

Standard - VIII

English

8.01

Learning Outcome : Responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly (8.01)

Activity Name : Do as Instructed

Type of Activity : Individual / Group

Materials Needed : Audio Recording

Procedure :

The students listen to audio clippings and receive instructions orally. They carry out the instruction step by step.

8.02

Learning Outcome : Introduces guests in English, interviews people by asking questions based on the work they do (8.02)

Activity Name : Introduction of the Chief Guest

Type of Activity : Individual / Group

Materials Needed : Models for the activity

Procedure :

Introduction of Chief Guest - A Model

Good Morning. I welcome you all. Today is a special day. We inaugurate our English club. We have a special guest to inaugurate the English club. He is Mr_____. He is an experienced teacher of English from _____, _____. He has _____years of experience. He has an M.A., in English. He began his teaching career in _____. Over the years he has produced excellent results in board examination. On behalf of H.M., Teachers and Student, I am pleased to welcome our Chief Guest.

An Interview with a doctor in the local PHC - A Model

Student : Good Morning Sir. I am Vimal. I'm studying in VIII Std. I would like to interview you. Can I interview you?

Doctor : Good Morning . I am delighted. Please sit down. You are free to ask any questions.

Student : Can you tell me about your early days / of your childhood?

Doctor : _____.

Student : How was your School life?

Doctor : _____.

Student : Tell me something about your academic achievement in school.

Doctor : _____.

Student : Who inspired you to become a doctor.

Doctor : _____.

Student : Thank you Doctor.

Note: The teacher can supply his/her own questions to be asked in the interview.

8.03

Learning Outcome : Engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary (8.03)

Activity Name : Casual Conversation

Type of Activity : Individual / Group

Procedure :

The teacher , Students and Bank Staff get engaged in a casual conversation on Banking system, Students Accounts , Educational Loan etc.,

8.04

Learning Outcome : Uses formulaic / polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc. (8.04)

Activity Name : English for Everybody

Type of Activity : Group

Procedure :

Students are familiarised with the following expressions to be used on appropriate situations / occasions.

1. Salutation

Good Morning Sir

Thank You

May I take a health break?

Can I ask a simple question, sir?

May I help you, sir?

2. During Festivals

Happy Independence Day

Happy Christmas

Happy Diwali

Happy Pongal

3. To his/her classmates

Wish you happy holidays

Enjoy the summer / the weekend

Could I use your pen?

Shall we go to the playground/ library?

May I help you?

May I offer my opinion?

8.05

Learning Outcome : Speaks short prepared speech in morning assembly (8.05)

Activity Name : Public Speaking

Type of Activity : Individual

Procedure :

Students are granted time to prepare for an imaginary story of their choice and they are allowed to speak for 1 to 3 minutes on the story they have prepared.

8.06

Learning Outcome : **Speaks about objects/ events in the class / school Environment and outside surroundings (8.06)**

Activity Name : **Pick and Speak**

Type of Activity : **Group**

Procedure :

The teacher places images collected from Newspapers / Magazines / Photos, sufficient enough for the class to take one for each. The images are kept face down. The students are allowed to pick one each and they share their ideas about the picture.

Questions that they address.

1. Where the image / photo was taken?
2. What is happening in the picture?
3. What do you feel about the picture?
4. What would have happened prior and after the image was shot?

8.07

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Learning Outcome : **Participates in grammar games and kinaesthetic activities for language learning (8.07)**

Activity Name : **Set them Apart**

Type of Activity : **Pair**

Materials Needed : **A bag containing small cards with adjectives and adverbs. This mixed bag is kept ready by the teacher.**

Procedure :

Each pair of student comes and picks up one card (which may contain either adjective or adverb). After that each pair prepares a sentence using the adjective or adverb. They also give the degrees of comparison for the adjective if possible.

Eg.

The first pair come and picks up the card “Wonderful”. Then they say aloud ‘wonderful’ is an adjective. They also give the three degrees of comparison.

‘wonderful’ ‘more wonderful’ ‘most wonderful’.

Eg.

Taj Mahal is one of the most wonderful buildings in the world.

