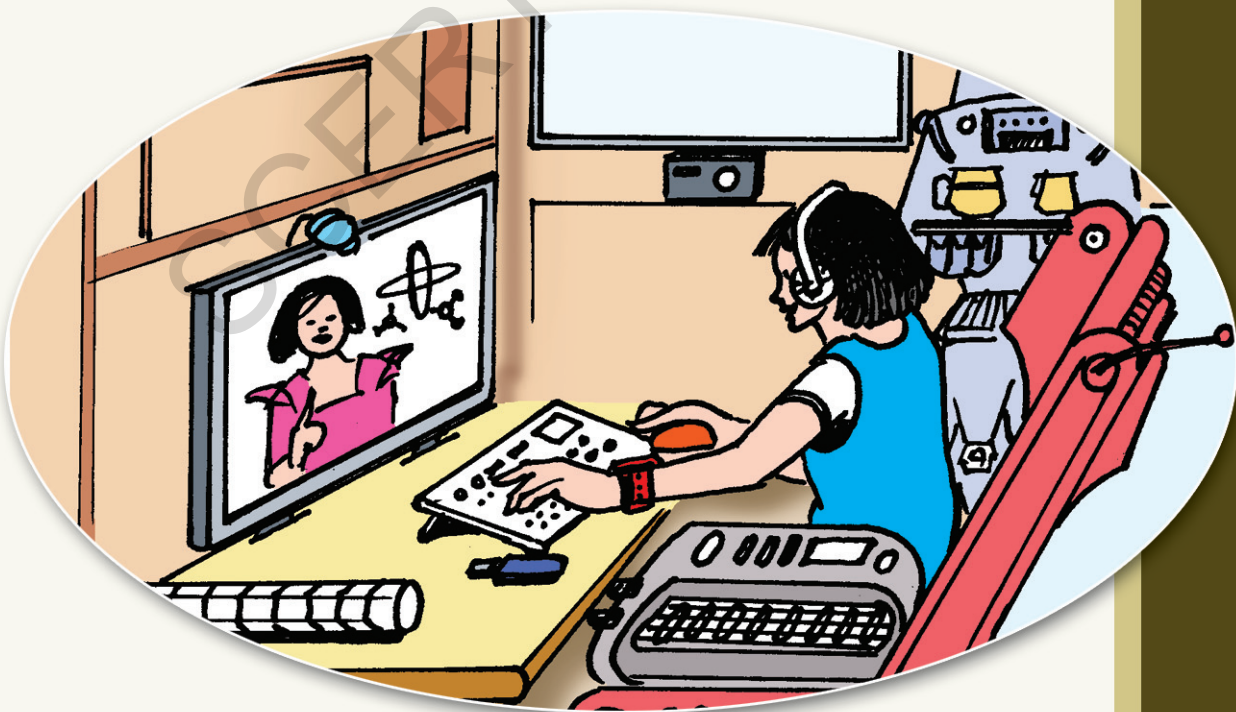


Unit 4



- Reading A : The Fun They Had
- Reading B : Preteen Pretext (Poem)
- Reading C : The Computer Game



Science and Technology

Look at the pictures and answer the questions that follow.



1. What do you see in these pictures?
2. What do they tell us?

Oral Discourse: Debate- “Development in Science and Technology will always lead to disasters.”

The Fun They Had

MARGIE even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, “Today Tommy found a real book!”

It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

“Gee,” said Tommy, What a waste! When you’re thorough with the book, you just throw it away. I guess. Our television screen must have had a million books on it and it’s good for plenty more. I wouldn’t throw it away.”

“Same with mine,” said Margie. She was eleven and hadn’t seen as many telebooks as Tommy had. He was thirteen.

She said, “Where did you find it?”

“In my house.” He pointed without looking, because he was busy reading.

“In the attic.”

