UNIT 1

A NOTE TO THE TEACHER

In this unit, through the prose lesson "Gone Forever", the child gets a glimpse of the complex world of animals. An attempt has been made to create a context for the child to build perspectives on the society he/she lives in. The animals have been on the planet for more than 150 million years. They have built a wide and intricate relationship with resources and with other species. Through learning about them, the child may be invited to explore and reflect on how human beings have utilized the natural and other resources of this planet, how they interact with each other, and what it truly means, to be human.

The poem, 'Bat' by Randall Jarell is a lyric on the bat. Combining careful observation with a vivid imagination, the poet describes how a bat-mother takes care of her newborn son. He describes all the things that this mother might do through one night of hunting. In doing this, he brings in valuable information on how bats 'sense' their way, what they eat and drink and where they rest. The scope here is to help children learn how words express feelings and images. Children may also learn that motherhood can unite all species.

The story “A sage’s compassion” is an adaptation of a popular tale. It throws light on a sage’s immense compassion and love for animals and birds. It tells us how the carelessness of the sage made him to worry a lot. Finally the sage rectified the mistake by his cleverness and got relieved.

This unit paves the way for active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity to share their views with others in the class. There is much scope for functional enrichment in the language. The grammar section extends the student's understanding of vocabulary and syllabification. There is a detailed exploration of various punctuation marks.
In Preparation:

A snow leopard roars in the high mountains of Asia. A black rhinoceros gallops across the plains of Africa. A grizzly bear hunts for fish in a North American river. A mother blue whale and her calf glide through the deep waters of the ocean.

All of these animals share the Earth with us. They fascinate us with their beauty, their grace and their speed. We love observing their behaviour and learning more about their habits. But just loving them is not enough. All of these animals are endangered. Many of them have died and without special care, they may someday disappear from the Earth.

Why is it important to care for animals like these? One reason is to protect the balance of life on Earth. Another reason is the beauty of the animals themselves. Each species of animal is special. Once it is gone, it is gone forever.

Africa was once filled with an abundance of wild animals. But that is changing fast. One of these animals, the black rhinoceros, lives on the plains of Africa. It has very poor eyesight and a very bad temper! Even though the black rhino is powerful, and can be dangerous, its strength can't always help it to escape hunters. Some people think that the rhino's horn has magical powers and many hunters kill rhinos for their valuable horns. This has caused the black rhino to be placed on the endangered species list.

The elephant seems to represent all that is strong and wild in Africa. It once had no natural enemies, but is now endangered-killed for its ivory tusks.

The fastest land animal, the cheetah, also lives in Africa. It too, is becoming extinct as people take over more and more of the land that is the cheetah's natural habitat.

Imagine Africa without the powerful rhino, the gentle, intelligent elephant, or the lightning quick cheetah. Once they are gone, they are gone forever.
Wherever people are careless about the land, there are endangered species.

Grizzly bears like to wander great distances. Bears need up to 1,500 square miles of territory to call its homeland. Today, because forests have been cleared to make room for people, the grizzly's habitat is shrinking and the grizzly is disappearing. It joins other endangered North American animals, such as the red wolf and the American crocodile.

In South America, the destruction of the rain forest threatens many animals. Unusual mammals, such as the howler monkey and the three-toed sloth, are endangered. Beautiful birds like the great green macaw and the golden parakeet are also becoming extinct. They are losing their homes in the rain forest, and thousands die when they are caught and shipped off to be sold as exotic pets.

The giant panda of Asia is a fascinating and unique animal. Yet there are only about 1,000 still living in the wild. The giant panda's diet consists mainly of the bamboo plant, so when the bamboo forests die, so does the panda. China is now making an effort to protect these special creatures from becoming extinct.

Asia's big cats are also in trouble. The exotic snow leopard lives high in the mountains. Even there, it faces the loss of its natural habitat and hunters who kill it for its fur. The tiger, the largest of all the big cats, is hunted merely for sport.
Sea animals are in danger of extinction as well. The blue whale is the largest animal in the world. It weighs up to 390,000 pounds. Whale hunting and pollution are this species’ greatest enemies.

Unfortunately, it is people who cause many of the problems that animals face. We alter and pollute their habitats. We hunt them for skins, tusks, furs, and horns. We destroy animals that get in the way of farming or building. And we remove them from their natural habitats and take them home as pets.