8.08

Learning Outcome : Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio, and expresses opinions about them (8.08)

Activity Name : Give your Opinion

Type of Activity : Individual / Pair

Materials Needed : Video clipping containing speeches

Procedure :

The teacher plays a speech or political debate and asks each student to say their opinion on the speech.

A TV interview of a scientist/ politician a/ a social activist/ a dignitary are played to the students. The students are asked to watch the show and the students are asked to express the key points of the interview and their own reaction to the Interview.

8.09

Learning Outcome : Asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity/ while engaging in conversation using appropriate vocabulary and accurate sentences) (8.09)

Activity Name : Ask your Questions

Type of Activity : Group

Materials Needed : Video Equipment's / TV

Procedure :

A small video clippings showing the famous speech by A.P.J Abdul Kalam/ Jawaharlal Nehru is shown to the children. Children watch it repeatedly if required. After this they note down the key points in the speeches. Then they ask relevant questions on various aspects of the speech?

1. What was the occasion?
2. Who were the audience?
3. When was it delivered?
4. Where was it delivered?
5. Can you please explain the phrase 'Dream about your future!'

8.10

Learning Outcome : Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations (8.10)

Activity Name : It's time for English elocution

Type of Activity : Individual

Procedure :

The students browse through various poems/ literary texts and prepare a short passage for English elocution. The teacher may assist to choose appropriate materials. They take two or three days to prepare themselves for English elocution. The time limit is 2 minutes. Finally each student (not more than 5 students per day) takes part in English elocution. They may be evaluated for the pronunciation, intonation, pause and clarity of expression. To evaluate them the service of other English teachers can be utilised.

8.11

Learning Outcome : Narrates stories (real or imaginary) experiences in English (8.11)

Activity Name : It's time for Celebration

Type of Activity : Individual

Procedure :

The students prepare a list of activities they have done during Diwali/ Christmas/ Pongal celebrations. They use simple language and include personal details. They present it before the entire class.

8.12

Learning Outcome : Interprets quotations, sayings and proverbs (8.12)

Activity Name : Explore the Proverbs

Type of Activity : Group

Materials Needed : Proverb Cards

Procedure :

The teacher divides the entire class into groups of 5. Each group is given a proverb. They work in groups and come out with the meaning of the proverb. They give the equivalent proverb in Tamil if possible.

Example.

1. A stitch in time saves nine.
2. Prevention is better than cure.
3. All that glitters is not gold.
4. Face is the index of the mind.

8.13

Learning Outcome : Reads textual / non- textual materials in English / Braille with comprehension (8.13)

Activity Name : Reading Comprehension

Type of Activity : Individual / Pair

Materials Needed : Newspaper Cuttings / Magazine, Articles and a Dictionary

Procedure :

The entire class is divided into many pairs. Each pair is given a non- textual passage preferably from Newspapers and Magazines. Students are encouraged to read the passage silently. During the reading process students are free to consult the dictionary. After that the teacher has a small discussion with each group so as to ascertain the level of reading comprehension.

Note : The teacher is free to choose any non-textual passage depending upon the level of the students. She may use story books from library, if she desires.

8.14

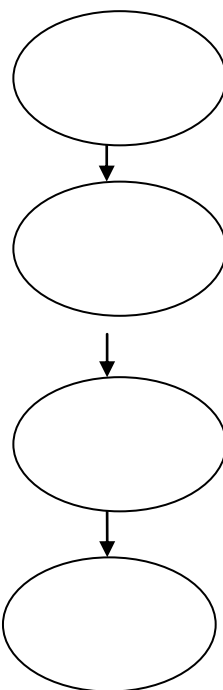
Learning Outcome : Identifies details, characters, main idea and sequence of ideas and events while reading (8.14)

Activity Name : Reading Comprehension

Type of Activity : Individual / Pair

Materials Needed : The abridged version of children’s classics and short stories.

Procedure : The teacher issues various works of literature to all students. After a weeks’ time the students present the sequence of the story (Story line). Using a flow chart for this purpose the following template may be used.