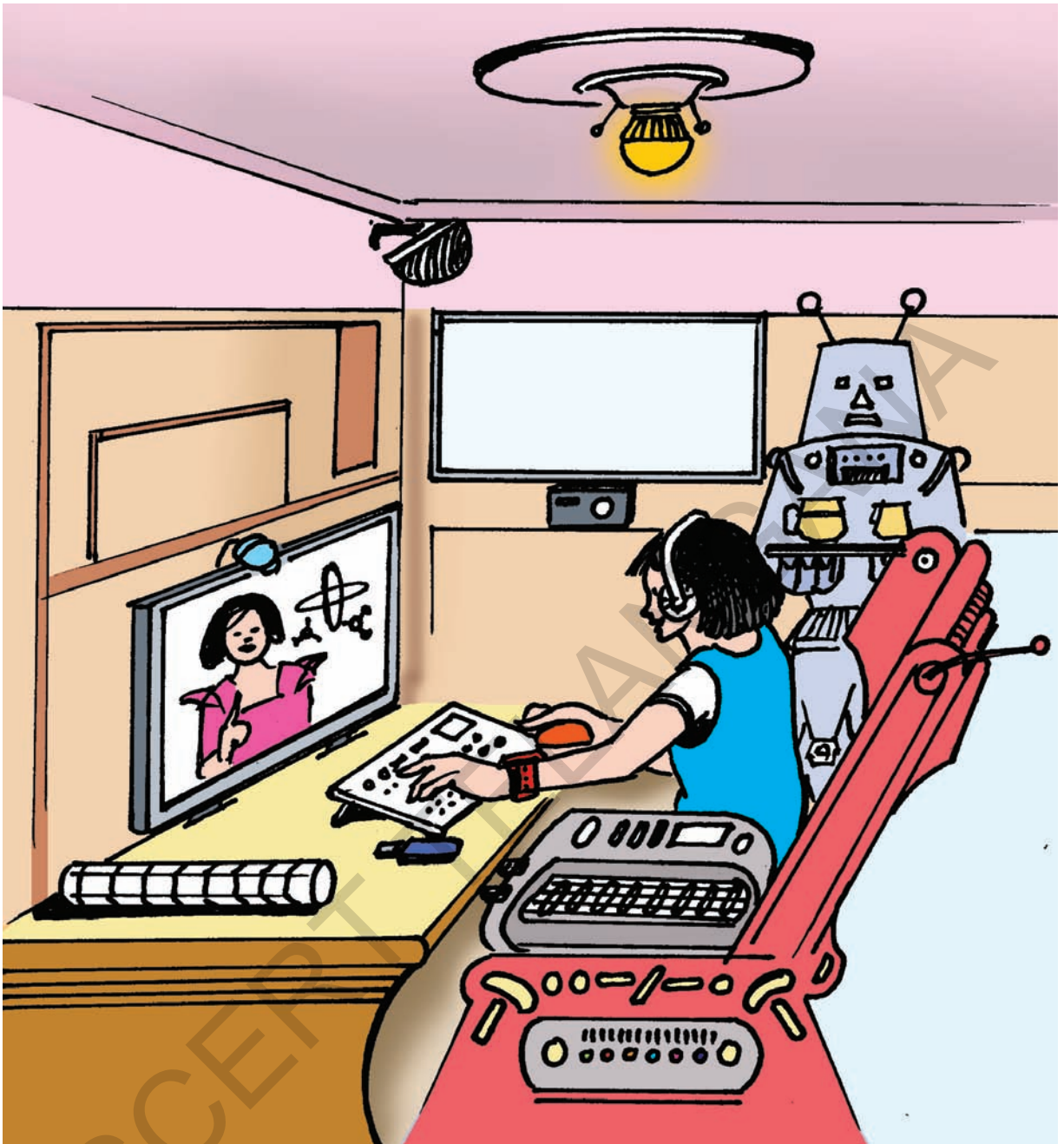
“What’s it about?”

“School.”

Margie was scornful. “School? What’s there to write about school? I hate school.”

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in





geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew. After an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most

was the slot where she had to put homework and test papers. She always had to write them out in a punch code, they made her learn when she was six years old and the mechanical teacher calculated the marks in no time.

The Inspector had smiled and patted Margie's head after he had finished. He said to her mother, "It's not the little girl's fault. Mrs. Jones, I think the geography sector was geared a little too quickly. Those things happen sometimes. I've slowed it up to an average ten – year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "Centuries ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago," She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure he is. My father knows as much as my teacher."

"He knows almost as much. I betcha."

Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

“But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently.”

“Just the same they didn’t do it that way then. If you don’t like it, you don’t have to read the book.”

“I didn’t say I didn’t like it,” Margie said quickly. She wanted to read about those funny schools.

They weren’t even half finished when Margie’s mother called, “Margie! School!”

Margie looked up. “Not yet, Mamma.”

“Now!” said Mrs Jones. “And it’s probably time for Tommy, too.”

Margie said to Tommy. “Can I read the book some more with you after school?”

“Maybe,” he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot.”

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with the homework and talk about it.