What can you do to help endangered animals? Learn as much as you can about them. The more you know, the more you can help. Make an effort to support zoos and wildlife groups. Many zoos breed endangered animals, helping to ensure that they will continue to live on. Contribute to groups, such as the National Wildlife Federation, that work hard to protect animals. You can also be a smart shopper and never buy a pet that has been raised in the wilderness.

The world is made up of many living things and each thing is dependent on the others to survive. If we allow even one species on Earth to become extinct, it has an impact on other living things and changes our world. When we mention any endangered wild animals, let’s hope that we never again have to say, “Gone forever.”

1. New words and their meanings:

   - gallop - to run
   - glide - move smoothly
   - fascinate - to charm, attract
   - endangered - in danger of extinction
   - abundance - plenty, large quantity
   - valuable - costly, precious
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>shrink</td>
<td>get smaller in size</td>
</tr>
<tr>
<td>destruction</td>
<td>damage, ruin</td>
</tr>
<tr>
<td>mammals</td>
<td>an animal that is born from its mother's body, not from an egg, and drinks its mother's milk as a baby.</td>
</tr>
<tr>
<td>exotic</td>
<td>unusual, out of the ordinary</td>
</tr>
<tr>
<td>extinct</td>
<td>wiped out, destroyed</td>
</tr>
<tr>
<td>merely</td>
<td>only</td>
</tr>
</tbody>
</table>

**Let us understand, discuss and share:**

Read this quote.

**Why is it important to care for animals like these? One reason is to protect the balance of life on Earth.**

What does the author mean by the balance of life on Earth? Why is it important? Use details from the article to support your answer.

**II. Read this sentence from the lesson.**

Today, because forests have been cleared to make room for people, the grizzly's habitat is shrinking and the grizzly is disappearing.

What does *habitat* mean?

a) An animal's natural environment  
b) A bear's thick wool coat  
c) A bear's den  
d) An animal's vision

**III. Read this sentence from the lesson.**

They fascinate us with their beauty, their grace and their speed.

The antonym for the word *fascinate*?

a) Thrill  
b) Bore  
c) Scare  
d) Humour
IV. Tick the correct answer
1. What will happen to some animal species if this trend continues?
   a) Their numbers will increase
   b) They will become extinct
   c) There will be no important change
   d) They will move to other habitats

2. How does the author feel about the future of the endangered animals?
   a) Disinterested
   b) Confused
   c) Concerned
   d) Pleased

V. Answer the questions
1) How do people cause problems to the animals?
2) What can we do to help endangered animals?

VI. Match the opposites

<table>
<thead>
<tr>
<th>No.</th>
<th>Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>quick</td>
</tr>
<tr>
<td>2.</td>
<td>powerful</td>
</tr>
<tr>
<td>3.</td>
<td>fascinate</td>
</tr>
<tr>
<td>4.</td>
<td>disappear</td>
</tr>
<tr>
<td>5.</td>
<td>important</td>
</tr>
<tr>
<td>6.</td>
<td>balance</td>
</tr>
<tr>
<td>7.</td>
<td>high</td>
</tr>
<tr>
<td>8.</td>
<td>wild</td>
</tr>
<tr>
<td>9.</td>
<td>dangerous</td>
</tr>
<tr>
<td>10.</td>
<td>gentle</td>
</tr>
</tbody>
</table>
PREFIXES

Let us learn what prefixes are:
The base part of a word is called the root. A syllable or part added before a word in order to change its meaning is called a prefix. Prefixes mean something and therefore add that meaning to the word they are joined to.

Here are a few examples.

<table>
<thead>
<tr>
<th>No.</th>
<th>Prefix</th>
<th>Meaning</th>
<th>Word</th>
<th>Your example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>im-</td>
<td>not</td>
<td>impossible</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>dis-</td>
<td>away or apart</td>
<td>disagree</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>mis-</td>
<td>wrong</td>
<td>misjudge</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>multi-</td>
<td>many</td>
<td>multiply</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>pre-</td>
<td>before</td>
<td>preview</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>bi-</td>
<td>twice</td>
<td>bisect</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>semi-</td>
<td>half</td>
<td>semi-precious</td>
<td></td>
</tr>
</tbody>
</table>

A. Match the given words with the right prefix from the above list:

- comfort
- loyal
- movable
- perfect
- storey
- reading
- mature
- final
- behave
- cycle

What are compound words?
When two words are brought together with or without a hyphen, they are called compound words. They give different meanings when they exist alone.
e.g., postbox, pinpoint, cowshed, dry-clean, sense-organs.