	----- (Title) -----	The Story time
	(Author) -----	
Theme (Main Idea):	-----	
Main Characters:	1. ----- 2. ----- 3. ----- 4. ----- 5. -----	
	----- *****	

8.15

Learning Outcome : Reads, compares, contrasts, thinks critically and relates ideas to life (8.15)

Activity Name : Think Critically

Type of Activity : Individual / Pair

Materials Needed : A short narration on a real life incident

Procedure : Students read the given narration silently and note down important points. They then think critically on certain key ideas.

EAGLES IN A STORM

Did you know that an eagle knows when a storm is approaching long before it breaks? The eagle will fly to some high spot and wait for the winds to come. When the storm hits, it sets its wings so that the wind will pick it up and lift it above the storm. While the storm rages below, the eagle is soaring above it. The eagle does not escape the storm. It simply uses the storm to lift it higher. It rises on the winds that bring the storm. When the storms of life come upon us – and all of us will experience them – we can rise above them by setting our minds and our belief toward God. The storms do not have to overcome us. We can allow God’s power to lift us above them. God enables us to ride the winds of the storm that bring sickness, tragedy, failure and disappointment in our lives. We can soar above the storm.

Answer the following:

1. Do you identify yourself with Eagle?
2. What do you think as a unique nature of Eagle?
3. Have you ever felt that something before they actually happened?

8.16

Learning Outcome : **Infers the meaning of unfamiliar words by reading them in context (8.16)**

Activity Name : **Guess the Meaning**

Type of Activity : **Group**

Materials Needed : **Non-textual passages**

Procedure www.kalviamuthu.com

Students go through an unfamiliar passage which contains a lot of unfamiliar words. They pick out those unfamiliar words and list them out. Then the teacher frames sentences using those words in context familiar to the students. Students infer the meaning from those contextualised sentences. Then students refer to a dictionary to check the meaning. Students, then frame their own sentences using those unfamiliar words.

8.17

Learning Outcome : **Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non – fiction articles, narratives, travelogues, biographies, etc. (extensive reading (8.17))**

Activity Name : **Read for Pleasure**

Type of Activity : **Individual**

Materials Needed : **Biographical sketches of famous personality**

Procedure :

The teacher gives select biographies to students and students go through them silently. They make notes as and when required, after a couple of days they present the key points / details about the famous personality.

A Short Biography of Jack S Kilby

Jack St. Clair Kilby (November 8, 1923 – June 20, 2005) was an American electrical engineer who took part (along with Robert Noyce) in the realization of the first integrated circuit while working at Texas Instruments (TI) in 1958. He was awarded the Nobel Prize in Physics on December 10, 2000. To congratulate him, American President Bill Clinton wrote, "You can take pride in the knowledge that your work will help to improve lives for generations to come." Kilby is also the co-inventor of the handheld calculator and the thermal printer, for which he has the patents. He also has patents for seven other inventions.



Early life

Jack Kilby was born in 1923 in Missouri to Hubert and Vina Freitag Kilby. His father was an executive with the Kansas Power Company. Kilby grew up and attended school in Great Bend, Kansas, graduating from the Great Bend High School. (Road signs at the entrances to the town commemorate his time there, and the Commons Area at Great Bend High School has been named The Jack Kilby Commons Area.)

Kilby received his Bachelor of Science degree from the University of Illinois at Urbana-Champaign, where he was an honorary member of Acacia Fraternity. In 1947, he received a degree in electrical engineering. He earned his master of science in electrical engineering from the University of Wisconsin-Milwaukee in 1950, while working at Central lab, a division of Globe-Union Corporation in Milwaukee.

Career

In mid-1958, Kilby, a newly employed engineer at Texas Instruments (TI), did not yet have the right to a summer vacation. He spent the summer working on the problem in circuit design that was commonly called the "tyranny of numbers", and he finally came to the conclusion that the manufacturing of circuit components en masse in a single piece of semiconductor material could provide a solution. On September 12, he presented his findings to company's management, which included Mark Shepherd. He showed them a piece of germanium with an oscilloscope attached, pressed a switch, and the oscilloscope showed a continuous sine wave, proving that his integrated circuit worked, and hence he had solved the problem. U.S. Patent 3,138,743 for "Miniaturized Electronic Circuits", the first integrated circuit, was filed on February 6, 1959. Along with Robert Noyce (who independently made a similar circuit a few months later), Kilby is generally credited as co-inventor of the integrated circuit.