And the teachers were people...

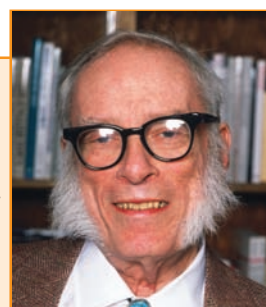
The mechanical teacher was flashing on the screen. “When we add fractions $\frac{1}{2}$ and $\frac{1}{4}$...”

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

- by Isaac Asimov

About the author

Isaac Asimov (1920 - 1992) was an American author best known for his science fiction. He was a professor of biochemistry at Boston University. He is considered the master of science fiction. Most of his works explain scientific concepts in a historical way. He worked as the president of AHA (American Humanist Association). He earned a credit on 'Star Trek', a movie on science fiction. His famous works are 'The Foundation Series', 'The Robot Series' and 'The Galactic Empire Series'.



Glossary

crinkly (<i>adj</i>)	:	with many folds or lines
awfully (<i>adv</i>)	:	very badly, unpleasantly
million (<i>n</i>)	:	ten lakhs
telebooks (<i>n</i>)	:	books seen or read on a television or computer screen
attic (<i>n</i>)	:	a space just below the roof, used as a storeroom
scornful (<i>adj</i>)	:	contemptuous; think something is worthless
slot (<i>n</i>)	:	a given space, time or position
patted (<i>v</i>)	:	hit repeatedly
disappointed (<i>adj</i>)	:	upset
geared (<i>adj</i>)	:	adjusted to a particular standard or level
loftily (<i>adv</i>)	:	in a superior way
regular teacher (<i>n.phr</i>):	:	a mechanical teacher (here)
betcha (<i>exp</i>)	:	(bet you) I'm sure
dispute (<i>v</i>)	:	disagree with
screamed (<i>v</i>)	:	gave a loud cry
probably (<i>adv</i>)	:	likely to happen
nonchalantly (<i>adv</i>)	:	not showing much interest
beneath (<i>prep.</i>)	:	below
mechanical (<i>adj</i>)	:	connected with machines operated by power

Comprehension

Answer the following questions.

1. What did Margie write in her diary?
2. What did Margie find strange in the book?

3. Why do you think Margie was disappointed?
4. Why did she think the old kind of school must have been fun?
5. Margie says old school was better than the future school! Do you agree with this statement? Give reasons.
6. What kind of school do you wish to have after 30 years?
7. ‘And the teachers were people.’ What do you understand by this expression?



Vocabulary

I. Fill in the blanks with the words from the box.

slots, loftily, dispute, screamed, scornful

1. We look _____ when we see something useless.
2. Your workbook does not have _____ for writing.
3. Why do you always _____ your younger brother’s statements?
4. The commander ordered _____ to the soldiers, “Open fire”.
5. All the boys _____ when they saw a snake in their class room.

II. Pick out the opposites for the following words from the story and use them in your own sentences.

1. serious : _____
2. scarce : _____
3. idle : _____
4. agree : _____
5. create : _____
6. knowingly : _____

III. Look at the underlined words in the following sentence taken from the text.

He was a round little man with a red face.

As you can see, there are two adjectives that precede the noun ‘man’. The adjectives ‘round’ and ‘little’ appear in a certain order. The adjective ‘little’ refers to the ‘size’ and ‘round’ indicates the ‘shape’.

Think of two adjectives of size and shape for the following objects and put them before the nouns.

- | | | | |
|----|-------|-------|----------|
| 1. | _____ | _____ | table |
| 2. | _____ | _____ | pencil |
| 3. | _____ | _____ | room |
| 4. | _____ | _____ | chapathi |
| 5. | _____ | _____ | cat |



Grammar

I. Read the sentence taken from the text.

He added loftily, pronouncing the word carefully, “Centuries ago”.

In this sentence the words ‘carefully’ and ‘loftily’ are adverbs of manner, because they tell us how the action is done.

1. Pick out some more verbs and the adverbs that go with them from the story or elsewhere. Use them in your own sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Now look at the adverbs given in the box and fill in the blanks.

nonchalantly, quickly, completely, sorrowfully, awfully, carefully, differently

1. We all behave _____ when we don't have any anxiety.
2. I _____ forgot about it.
3. The report must be read _____. Only then the action will be taken.
4. The teacher shook her head _____ when her student lied to her.
5. The two teams played _____.