B. Try this! - Match the following compound words and write them out:

<table>
<thead>
<tr>
<th>first word</th>
<th>second word</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>match</td>
<td>hole</td>
<td></td>
</tr>
<tr>
<td>card</td>
<td>pin</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>board</td>
<td></td>
</tr>
<tr>
<td>safety</td>
<td>fish</td>
<td></td>
</tr>
<tr>
<td>star</td>
<td>box</td>
<td></td>
</tr>
</tbody>
</table>
WRITING SKILL: LET US REVISE

A. Write a letter to your friend telling him about your recent vacation and the most exciting part of the holiday.

Place:
Date:

Dear __________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Yours affectionately,

__________

GRAMMAR

LET US REVISE - NOUNS:

What is a noun?

“A noun is the name of a person, place or thing.”

A common noun is the name of persons, places and things in general such as man, school and book.

A proper noun is the name of a particular person, place or thing, such as Sathish, Chennai, Onida etc. All proper nouns start with a capital letter.

A collective noun is the name given to a group of things, for example a flock of birds or a herd of cows.
An abstract noun is something you can't see, hear, touch or taste. These can be emotions (happiness, sorrow) or states (peace, quiet).

Material noun is the name of the material with which a thing is made of.

Example: cotton, wood, silk etc.

**EXERCISE - COMMON NOUNS:**

Identify the Common Nouns in the following sentences.

1. We arrived early at the station.
2. There are different species of fish.
3. The man was trying to steal her car.

**EXERCISE - PROPER NOUNS:**

Use capital letters for Proper Nouns in the following sentences.

1. Paris is the capital of France.

2. William Shakespeare is a famous English dramatist.

3. 'War and Peace' was written by Leo Tolstoy.

**EXERCISE - ABSTRACT NOUNS:**

Form Abstract Nouns of the following words:

Example: child - childhood

happy ________________ scholar ________________
know ________________ think ________________
strong ________________ wise ________________

**EXERCISE - COLLECTIVE NOUNS:**

Fill in the blanks with suitable collective nouns from the box given below.

1. A _____ of birds flew high in the sky.
2. They saw a _____ of lions at the zoo.
3. The farmer has a _____ of cattle on his farm.
LET US REVISE

VERB:

A verb is a word or group of words that expresses an action or says something about the state of the subject.

Expressing an action in the present time is known as the **Present Tense**.

e.g., Raju writes a letter. I study in the morning hours.

The **Present Tense** is the tense used to express:

⇒ an action at the present
⇒ a state of being or doing [eternal truths, or habitual actions];
⇒ an occurrence in the (very) near future; or
⇒ an action that occurred in the past and continues up to the present.

**SIMPLE PRESENT TENSE**:

e.g., John__________ (work) in a restaurant. *John works in a restaurant.*

1. Children__________ (make) a lot of noise.
2. Sarala__________ (like) music very much.
3. I____________ (brush) my teeth twice a day.
4. She__________ (do) her homework regularly.
5. Kamala__________ (drink) milk for breakfast.
6. They__________ (get up ) at 7.00 in the morning.
7. My father__________ (arrive) home at 7.00 p.m.
8. Saina and Mary__________ (go) to bed at 9.00 p.m.
9. This train__________ (stop) at Chennai.
10. We__________ (play) football all the while.

**CIRCLE THE CORRECT ANSWER**:

1. **Susheela** / I like walking in the rain.
2. **Mohan** / I usually comes home at 4.00 pm.
3. **Malar / Suba** and **Veena** always cleans her room.
4. **Amudha / You** get up early.
5. I / **Priya** brushes her teeth every night .
SIMPLE PAST TENSE:

_The Simple Past_ Tense is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context.

Example: I liked the film, She ate the fruit, They played football.

Fill in the blanks with the past tense form of the verb given in brackets:
1. The teacher ________ (give) instructions.
2. Sheena ________ (post) the letter.
3. The train ________ (arrive) late.
4. The vendor ________ (sell) a kilo of brinjals.
5. I ________ (forget) my book.

SIMPLE FUTURE TENSE:

_The Simple Future Tense_ is a verb tense that expresses actions or states in the future. The future tense is used to describe something that is going to happen or will / shall happen later on.

Example: I will eat an apple tomorrow.
We will go out to play in the evening.
They will dance in the festival.