Jack Kilby went on to pioneer military, industrial, and commercial applications of microchip technology. He headed teams that built both the first military system and the first computer incorporating integrated circuits. He later co-invented both the handheld calculator and the thermal printer that was used in portable data terminals.

In 1970, he took a leave of absence from TI to work as an independent inventor. He explored, among other subjects, the use of silicon technology for generating electrical power from sunlight. From 1978 to 1984 he held the position of Distinguished Professor of Electrical Engineering at Texas A&M University. In 1983, Kilby retired from Texas Instruments.

Later life

He died of cancer June 20, 2005 at the age of 81, in Dallas, Texas.

On December 14, 2005, Texas Instruments created the Historic TI Archives. The Jack Kilby family donated his personal manuscripts and his personal photograph collection to Southern Methodist University (SMU). The collection will be catalogued and stored at De Golyer Library, SMU.

In 2008, the SMU School of Engineering, with the De Golyer Library and the Library of Congress, hosted a year-long celebration of the 50th anniversary of the birth of the digital age with Kilby's Nobel Prize-winning invention of the integrated circuit. Symposia and exhibits examined the many ways in which technology and engineers shaped the modern world. Kilby held an honorary doctorate of science from SMU and was a long-time associate of SMU through the Kilby Foundation.

Awards and Honours

Recognition of Kilby's outstanding achievements have been made by the Institute of Electrical and Electronic Engineers (IEEE), including the election to IEEE Fellow in 1966, the IEEE David Sarnoff Award in 1966, co-recipient of the first IEEE Clelio Brunetti Award in 1978, the IEEE Centennial Medal in 1984 and the IEEE Medal of Honour in 1986. He was co-recipient of the Franklin Institute's Stuart Ballantine Medal in 1966. In 1982 and 1989, he received the Holley Medal from the American Society of Mechanical Engineers (ASME). He was elected to member of the National Academy of Engineering (NAE) in 1967, received the Academy's Vladimir K. Zworykin Award in 1975, and was co-recipient of the first NAE's Charles Stark Draper Prize in 1989. The Kilby Award Foundation was founded in 1980 in his honour, and the IEEE Jack S. Kilby Signal Processing Medal was created in 1995.

Kilby is also the recipient of the nation's most prestigious honours in science and engineering: the National Medal of Science in 1969 and the National Medal of Technology in 1990. In 1982, he was inducted into the National Inventors Hall of Fame.

In 1993, he was awarded the Kyoto Prize by the Inamori Foundation. He was awarded both the Washington Award, administered by the Western Society of Engineers and the Eta Kappa Nu Vladimir Karapetoff Award in 1999. In 2000, Kilby was awarded the Nobel Prize in Physics for his breakthrough discovery, and delivered his personal view of the industry and its history in his acceptance speech.

Kilby was awarded nine honorary doctorate degrees from universities including Southern Methodist University, the University of Miami, University of Illinois, University of Wisconsin-Madison, Texas A&M University, Yale and Rochester Institute of Technology. The National Chiao Tung University (NCTU) in Taiwan awarded Kilby with a certificate of Honorary Professorship in 1998.

The KilbyCenter, TI's research center for silicon manufacturing, is named after him. The Jack Kilby Computer Centre at the Merchiston Campus of Edinburgh Napier University in Edinburgh is also named in his honor.

Note : The teacher instead of giving a single biography can opt for different biographies.

8.18

- Learning Outcome** : Refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing (8.18)
- Activity Name** : Pick and Present
- Type of Activity** : Individual
- Materials Needed** : Newspaper, Story books, Dictionary, Thesaurus
- Procedure** : The teacher distributes Newspaper clips to all students. The students read the material given to them and refer to a dictionary for meaning. Then they look for related words and its antonym in the thesaurus and they arrange the new words in alphabetic order. The student then presents it to the class.

