to be here.
- Host : As a parent, tell me, do your children influence your consumer behaviour?
- Seema : Of course. They have their choices. And they impose them on us too.
- Host : Do they influence your everyday purchases?
- Seema : Yeah. Usually, I have to buy things of their choice.
- Host : Do you consider your children's opinions when you buy expensive things, or decide where to go on a vacation?
- Seema : Oh, yes. Nowadays, they do all the research and steer the family choice. So, we have to consider their opinions.
- Host : Is the new, more relaxed parenting style a reason for this?
- Seema : Sure, that could be one of the reasons.

Now, write an **article** on the influence of young people on their parents' consumer behaviour. You may use the questions asked by the host and the responses of the parent featured in the talk show to make the article convincing.



Let's play with words:

Activity 1

A. Read the following sentences from 'Toys to Teens'.

Draculaura has long black hair.	Draculaura has pink boots.
---------------------------------	----------------------------

How can we combine these sentences to form a single sentence?

.....

What function does the word **and** serve in the sentence?

The word **and** acts as a linker connecting the sentences.

Now, combine the following sentences using the linkers given along with the sentences.

- I was called a creative consultant.
I was called a producer, co-producer, executive producer or dish washer. (and)
- I had one of the best times in my life.
I was working with Phil on Tom and Jerry movie. (because)
- Our first meeting was in Jackson's apartment.
He asked me if I had written all those Tom and Jerry cartoons. (during)
- The easiest way to reach young people is television.
Marketers are exploring new ways to reach consumers through online sources also.
(even though)
- Monster High dolls are cool.
They have monster names like Frankenstein. (for)
- Young people spend their own money for purchases.
Young people influence their parents. (in addition to)
- Millions of parents cave in to the nagging of their children.
Grace's mother also caved in to the nagging of her daughter. (along with)
- Joseph Barbera hoped that Michel Jackson could collaborate with him in his cartoon movies.
The executives of Great American Communications had no interest in doing a deal with Michel Jackson. (but)

*Linkers are words or expressions that link, manage, or organise sentences. They connect two or more ideas in speech or writing. They can also be called **linking words**.*

B. Now, complete the following short story 'Treasure Hunt', selecting appropriate linkers from the box given below.

Grace and her doll, Draculaura set out on a grand adventure in their backyard. Grace was determined to explore the hidden treasures there.

....., the backyard turned out to be a wild jungle full of mystery and surprises. Grace felt both excited and slightly nervous about what they might discover.

..... discover the elusive treasures, Grace and Draculaura dug deep into the soil, hoping to find a chest of precious jewels.

....., Grace and Draculaura did find something precious: a time-worn coin, which they decided was their greatest treasure. they were happy with the adventure. they celebrated their discovery with a victory dance, cherishing their bond and the adventure they had shared.

nevertheless, on the whole, therefore, in order to, to a great extent

C. Collect as many linkers as you can, and compile a small dictionary to which you can keep on adding words and phrases.

Activity 2

Welcome to the world of riddles and puzzles.

Here are a few riddles. Solve them with words from the box below. Create more puzzles choosing words from the glossary, and other words you have collected.

Riddles

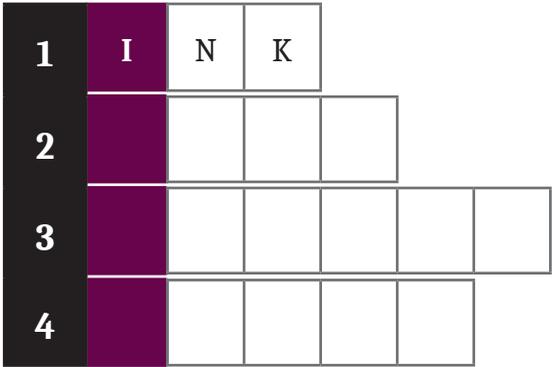
No	Clues	Word
1	Found in tales of horror, with my shape I give you a scare. Under your bed or in the dark, in scary stories, I'm feared the most. Who am I?	
2	I'm a small bed for babies. Rocking gently, for little ones night and day. What am I?	
3	In the spotlight Known to all My face on screen And magazines is shown Adored by all, Displayed on walls, Red carpets roll And fans for autographs call. Who am I?	

4	Catchy and brief with a lovely tone, The words I sing will give you a clue what to buy and what to try, Your choices I boost with a musical tune. What am I in the world of advertising?	
5	A quiet stay from the final day Where at last all lie when they pass away I'm where the departed sleep Under the tombstones which memories keep. What am I?	
6	Tasks at home Both big and small Sometimes you like me Sometimes not. I'm a routine part of life Without me you may fall out in strife. What am I?	
7	.....
8	.....
9	.....
10	.....

grave, chores, monster, cradle, jingle, celebrity

Activity 3

a. The following is a curious kind of word puzzle. Use the clues to identify the words and solve the puzzle. One has been done for you.