Put the verbs in the correct form (simple future)
1. I ________ (bring) the book tomorrow.
2. People ________ (be) happy to see the winner.
3. The bus ________ (come) within a few minutes.
4. Mala ________ (sing) the prayer song in the next programme.
5. Be careful! The glass ________ (break).

LET US LEARN: THE PHRASAL VERB

Definition: A phrasal verb is a combination of:
* a verb and a preposition
* a verb and an adverb
* a verb with both an adverb and a preposition.
The meaning of a phrasal verb is different from the original verb.

Example: **come across**: to meet or find by chance
We come across many cows in the village.

**come along**: to go with someone else who takes the lead
The man asked his son to come along to carry the things they bought.

**come up**: to climb
One must work hard to come up in life.

**come down to**: to lead to a final result
Finally the vendor came down to the price we quoted.

**come down with**: to contract illness
Somu came down with fever after he got drenched in the rain.

**DO AND SEE**:
Here are six phrasal verbs with verbs like bring, take, put, etc. Make sentences of your own. Add two more!

<table>
<thead>
<tr>
<th>Phrasal verb</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring about</td>
<td>to make it happen</td>
<td></td>
</tr>
<tr>
<td>bring along</td>
<td>come with</td>
<td></td>
</tr>
<tr>
<td>take out</td>
<td>go out with</td>
<td></td>
</tr>
<tr>
<td>put in</td>
<td>contribute</td>
<td></td>
</tr>
<tr>
<td>put up with</td>
<td>endure</td>
<td></td>
</tr>
<tr>
<td>come back to</td>
<td>to return to</td>
<td></td>
</tr>
<tr>
<td>call on</td>
<td>visit</td>
<td></td>
</tr>
<tr>
<td>get up</td>
<td>wake up</td>
<td></td>
</tr>
</tbody>
</table>
BAT

Human beings have often associated human qualities to animals and there may or may not be truth in it. Is a fox really cunning? Is an owl always wise and old? Is a jackal sly? And.... Are all bats....vampires?

In Preparation:
✶ Have you seen a bat?
✶ What have you seen it doing?
✶ These fascinating creatures are good mothers, too!
✶ Here is a beautiful, bat-friendly poem by the modern poet Randall Jarrell.

A bat is born
Naked and blind and pale
His mother makes a pocket of her tail
And catches him. He clings to her long fur
By his thumbs and toes and teeth
And then the mother dances through the night
Doubling and looping, soaring, somersaulting -
Her baby hangs on underneath.
All night, in happiness, she hunts and flies
Her high sharp cries
Like shining needlepoints of sound
Go out into the night and, echoing back,
Tell her what they have touched.
She hears how far it is, how big it is,
She lives by hearing.

vampire: a night-wandering and blood-sucking bat
soaring: flying high
somersault: to turn head over heels
echo: sound that comes back to you
The mother eats the **moths** and **gnats** she catches
   In full flight; in full flight

   The mother drinks the water of the pond
   She **skims** across. Her baby hangs on tight
   Her baby drinks the milk she makes him
   In moonlight or starlight, in mid-air.
   Their single shadow, printed on the moon
   Or fluttering across the stars,
   Whirls on all night; at daybreak
   The tired mother flaps home to her rafter.
   The others all are there
   They hang themselves up by their toes,
   They wrap themselves in their brown wings.
   Bunched upside down, they sleep in air.
   Their sharp ears, their sharp teeth, their quick sharp faces
   Are dull and slow and mild.
   All the bright day, as the mother sleeps,
   She folds her wings about her sleeping child.

- Randall Jarrell.

**moths**: insects  
**gnats**: a blue fly like mosquito  
**skims**: to have a quick run  
**rafter**: a beam used for a roof

**ABOUT THE POEM:**

This poem portrays the nocturnal [living as if night was the day] life of a mother bat, revealing her similarity with some other mammals in mothering a child. The poet describes the little bat's life right from the time of its birth observing its habits, its abilities and its limitations. The poet brings in a vivid imagination along with great and careful observation.

**LET US REMEMBER - ANSWER THE FOLLOWING QUESTIONS:**

1. Which are the words or phrases that speak about the time when the bat moves around? **Fill in.**

Example: **The mother dances through the night**
2. The bat **makes high sharp cries.** What are those sounds compared to? What helps the bat to hear?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What are the things that the mother bat does, after her son is born?