8.19

- Learning Outcome** : Prepares a write up after seeking information in print / on line, notice board, newspaper, etc. (8.19)
- Activity Name** : Prepare a write up
- Type of Activity** : Pair
- Materials Needed** : Library Books, Magazines and Internet
- Procedure** : For each pair of students the teacher allots a particular topic. No two pairs get the same topic. Students collect all relevant information and come up with the write up. They may get the assistance from the teacher if they desire so.

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Suggested topics

1. The most important discovery in science
2. My favourite world leader
3. My most memorable experience
4. Think twice
5. Hard work without smartness is useless

8.20

- Learning Outcome** : Communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) (8.20)
- Activity Name** : Grammatically correct
- Type of Activity** : Individual / Pair
- Materials Needed** : Short video clippings / worksheets
- Procedure** :

The teacher shows a short video / movie clipping to the students. Then students make a short note on the video / movie clippings. They write a critical review of the movie, using appropriate grammatical forms (eg. To describe the scenes or characters students use appropriate adjectives, to indicate the flow of action they use adverbs. To compare and contrast they use appropriate conjunctions like but, so, because etc).

Note: A short film on Penguins / Lions can be shown to the children. After completing the work they present it to the teacher for suggestions and improvements. Preferably they can make an oral presentation in the class.

8.21

- Learning Outcome** : Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising (8.21)
- Activity Name** : Paragraph writing
- Type of Activity** : Pair
- Materials Needed** : Worksheets for writings
- Procedure** : The teacher gives an outline on a topic / a famous person. Student composes a coherent paragraph using the details given by teacher. They can consult a dictionary / usage manual.

Example:

Steve Jobs

1. **Steve Paul Jobs** : Founder of Apple Inc (A Computer Company)
2. **Born** : Born in San Francisco, USA (1955, Feb 24)
3. **Early Life** : Disowned by the Parent by birth. Adopted by foster Parents
4. **Achievement** : Co- Creator of i-pad, i- pod, i- phone and Apple Computers
5. **Professional Life** : Shareholder of Pixel, Walt Disney Company etc.
6. **Highlights** : Rose from poverty to fame and fortune by his hard work and passion.

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8.22

- Learning Outcome** : Writes short paragraphs coherently in English / Braille with a proper beginning, middle and end with appropriate punctuation marks (8.22)
- Activity Name** : News Items
- Type of Activity** : Individual / Pair
- Materials Needed** : News items from English dailies
- Procedure** :

The students go through the news items from newspaper. Headlines are rendered as proper/ complete sentences. Then students compose a short paragraph based on the news item. They also insert appropriate punctuation marks. Students are encouraged to use their own language and asked not to lift the sentences from the main news.

8.23

- Learning Outcome** : Writes answers to textual/ non- textual questions after comprehension / inference, draws character sketch, attempts extrapolative writing (8.23)
- Activity Name** : Answer the questions
- Type of Activity** : Individual
- Materials Needed** : Worksheets

Procedure : All students receive the synopsis of a famous novel. They go through the synopsis of the novel. They then attempt to give the character sketch of the protagonists (main characters). The students are encouraged to record their own opinion / reaction to novel.

SAMY AND HIS FRIENDS

A young boy named Swami wakes up on Monday morning in the town of Malgudi in South India. He rushes through his homework at his desk in his father's room and then goes to the Mission School, where he is bored throughout most of his classes. Swami gets a bad grade on his mathematics homework and then, in his scripture class, gets into an argument with his teacher Mr. Ebenezar, a Christian fanatic. Swami is offended at his teacher's dismissal of the value of Hinduism and arrives at school the next day carrying a letter from his father to the Mission School Headmaster, in which his father complains to the headmaster that the school does not welcome non-Christian boys.

Swami tells his four closest friends about the letter. These boys are Somu, the friendly class monitor; Mani, a powerful but lazy bully; Sankar, "the most brilliant boy of the class"; and a small boy named Samuel, nicknamed "The Pea," who is not remarkable in any way except that he makes Swami laugh more than anyone else. Later in the day, the headmaster scolds Ebenezar but also tells Swami not to report incidents to his father in the future, saying that the boys should instead turn to the headmaster with any problems.