1. Ideas flow; Nurturing thoughts; Keeps tales alive.
2. Beloved in passion; Unwavering devotion; Forever faithful; Fondly remembered.
3. Music's gentle embrace; Echoes of a soul's grace; Lulling hearts to a tranquil space; Orchestrating emotions; Dancing notes; Yielding joy.
4. Abandoned pathway; Lurking shadows; Loneliness whispers; Empty passage; Yearning for peace.

b. Now, create clues for the words given below. Your clues should begin with the initial letters of each word. All clues should suit the particular word.

- 1.
 - T
 - O
 - M

- 2.
 - J
 - E
 - R
 - R
 - Y

- 3.
 - C
 - A
 - R
 - T
 - O
 - O
 - N



c. Create similar word-puzzles for your name and the names of your friends too. Remember – the clues to the name should describe the person well.

.....

.....

.....

.....

.....

.....

.....



Let's converse:

Activity 1

A. Let's read an email received by Mr Kiran one morning from an unknown source.

Subject : Urgent Assistance Needed

5.46 pm (5 minutes)

Date : 10 March 2014, 1:18 pm

Dear sir,

I'm Miss Kaota, a fourth-year medical student, and a friend of your sister. I need your help to pay my fee. I have USD 4.2 million in my account, but my college accepts payment only from guardians. My parents passed away in an accident recently. I'll transfer the amount to your account if you send me your account details and PIN for a legal fund transfer. In gratitude, you'll receive 20% of the total amount transferred. I would be much obliged if you would kindly assist me.

Click the following link to share details : [www.http//mnytransf.org](http://mnytransf.org)

Do reply.

Regards,

Miss Kaota

- Who wrote the letter?
- What is its purpose?
- Do you think the letter is genuine? Why?

B. Sensing danger, Mr Kiran thought of seeking the help of his mother's friend, a police officer named Saba. Mr Kiran spoke to her.

This is how their conversation began. Complete it and enact it in class.

Saba : Hi Kiran, what's up? You look worried.

C. Now, let's have a group discussion on the topic 'How can we deal with fraudulent emails and ensure online safety?'



Let's team up (Group project) :

Conduct a survey on the influence of advertisements on the buying habits of youngsters — their online and offline purchase decisions.

- Develop a questionnaire for the survey.
- Collect sufficient samples from your school.
- Analyse the responses and prepare a survey report.
- You may publish the report in your school magazine.



Glossary

account for (v)	: to explain or justify
adolescents (n)	: young people in the age group ten to nineteen (between childhood and adulthood)
allegiance (n)	: loyalty or commitment
avid (adj)	: having a strong interest (in a particular field)
candy (n)	: a small piece of sweet food made of sugar, chocolate, etc.
cave in (v)	: to give in, or yield
chores(n)	: domestic tasks or duties
conceal (v)	: to hide or keep secret
consumers(n)	: buyers, customers
cradle-to-grave marketing (n)	: a marketing policy for creating lifelong brand loyalty
Dracula(n)	: a monster, the adopted daughter of Dracula
encounter(v)	: to meet (someone) unexpectedly
endorse (v)	: to promote
extensive(adj)	: covering a large area, having a great range (seen everywhere)
fads (n)	: changing trends or fashion styles
flurry (n)	: a small, swirling mass of something, especially snow or leaves, moved by sudden gusts of wind
flurry (v)	: (here) falling fast (like flakes of snow powered by gusts of wind)
fractals (n)	: a complicated pattern of simple, repeated geometric shapes (snowflakes sometimes freeze in their characteristic fractal geometric shapes). <i>You may search and find the image of a snowflake online.</i>
Halloween (n)	: the night of 31 October when children dress in unusual costumes and people try to frighten one another
howl (v)	: to make a loud sound like a wolf
isolation (n)	: being completely alone
jingles (n)	: short catchy tunes for ads
loyalties(n)	: (here) preferences for specific things, choices
laid-back (adj)	: relaxed and easy going
monster (n)	: a large, ugly and frightening form (human, animal or alien)
nag factor(n)	: the impact of children's persistent requests
perceive(v)	: to interpret or understand
persist (v)	: to exist or occur over time
persuasion (n)	: the act of convincing or influencing someone to do something
preoccupation (n)	: excessive focus on or concern about a particular issue
reluctantly(adv.)	: unwillingly or hesitantly
rife with (adj.)	: abundant or full (of something)
self-esteem (n)	: confidence in one's own worth or abilities
slam (v)	: to close or hit something forcefully, usually a door
sophisticated (adj)	: advanced or highly developed
spiralling (v)	: (here) falling down like snow flakes in a circular pattern
swirl (v)	: to move in a circular pattern
trustworthy(adj)	: reliable, dependable

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.



Contact Address:

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Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in