   *For example, she makes a pocket of her tail and catches him.* **Fill in.**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

From the poem, what sense do you get about the poet's attitude towards bats? What does he do to communicate it? **Fill in.**
**LET US UNDERSTAND: DISCUSS IN SMALL GROUPS AND SHARE.**
- What is the poem about? What does the poet want to communicate?
- What did you feel about bats? Did this poem affect your attitude? How? Explain.
- What does the mother feel about her baby? How do you know? Which lines or words indicate it?

**Study this table.**

<table>
<thead>
<tr>
<th>No.</th>
<th>What the bat-mother does</th>
<th>What she feels</th>
<th>The line that shows it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>catches her son as he is born, by her tail pocket</td>
<td>protective</td>
<td>bat child is naked and blind and pale – she catches him</td>
</tr>
<tr>
<td>2</td>
<td>she dances in the air</td>
<td>overjoyed</td>
<td>she dances through the night - doubling and looping, soaring, somersaulting - Her baby hangs on underneath</td>
</tr>
<tr>
<td>3</td>
<td>she hunts and flies</td>
<td>happy</td>
<td>her high sharp cries echo back, and tell her what they have touched</td>
</tr>
<tr>
<td>4</td>
<td>she eats &amp; drinks while flying, and feeds her son</td>
<td>caring</td>
<td>her baby drinks the milk she makes him in moonlight or starlight, in mid-air their shadows are one against the moon</td>
</tr>
<tr>
<td>5</td>
<td>the tired mother sleeps, keeps her son safe</td>
<td>devoted</td>
<td>all other bats are resting, during the day, she sleeps, keeping her son safe with her wings</td>
</tr>
</tbody>
</table>

Explain what you have understood of the poem in a few sentences.
DO AND SEE!

- Do you like animals? If so, name any two animals you love. Say the reason behind your choice.
- Do you rear any pet animal at home? If yes, what is it?
  Write a few lines about it.
- Collect some pictures of nocturnal creatures and name them.

Read out this poem to your family. Ask people who have known you since your childhood and collect facts about your pranks, behaviour and attitude. Write a paragraph based on their revelation.
Write down six pairs of rhyming words from the poem.

LET US BECOME POETS:
Sit in groups and write a simple poem with rhyming words on any animal. A model is given below.

POST READING:

The Frog

A little green frog once lived in a pool
The sun was hot and the water cool,
He sat in the pool the whole day long,
And sung a dear little, queer little song,
“Juaggery doo, Quaggery dee,
No one was ever so happy as me.”
A SAGE’S COMPASSION

A famous sage had immense compassion and love for animals and birds. Madhavan, his attendant, used to dry the sage’s towel on a bamboo, tied between two trees. On one end of this bamboo a bird had built a nest.

One day, while removing the towel, the sage **dislodged** the nest, which fell down. One of the three eggs rolled out and cracked, but it did not break.

The sage told his attendant that a grievous sin had been committed and examined the egg in pity and repentance. “The poor mother will think that the egg is broken and will weep bitterly. She will surely curse me for having broken her egg. Can this egg be mended to hatch a young one?” he asked.

The sage wrapped the damaged egg in a piece of cloth and put it back into the nest, and every few hours he would take the egg in his hands, look at it for some time and then put it back, wrapped in its piece of cloth. All the time he would **murmur** to himself, “Will the crack heal? Will the egg hatch?”

On the eighth day, the sage exclaimed like an excited child, “Look, the cracks have gone! The mother will be glad. God has saved me from sin. Let us watch and see when the little one will come out.”

The egg was watched all the time and the little **fledgling** finally appeared. The sage took it tenderly in his hands, beaming with joy. He showed it to everybody and finally gave it back to its mother.

**dislodged** - to forcefully remove from a place or position
**murmur** - a low sound made when many people are speaking
**fledgling** - a young bird
LET US REMEMBER:

1. Who had immense compassion and love for animals and birds?

2. How did the bird's nest fall?

3. What happened to one of the eggs?

4. What did the sage feel and do next?

5. Why did the sage say "God has saved me from sin"?

LET US UNDERSTAND, DISCUSS AND SHARE IN SMALL GROUPS.
What do you think is the most important for you to learn? What are the qualities that will be of help to you in your life? Fill in.
UNIT 2

A NOTE TO THE TEACHER

In this unit, a sincere attempt has been made to make children aware of the importance of trees in their lives. The first section is a prose passage [an imaginative adaptation of Indira Ananthakrishnan’s story, ‘The Jacaranda Tree’ called 'The Neem Tree']. A young girl's initiative and her Principal's sensitive intervention to help save a neem tree in the school campus is explained. Woven into this is an important issue troubling in our times – ‘What is success? Who is a winner?’