On the subsequent evening, Swami and Mani sit on the banks of the Sarayu river, discussing a classmate named Rajam who Mani wishes to throw into the river. It becomes clear that Rajam is known in school as a kind of rival to Mani, due to his fearlessness, intelligence, and wealth. Rajam's father is also the Police Superintendent. Swami insists that he supports Mani more than anyone else, and when they return to school Swami begins acting as a go-between for the two rivals. Eventually, they decide to meet for a fight on the banks of the river to see who is more powerful. But when the time for the fight comes, Rajam suggests that they put aside their differences and become friends, to which Mani happily agrees. Having always admired Rajam, Swami is also delighted at this turn of events and glad to be the friend of both powerful boys.

The reader is introduced to Swami's grandmother, whom he calls Granny. She lives with Swami's family in a small passageway, and Swami feels safe and secure in her company. Swami excitedly describes Rajam to Granny and, although she tries to tell him stories of his own grandfather's similarly impressive accomplishments, Swami refuses to listen. On a Saturday shortly thereafter, Swami ignores his grandmother's requests to spend time with him and instead goes with Mani to Rajam's house, where they are impressed by his luxurious home, numerous toys, and the delicious food his cook serves.

Back at school, Swami runs into his three friends Somu, Sankar, and The Pea. However, they are unfriendly to him and make a joke about a "tail." After school, Swami makes Somu tell him about their joke, which it turns out refers to their calling him "Rajam's tail" because they believe Swami now thinks himself too good for his old friends. The rejection by his friends is the "first shock" of Swami's life, and he reflects miserably on how quickly people can change. At home, he makes a paper boat and puts an ant on it, then watches as the boat is consumed in a flood of water. As the days continue, Swami's friends continue to ignore him, and school becomes an increasingly painful experience.

On another Saturday, Swami excitedly prepares for Rajam to visit his house. He anxiously orders his father, mother, grandmother, and cook through various preparations. The visit goes well, and Rajam even charms Granny with his stories. The next time Swami attends school, he is again faced by his old friends mocking him, and he slaps both the Pea and Sankar. Joined by Somu and Mani, the group goes outside, and Swami explains to Mani that the other three call him Rajam's tail. Mani defends Rajam and fights with Somu until the other boys get the headmaster to break up the fight.

Three weeks later, Swami and Mani go to Rajam's house again, this time because Swami told them he had a surprise for them. When they arrive, they jokingly pretend to be a blind puppy and a blind kitten to get Rajam to let them in, only to discover when they open their eyes that Somu, Sankar, and the Pea are also present. Rajam serves the group food and then lectures them all on the value of friendship, offering them each a gift if they promise not to be enemies any more. One by one, each boy accepts his gift. At Swami's home, his mother has been in bed for two days and seems confusingly changed to him. Granny tells him that he is going to have a baby brother, but he is indifferent even when the baby is born, telling the Pea that the baby is "hardly anything." The Pea assures him that the baby will grow up quickly.

In April, Swami and his classmates have only two weeks before their school exams. Swami's father forces him to study constantly, and all of his friends are also unhappy under the stress of studying. Swami only feels that his efforts are worthwhile when his father compliments his work. Shortly before the exam, Swami makes a list of supplies that he needs and, disappointed that "his wants were so few," he makes a more complicated list and brings it to his father. His father scolds him and refuses to give him money to buy supplies, instead telling him to take supplies from their desk at home.

At last, Swami's final exam is over. He worries that he finished faster than his friends and did not write enough for one question, but his worry quickly turns to excitement as the other students finish and form a joyful crowd to celebrate the end of school. The group of boys destroys paper and ink bottles, creating happy chaos until a school administrator breaks up their celebration.

Without school in session, Swami realizes that he is closer friends with Mani and Rajam than with Somu, Sankar, and the Pea. He also wishes to get a hoop to play with, and gives some money to a coachman who promises to get him one, only to realize that the coachman tricked him. Rajam forms a plan in which Mani will kidnap the coachman's son as revenge, but the plan goes awry when the boy gets away and his neighbours attack Mani and Swami to chase them away. Sitting on a road outside town and feeling frustrated, the three friends accost a young cart boy named Karuppan, frightening him with claims that they are the Government Police before eventually letting him go.

