

# 1 Relationships

## Language Focus

### *Language functions*

#### i) Presenting facts

eg: I learned what true  
loneliness was

#### ii) Developing a style of writing

eg: Strolling up the shore

### *Grammar*

#### i) Use of prepositional phrases

eg: on my long walks

#### ii) Adjectival phrases

eg: An intelligent  
utterance

#### iii) Use of punctuation marks

eg: “What? Don’t like  
patch work?”

#### iv) Suffixes and Prefixes

eg: attachment, ungrateful.

#### v) Adverb

eg: sometimes, always.

#### vi) Relative pronouns

eg: who, which, when.

# **Relationships**

**1**

## **■ Reading / Writing**

### **FAMILY BONDS**



Family bonds or ties play a major role in our lives. It is the deep attachment between, and among family members. It lasts forever. The affectionate relationships between family members: father and mother, mother and children, father and children and among children bring happiness, good fortune and success.

Family bonds arise out of living together in harmony with love, affection, caring and sharing. No matter how rich or poor, family bonds are the same. Love and affection do not depend on wealth. All children grow up to be adults passing different phases. A child becomes a teenager, an adolescent and a grown up. In the process of growing up family ties should be protected. They serve as an anchor in later life , in times of difficulty.

In the modern world family bonds are drifting apart. Modern society pays much attention to money. Money seems to give status and importance in the society. As a result people have become competitive. **They** have no time to think of others. Thus family bonds or ties have become frail. When we learn to care for the family, we learn to care for our society and to care for our country.

## Activity 1.1

### ■ *Writing / Reading*

- a. 1. What do you mean by family bonds ?
2. Out of what do family bonds arise ?
3. Do love and affection depend on wealth ?
4. To which phase of life do you belong to ?
5. Why should family bonds be protected ?
6. In the modern world why are the family bonds becoming frail?
7. Read the line which describes modern society.

- b. 8 . Who are “they” in paragraph three?
9. Why do you think “they” have no time to care for others?
- 10 . Do you think family bonds are important? why?

## Activity 1.2

### ■ *Speaking / Writing*

- 1) What do you think of family bonds in the present times?
- 2) How would you strengthen bonds
  - a) among family members?
  - b) among friends and relations.
  - c) among the members of a society?

*Write a paragraph of about 150 words on the topic*

*How can we make this world a better place?*

Start from relationships in the family, in the School, the Community and later, the society.

## Activity 1.3 Vocabulary

### ■ Writing

#### 01 A suffix

Nouns can be formed by adding suffixes to verbs at the end.

eg:

Verb	suffix	noun
attach	ment	attachment
protect	ion	protection

Write the following verbs as nouns using suitable suffixes from the box.

a. move	f. encourage	<u>suffixes</u>
b. associate	g. collect	– ment
c. manage	h. announce	– ion
d. inform	i. relate	– out
e. educate	j. entertain	– er
		– or

#### 02 A prefix

New adjectives can be formed by adding prefixes to adjectives at the beginning.

eg:

<u>Adjective</u>	<u>Prefix</u>	<u>Adjective</u>
fortunate	un	unfortunate
grateful	un	ungrateful
patient	im	impatient
mature	im	immature
able	dis	.....
function	mal	.....

Draw the grid in your writing book and complete it by adding five words to each group. (You may refer to a dictionary/ get the help of the teacher)

## Activity 1.4 Pair Work

### ■ Writing

Family bonds or relationships depend on responsibilities. Each and every one of us has responsibilities. *What is responsibility? Responsibility means a duty to deal with or take care of.*

Responsibilities differ according to the position or the post. Students of a school are selected to different posts such as the head prefect and prefect, the games captain, office bearers of societies and class monitor/ monitress etc. In fact, you all have responsibilities as students.

Discuss with your partner and make a list of responsibilities of a student/ monitor/ prefect/ etc. in your writing book.

eg: I'm the class monitor.

My main responsibility is to keep the class in control.

I keep the class tidy and neat.

It is my duty to keep the classroom clean.

## Activity 1.5

### ■ Reading / Writing

*The family bonds- In the novel*

*"The Mill on the Floss by Marry Ann*

*Evans "(who used the pen name George Elliot), the writer brings out the positive and the negative ideas and feeling of the people.*



It is the story of the Tulliver family, Mr Tulliver, Mrs Tulliver, their two children, Tom & Maggie.