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. Vocabulary activities given in this unit will be of much use to the children. An additional aspect is the inclusion of exercises aimed at sensitizing the child to feelings that lie, as it were, 'beneath the skin'.

The poetry section has a lively poem called “What Trees Are For”. Written as a group exercise by students of Class VII, it highlights the extraordinary versatility and innovative aptitude of children. The young poets sing in praise of their relationship with the tree, in simple poetical language. We are sure that this poem would bring out many constructive and creative mental pictures in young minds.

The supplementary section consists of a story, 'Nature Cares For Nature' which throws light on how a teacher can kindle the minds of young children. Ramana, a young boy, motivated by the words of his teacher, plants a mango seed and takes pains to nurture the plant till it bears fruit. He also vows not to disturb nature. It is in the hands of the teacher, to motivate many more 'Ramanas' to plant many more trees to save planet Earth.

This unit also enables the children to revise and remember the use of Continuous Tenses, through pictures involving time and action. Prefixes and Suffixes are also revised. A few spelling rules are given to avoid errors, while forming new words with the help of suffixes. There is also room for suggested extension activities thinking beyond the text, and projects in this unit.
There are many kinds of dreaming. Is there a difference between dreaming during the day and at night? Yes, there is! Discuss this!

In preparation

The Neem Tree is called Azadirachta Indica, and is a wonder-tree. In Mecca, in a place called Arafat, a nature lover and follower of Prophet Mohammed planted 50,000 saplings of neem to benefit and bestow shade to the millions of pilgrims who come to the Holy City on pilgrimage!

The month of April was warm and summer had just set in; the neem tree was in bloom. Malar gazed through the window at the neem tree and totally forgot herself. The tree was so beautiful. Suddenly, the teacher’s harsh voice thundered.

“Malar! I’ve called your name twice and you’ve not answered.” Her thoughts swung back to the classroom.

“Sorry, teacher,” said Malar.

“Malar! You will never learn anything if you keep on dreaming in the class,” remarked her teacher. Malar stood up silently, her head down.

“Sit down,” said the teacher and continued the lesson.

“It isn’t true,” said Malar to herself as she sat down. “I do try to pay attention, but I don’t think dreaming is bad.” She swallowed a lump in her throat and began to pay attention to the lesson. At the end of the class the teacher announced, “Before we close for summer, we will entertain ourselves as we usually do, with a song, dance and drama show.” The children clapped their hands joyfully.

<table>
<thead>
<tr>
<th>Is dreaming good or bad? In what ways? FILL IN!</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOOD</td>
</tr>
<tr>
<td>BAD</td>
</tr>
</tbody>
</table>
“Who'd like to participate?” asked the teacher. A few enthusiastic hands went up.

“Malar? You too...?” asked the teacher, raising her eyebrows. Malar nodded, raising her right hand.

Her grandmother's words echoed in her ears, “Keep your flag flying high. You will do well!”

“What would you like to do, Malar?” asked the teacher doubtfully. Malar answered promptly.

“Act in a play.”

“Well ...I must see where we can fit you in,” said the teacher, her voice still ringing with doubt.

“Or...rrr...dance.”

The girls giggled. One of them said, 'She will start day dreaming on the stage, too!'

“We'll see about that,” replied the teacher evasively. The bell rang. It was break time and the class dispersed. Malar and Nila ran out hand in hand. They ran to the row of trees that provided shade for the children. They ran in and out of the row of trees. Malar loved the white flowers of the neem tree. She thought that the green leaves of the neem tree were dotted like pearls with the tiny flowers. Suddenly, Nila stopped running and pointed up to one of the trees.


“Strange, isn't it?” she said after a moment. “There are marks on this tree.” Malar nodded wordlessly.

There were a few red marks on the neem tree.

The girls continued to run and play.

'Malar, are you really going to participate in our class dance?” asked Nila.

“Why not?” Malar replied briefly.

“But you must remember all the steps,” said Nila.
“Yes, I will,” said Malar. Her eyes **glistened** and she controlled her tears silently. “I need help to do that,” she thought to herself. “But I don’t know from whom I can get it!”