Soon thereafter, Swami's father begins making him study again even though school is out. Feeling sorry for Swami after a long day of work, however, his father also brings him along to visit his club in the evening. Swami enjoys the visit until he realizes that the coachman's son works at the club. He becomes increasingly fearful that the boy will attack him, not even trusting his father to protect him, and cannot relax until they leave.

In August, Swami and Mani find themselves in the midst of a protest for Indian independence. Moved by the speakers, Swami and Mani swear to support India against England and boycott English goods, with Swami even burning his cap when someone suggests that it's

foreign-made. The next day, Swami is nervous about not wearing a cap to school, but finds a crowd of protesters blocking entrance to his school. The group says that school is cancelled due to the imprisonment of an Indian political worker, and Swami gets caught up in breaking windows and destroying property at both the Mission School and the nearby Board School. Eventually, the protest moves to a square in town, where Swami sees Rajam's father order his policemen to violently disperse the crowd, a sight that shocks and frightens Swami. Later, his father expresses sympathy for the protesters but scolds Swami for losing his cap, saying it was made in India all along. The next day in school, the headmaster punishes all of the students who participated in the protest and Swami angrily runs away in the middle of class.

Six weeks later, Rajam finds Swami to tell him that he forgives his political activity and to invite him to form a cricket team. Swami has transferred to the Board School, while his group of friends back at the Mission School has broken up: Somu was held back, Sankar moved away, and the Pea started school late. Swami agrees to join the cricket team, and he and Rajam call themselves the M.C.C. With Mani, they write a letter to a sporting goods company ordering supplies. Although the company writes back asking for a deposit, the boys continue believing that their supplies will arrive and begin practicing with improvised equipment in the meantime. Swami quickly reveals himself to be a good bowler and earns the nickname Tate, after a famous bowler.

Swami discovers that the workload at the Board School is heavier than he is used to and also that it requires him to participate in daily afterschool drill practices. Consequently, Swami leaves school too late to attend cricket practice on time, which makes Rajam angry. One evening, Swami is concerned about his grandmother, whom he ignored earlier in the day when she said she didn't feel well. He is relieved to find that she is well, but she disappoints him when she does not know what cricket is. However, Swami decides to educate her rather than scolding her. When Swami continues to be late to practice, Rajam decides to confront the Board School Headmaster and convince him to let Swami leave school early. Although Swami protests, he insists, and leads Swami to the headmaster's office. The headmaster ignores their request and Rajam eventually gives up his effort.

The M.C.C. schedules a cricket match against another local team, but Swami is still not able to get enough practice time. With only a week left before the match, he decides to try and get a pass from a physician named Dr. Kesavan. Dr. Kesavan proclaims Swami healthy but agrees to tell his headmaster that Swami should get to miss drill practice. Delighted, Swami skips drill practice every day to attend cricket, only to find at the end of the week that the doctor never spoke to the headmaster.

The headmaster threatens to cane Swami, but Swami throws the cane out the window and runs away. Swami fears that his father will be too angry to let him live at home without attending school, so he decides to run away. He goes to the Mission School and, after reminiscing about how much he loved being a student there, he finds Rajam to say goodbye. However, Rajam convinces Swami to run away only briefly before participating in the match and then leaving for good.

The narration's perspective switches to Swami's father, who wanders the town alone late at night, looking for Swami. Swami has not been seen for hours and his mother and grandmother are sick with worry, with his father growing anxious as well. After looking everywhere else he

can think of, Swami's father fearfully peers into the Sarayu to see if Swami has drowned. Not finding him, he continues to walk along the rail lines.