Now read and enjoy a part of the novel “**The Mill on the Floss**”.

## Maggie - the Little Lass

### ■ **Reading**



Maggie, the daughter of Mr. and Mrs. Tulliver is nine and tall for her age. Sometimes she sits in the sunshine and reads a book. She has a brown skin and black hair. Her mother is very sad that the little girl is not very pretty. She wished Maggie would try to make herself beautiful. Maggie's hair was absolutely straight and she did not bother to comb or brush her hair. Her mother had to remind her to do so.

“Now go upstairs and brush your hair, and change your shoes and then come and do your patch work,” her mother said.

“Oh! mother, I don't want to do my patch work,” “What! Don't like patch work? Look at Aunt Glegg,” “I don't like her. I don't like patch work either. Tearing things to pieces and sewing them together again.”

Mr. Tulliver laughed at her intelligent utterance. “You encourage her to be naughty. Her aunts all say I don't teach her to be lady like.” Mr. Tulliver laughed again. Mr. Tulliver always thought about his son, Tom's education. “I want to send him to a really good school”. This was an important matter.

Maggie's brother Tom was to be sent away to school. Maggie loved her brother very much. Those words worried Maggie. She went and sat on her father's knees.

"Father, when Tom goes to school can I go and see him sometimes? He'll miss home, the rabbits, the barn." Mr. Tulliver's heart was touched. He laughed with a certain tenderness and patted his girl on the back, and kept her between his knees.

Mrs. Tulliver's sisters and their families were coming on a visit. The visitors arrived. "Go and speak to your uncles and aunts," her mother said. "Well my dear, you grow wonderfully fast. But I think the girl has too much hair," Aunt Pullet remarked. Mrs. Tulliver was upset. She pulled Maggie to a side and said, "Go upstairs now, immediately, and brush your hair. Brush it twenty times. Now go. Don't be a disgrace."

Maggie was very hurt.

"Why does mother call me a disgrace? It's my hair. It's always getting me into trouble. I'll cut it." She took a pair of scissors, and ran upstairs. She just held it in her hand and "snip" went the scissors. She had cut her hair. Then when the hair fell, she saw herself in the mirror and was truly frightened. She did not want to go down.

Tom came up looking for her. He was frightened too when he saw his sister with her hair cut. Maggie tried to be brave. Hand in hand they went down. Everybody was shocked.

"Little girls who cut their own hair should be whipped and fed on bread and water," said Aunt Glegg.

Maggie broke into loud sobs and ran to her father. "Now, now," he said, "your hair will grow soon, don't cry."

She always went to her father for consolation and she knew father was always there to listen to her grievances.

Adapted from - "Mill on the Floss" by George Elliot (Abridged Version)

## Activity 1.6

### ■ *Writing*

- a. 1. Find the phrases that describe Maggie.  
2. Why is Mrs Tulliver sad ?  
3. Why do you think Mr. Tulliver laughed at Maggie's 'intelligent' utterance?  
4. Do you think Maggie likes to stay at home without Tom?  
5. Which lines show the strong bond between father and daughter?

- b. 6. What kind of attitude do these adults have towards children?  
Mr. Tulliver, Mrs.Tulliver, aunts.  
7. Write the words that will help you to describe the attitudes of the characters.  
eg. Mr. Tulliver - caring.

## Activity 1.7 Vocabulary

### ■ *Writing*

Match the words in column (A) with their meanings in column (B)

A	B
encourage	gentle and loving nature
utterance	completely
remarked	took notice
skilfully	motivate
absolutely	spoken words
consolation	expertly
tenderness	thing / affair
matter	comfort

## Adverbs

Adverbs modify verbs. They tell more about verbs.

Here are two adverbs from the text ‘Maggie - the little lass’

1. Sometimes she sits in the sunshine and reads a book.

2. She always went to her father.

sometimes	=	occasionally
always	=	at all times

Here are three more adverbs.