II. Read the following sentences and notice the underlined part in each sentence.

1. They turned the pages, which were yellow and crinkly.
2. It was awfully funny to read words that stood still instead of moving the way

they were supposed to – on a screen.

What, according to you, is the function of the underlined clause? Which part in the sentence does it modify? The underlined parts in these sentences are Relative Clauses.

A Relative Clause gives extra information about or identifies a person, place, time or thing. It normally begins with a relative pronoun such as who, where, when, what, which or that. It functions like an adjective. It is known as adjective clause.

Now, read the following sentences and underline the relative clause.

- The part Margie hated most was the slot where she had to put homework and test papers.
- This is the old kind of school that they had hundreds and hundreds of years ago.
- My mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently.

III. Combine the sentences using where, who, which and that.

- Mahi always tells funny stories. We all like them.

- Dolly ate all the biscuits. I bought them for Chandu.

- An old man visited us last night. He is my grandfather.

- We should remember the place. We often used to meet.

- Divija gave me a camera. It was not working.
The _____

IV. Complete the following sentences using suitable relative clauses.

- I know the boy _____.
- I visited the place _____.
- He told me the time _____.
- This is the book _____.

V. Editing

Read the following passage. Every numbered sentence has an error. Identify and edit it.

(1)In Siripuram village it did not rain at three years. (2)Men, women and children looked at the sky anxious for signs of clouds. (3)The pond were now a wide stretch of caked earth. Thirsty animals crowded around puddles of dirty water. (4)Women went very far on search of water. (5)They returned with pots of water balanced over their head and some fodder of the cattle tucked under their arms.



Writing

I. Mary is a girl studying in class eight. Read the following letter that she wrote to her friend Candy.

Wonderland,
Computer Town.
20th Sept. 2012.

Dear Candy,

I am very glad to say that I have established a computer teaching lab, which gives me full information with the help of a mechanical teacher. It's an up-to-date lab. Technology is growing fast, isn't it? Imagine our classroom in 30 years. Reply soon.

With warm regards,

Your loving friend,
Mary.

To
Candy,
Winterland,
Technical Country.

Write a reply imagining how our future classrooms will be in the next 30 years. You may use the following hints while writing.

e-library robot teacher online evaluation e-screen e-mail



Listening

Listen to the message from space by Sunitha Williams and answer the following questions.

1. What is the text about?
2. Where was Sunitha Williams when she sent the message?
3. On what occasion did she send the message?
4. What are the two things that Sunitha received from her father?
5. In what way did the *Upanishads* help Sunitha?



Study Skills

Here are posters about two schools. Read them carefully.

GOVT. MODEL SCHOOL
Road No. 10, Jubilee Hills, Hyderabad.

For those who want to stand at the right place in the competitive world, here is an excellent opportunity.

- Stress free education
- Individualized learning
 - Digital classrooms
 - Experienced faculty
 - Experiments and projects
 - Located in the heart of the city

For details contact

The Principal, Govt Model School,
Road No. 10, Jubilee Hills, Hyderabad.

Z.P.HIGH SCHOOL

Street No. 8, Vanasthalipuram, Hyderabad.

The only school that enhances all-round development of the children

Salient Features:

- Located in the midst of nature
- Focus on all-round development of your child
- Individual attention
- Focus on social values
- Yoga and meditation
- Games and sports
- Dance and music
- Digital classrooms
- Moral education
- Indian heritage

For details contact

The Headmaster, Z.P.High School, Street No. 8, Vanasthalipuram, Hyderabad.

Each one of you has an aspiration. Someone wants to become a sportsperson, or a software engineer, etc. As a student, which school would you like to join? Why? Write your opinion in your note books based on the ideas given.

Scientists believe that we have various kind of intelligence. All intelligences are equally valuable and present in every individual, though some intelligence is better developed than others. Intelligences help us reach our aspirations.

The nine intelligences are:

1. Linguistic Intelligence – Good with words.
2. Logical/ Mathematical Intelligence – Good with numbers.
3. Spatial Intelligence – Good at arrangement of objects.
4. Bodily Kinaesthetic Intelligence – Good with dance, acrobatics.
5. Musical Intelligence – Good with music.
6. Interpersonal Intelligence – Good with making friends.
7. Intra personal Intelligence – Feeling good about myself.
8. Naturalistic Intelligence – Love for animals, plants.
9. Spiritual Intelligence – Thinking about life and its purpose (God)

Boys and girls are capable and equally intelligent. They can use these intelligences to do any task they choose to do.