The following day, the teacher put down Malar’s name for group dancing. She called Malar to her side and said, “You must carefully follow the dance teacher’s instructions and do exactly what she tells you to do.”

Malar felt **elated** and decided to give her best. During the dance practice, the teacher taught the girls to stand in a circle and move inward and outward in step with the music. The movements were easy and the girls danced joyfully. Malar was very happy. The tempo gradually increased. Suddenly, the teacher cried, “Stop... please stop.” The girls froze. “Malar has fallen out of step. Start all over again.” Malar looked around in **dismay**. The girls frowned and looked angrily at Malar. Her confidence had gone. She made many mistakes. Each time Malar made a mistake, the teacher made the whole group do the dance again. As the girls dispersed, the dance teacher called Malar and said, “I think you should ask your teacher to give you some other role”. “Why, teacher?” Malar asked, hurt and annoyed. She had tried so hard!

“Never mind. I will talk to your class teacher,” said the dance teacher and went away. Malar did not move. She stared vacantly. “Come on, let’s go. Don’t worry...” before Nila could finish Malar voiced, “I’m not good at anything, am I?” She bit her lower lip. Nila smiled at Malar and both of them went hand in hand towards their classroom. On the way they stopped near the row of trees. There were men standing near the marked neem tree. The girls overheard their conversation. “Principal Madam wants this tree to be cut,” said one of the men.

“Why?” enquired Malar, anxiously. “We are going to build a new toilet here,” he replied. “N... oooo, You can’t cut the tree...,” she cried and put her hands around the tree.
“Principal’s order,” said one of them. He felt sorry for Malar.

“Oh!” Malar sighed sadly. She forgot to go to her class teacher. She took Nila along and rushed to the Principal’s office. She pleaded with the Principal and requested her not to cut down a living tree.

“It needs to be cut, child,” the Principal explained, “We need more toilets.”

“Why don’t we choose some other place?” Malar asked. The Principal looked thoughtfully at Malar. “I appreciate your love for the tree,” she said. She agreed to keep the tree for some more time. Malar was overjoyed. The next day, the class teacher summoned Malar and told her, “I’ll give you the role of the curtain raiser”. The class laughed.

“What’s that?” asked Malar, puzzled.

The teacher smiled and said, “Backstage, you’ll have to pull the curtains at the start of each item and draw them at the close of the item.” “That means the audience is not going to see me?” asked Malar. The teacher nodded. Malar’s face fell.

“This is the best I can do for you, now, Malar,” the teacher replied. “In this way you need not fear about any wrong movements on the stage. But you have to be alert and pull the curtain strings in the right way at the right time. Please don’t start dreaming.” Malar suppressed her tears and said,

“Teacher, may I be given another chance?”

“There is no time. Please don’t argue.”

Malar went home sadly. Her grandmother had made her favourite bajiis for tiffin. “What role are you going to play?” she asked eagerly. Malar ran and hugged her and told her everything.

“Remember what I have told you. Keep your flag flying high. Don’t give up,” she said.
The next day, when Malar went to her class she saw her teacher talking to the Principal about the cultural programme. “Come, Malar!” said the Principal kindly. What are you going to do for the Cultural Programme?” she asked. Malar started crying. She remembered her grandmother’s words. She looked at her teacher. “Please give me another chance to dance,” she said.

“She is not able to cope with the steps, Ma’am,” said the class teacher.

cope: manage to do

Something burst inside Malar. “I can cope up,” she said. “Just because I take time, doesn't mean that I am unfit.” Malar looked through the window at the neem tree. “I am like the tree,” she said. “Can I not be helped to be part of the dance? Why must I be removed?”

The Principal understood. “Of course you can be part of the dance,” she said. “Do help her,” she told the teacher.

The teacher agreed.

“And here's some good news for you, added the Principal. “We have chosen another place to build the toilets. Your tree will survive.” Malar's grandmother came to the cultural show. When the show was over there was loud applause. All the participants were congratulated.

The teacher told Malar's grandmother that Malar had given her best. If she hadn't played her part well, the entire show would have been a mess.” Malar's face beamed with happiness. She was so happy!