The narration returns to Swami, who is wandering on a quiet road far from home. He reflects that he was foolish to leave over such a trivial problem and wishes to be back home with his family. He decides to return home but unwittingly goes the wrong way, becoming more and more lost until he at last begins to hallucinate in despair, thinking that he is being attacked by animals. He falls unconscious after a fantasy of winning the cricket match. The next morning, a cart man named Ranga finds Swami in the road and takes him to the District Forest Office, where an officer named Mr. Nair helps Swami figure out who he is and where he is from. Soon, Swami's father takes him home with the assistance of Rajam's father, where he is content to celebrate among his family until Mani arrives and informs him that he has missed the cricket match. Having thought that the match was the next day, Swami is devastated. Mani also says that Rajam is furious, so Swami resolves to speak with Rajam the next day and repair their friendship.

Ten days later, Swami still has not spoken with Rajam due to fear of his reaction. However, he has learned that Rajam's father has been transferred and the family is about to move away. Swami searches his possessions for a going-away present for Rajam, settling on a book of fairy tales, and resolves to go to the train station in the morning to give it to Rajam. Swami goes to the station but is again too intimidated to talk to Rajam, who gets on the train without saying goodbye. Panicking, Swami asks Mani for help and the two boys run alongside the train, finally giving Rajam the book. Rajam seems to say something to Swami, but his words are lost under the noise of the train. Mani tells Swami that Rajam has his address and will write, but Swami is unsure if Mani is telling the truth.

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8.24

Learning Outcome : Writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal / biographical experiences etc. (8.24)

Activity Name : Letter writing

Type of Activity : Individual

Materials Needed : Letter Writing Templates, a dictionary

Procedure : The teacher gives the letter template to the students. They discuss among themselves and come out with details to be written in that letter.

Write a letter to your classmate about a cricket match you watched recently in television.

Tirunelveli,
23 Oct 2018.

Dear -----,

I am O.K. How are you? Recently I watched the ----- between India and ----- held at ----- on ----- (date). It was an interesting match India piled up a total of ----- in ----- overs. In reply ----- scored only----- ran in ----- overs. ----- was awarded the man of the match. Hope to see you soon.

Yours lovingly,
XXXXXXXXXX

8.25

Learning Outcome	: Develops a skit (dialogues from a story) and story from dialogues (8.25)
Activity Name	: It's a time for a skit
Type of Activity	: Group
Materials Needed	: Worksheets
Procedure	:

The students are given a short story. The teacher asks them to prepare a small skit on the given story. Finally with the assistance of the teacher they can stage the skit after sufficient practice.

MOTHER'S DAY

A man stopped at a flower shop to order some flowers to be sent by post to his mother who lived two hundred miles away. As he got out of his car he noticed a young girl sitting on the curb sobbing. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother. But I only have seventy-five cents, and a rose costs two dollars". The man smiled and said, "Come on in with me. I'll buy you a rose". He bought the little girl her rose and ordered his own mother's flowers. As they were leaving he offered the girl a ride home. She said, "Yes, please! You can take me to my mother". She directed him to a cemetery, where she placed the rose on a freshly dug grave. The man returned to the flower shop, cancelled the parcel order, picked up a bouquet and drove the two hundred miles to his mother's house.

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8.26

Learning Outcome	: Visits a language laboratory (8.26)
Activity Name	: Visit to language laboratory
Type of Activity	: Individual
Procedure	:

The students visit the language lab and makes use of phonetic software. They practise by imitation. After that the students reads out a piece of news or poetry with correct pronunciation.

8.27

Learning Outcome	: Writes a Book Review (8.27)
Activity Name	: Book Review
Type of Activity	: Individual
Materials Needed	: Story books, Adventure Stories, Biography, Spiritual books, Collection of Quote book, Travelogue, Biographies etc.
Procedure	:

The teacher provides a template to each student along with a book of their interest. The students are instructed to read the book that is provided to them and fill in the template. The suggested book s for Book Review are given below.

The abridged version of the following children classics

1. Oliver Twist.
2. The Adventure of Huck Finn.
3. The count of Monte Christo
4. .

A Book Review by _____		Your star rating for this book: ☆☆☆☆☆ 
Title: _____		Author: _____
Characters <i>Who are they? Did you like them? How did they make you feel?</i>	Plot <i>What happens? Is it fun to read?</i>	
Your opinion <i>Did you like the book? What was your favourite part & why? Were there any funny or scary bits? Did you learn anything?</i>	Recommend? <i>Why or why not?</i>	

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