3. My English teacher usually comes to school on time as she is duty - conscious.

4. Chandra frequently goes to the library because she likes reading.

5. My mother rarely buys vegetables at the market as she does home gardening.

## Activity 1.8 Pair work

**Make meaningful sentences from the table. One is done for you. You may make necessary changes in the verb.**

Our class teacher	always	read	cool drinks
My friend	sometimes	watch	fruits
I	usually	play	television
We	frequently	write	newspapers
They	rarely	eat	letters
Children		drink	cricket

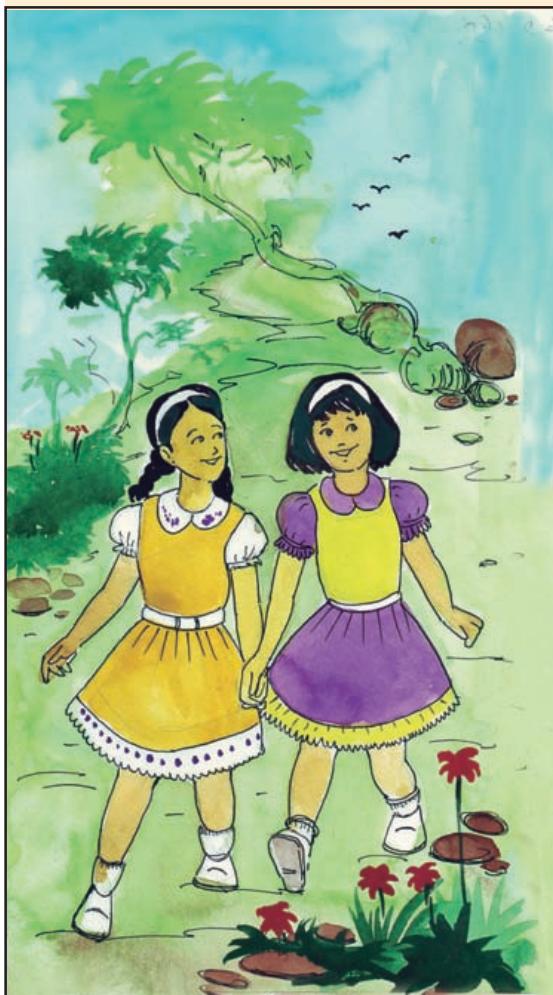
**eg.** Our class teacher always reads books.

## Activity 1.9

### ■ *Enrichment*

*Read and enjoy the poem.*

### The long - ago you and me



*The poet has used capitals in an unusual way to show those things are important. Write a sentence with words beginning with capitals.*

Sister, Sister,  
Take my hand  
and we'll go back  
as far as we can,  
Back through the fields  
of Memory  
To the long-ago you and me.

Childhood was Home,  
and Home was Light  
and Love and Warmth  
on a cold, dark night,  
and there at the heart  
of Home were we,  
The long-ago you and me.

We whispered secrets,  
Laughed and cried,  
ran wild outdoors,  
or stayed inside,  
held safe in the arms  
of Family,  
the long-ago you and me.

We were little then.  
now we are grown ups  
but I love you still,  
My sister, my own-  
and still at Home  
in my heart are we,  
the long-ago you and me

*-unknown*

## Activity 1.10

### ■ Comprehension.

***Read the poem again and select the most suitable answer from the three options given.***

- (1) This is said to the sister by
- another sister.
  - a family member.
  - a brother.
- (2) Take my hand
- we'll go together.
  - hold my hand.
  - go to the fields.
- (3) Through the fields of memory
- stories of the past.
  - reminiscences of the past.
  - to go to the fields.
- (4) At the heart of home were we
- in the middle of home.
  - we represented what a home is.
  - we were the main attraction.
- (5) Safe in the arms of family
- we were protected as a unit.
  - our family has arms.
  - in the arms of our mother.
- (6) In my heart are we
- we are in our own hearts.
  - you and I are always in my heart.
  - we have hearts.
- (7) The long ago you and me
- long ago we lived together.
  - many years ago.
  - in the past we hated each other.

## Activity 1.11 Pair Work

### ■ **Reading / Writing**

(a) Read the poem and answer the questions given below.

### After Many Years

As both of us have grown,  
We've changed the style of clothes  
we wear  
We've changed the way we walk and talk  
and how we fix our hair...

But even though,  
as time goes by  
We see things differently  
No matter how we change,  
You'll always mean the world to me.



- 1) Write the differences that could be clearly seen after many years.
- 2) Why does the poet say “We see things differently”?
- 3) How do you know that they are old?
- 4) Which line tells us many years have passed?
- 5) What is the message or the theme of this poem?

(b) Which of the two poems do you like more ? Give reasons.  
Find out whether your reasons match with your partner's.