The following day was the last day of school. The Classrooms were cleaned and locked. All the students bid farewell to one another. For a long time, Malar stood looking at the neem tree. She would not be seeing it for a couple of months. The blossoms were bewitching.

beawitching — having a magical spell
beamed — shone

During Ugadi, a festival to celebrate the Telugu new year, which comes in March/April, the Sun is said to enter the constellation of Aries. People eat the bitter leaves and the roasted flowers of neem with a little jaggery, to symbolize the acceptance of the good with the bad.
Suddenly, Malar felt a hand on her shoulder. She turned round and saw the Principal smiling at her. “Beautiful, aren't they?” she asked. “You are a bright, beautiful blossom too. Remember, Malar, you're a winner – we can all be winners.” The Principal patted Malar's cheeks and said, “Happy holidays, girl.”

*Adapted from: Indira Ananthakrishnan*

**LET US REMEMBER:**

1. What was Malar thinking about while her teacher was taking class?
   Malar was ________________________________.

2. Why was Malar's teacher doubtful about Malar's participation in a play?
   She felt that ________________________________.

3. Why did the girls look at Malar angrily?
   They felt that ________________________________.

4. Why had the Principal decided to remove the neem tree?
   The principal had decided ________________________________.

5. What good news did the Principal have for Malar?
   The Principal told Malar that ________________________________.

**LET US DISCUSS: (IN SMALL GROUPS)**

1. Do you think Malar was right in meeting the Principal to stop chopping down the tree? Why?

2. Have you ever participated in any cultural programme? If so, share your experiences with your group members.

3. Do you feel all children should participate in a cultural programme?

4. In what way did the Principal's attitude help Malar?

5. What was Malar's grandmother's role in making her feel a winner?

**Link the opposites**

- summer      a) common
- inward      b) winning
- increased   c) winter
- assembled   d) decreased
- locked      e) dull
- losing      g) opened
- bright      h) outward
- strange     i) remember
- forget      j) dispersed
PRESENT YOUR VIEWS IN CLASS!
LET US UNDERSTAND: WHO SAID THESE WORDS AND TO WHOM?

“Keep your flag flying high. You will do well.”
Who? ___________________________
To whom? ________________________

“You will never learn anything if you keep on dreaming in the class.”
Who? ___________________________
To whom? ________________________

“Malar has fallen out of step. Start all over again.”
Who? ___________________________
To whom? ________________________

“I appreciate your love for the tree.”
Who? ___________________________
To whom? ________________________

THINKING BEYOND THE TEXT:
What would happen if we keep on cutting all the existing trees?
Why are deserts unfit to live in?
What role do trees play in keeping our environment pure?
“One family, one tree”,
Why is this a good idea?

Trees, the longest living beings on our planet, are crucial to the survival of all other living things on Earth...
WORD POWER: (DO THIS IN GROUPS)

PREFIXES AND SUFFIXES

New words can be formed by adding prefixes and suffixes with the root word. Affix is the term used to refer to both prefixes and suffixes.

1. read + able = readable
2. im + polite = impolite

Make new words by adding 'in' – or – 'ment' to the following words and fit them in the web chart. One is done for your sake in each spider's leg.

Spider talks!   Prefix: in-    Suffix: -ment

Create similar webs for the affixes: mis-, -some, im-, un-. Examples may be given.
LET US SCAN THE TEXT:
1. Words/Phrases describing states of mind:
   The words/phrases given below against each person describes the state of
   mind of that person.
   Write down the moods of the persons with the help of the words or phrases
   mentioned against them.

<table>
<thead>
<tr>
<th>S.No</th>
<th>persons</th>
<th>words / phrases</th>
<th>mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nila &amp; Malar</td>
<td>went hand in hand</td>
<td>happy</td>
</tr>
<tr>
<td>2</td>
<td>Malar</td>
<td>rushed</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Class Teacher</td>
<td>raised her eye brows</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Girls</td>
<td>frowned</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Dance Teacher</td>
<td>stop, stop girls</td>
<td></td>
</tr>
</tbody>
</table>

VOCABULARY CHECK:

Cloze test: Test yourself. In the given passage, every fourth word is removed.

Fill in the blanks by choosing words from the list given below:
Food is the ________ necessity of life. ________ food man cannot ________ long, so also an ________ or a plant. ________ man has to ________ a sufficient quantity ________ food. If the ________ he eats is ________, his health will ________ and he will ________ ill. Hence every man ________ to sensibly eat ________ food.

---

enough, fall, inadequate, of, every, live, prime, without, animal, eat, food, fail, has

COMPOUND WORDS:
Compound words are words which are formed by joining two different words like nouns, verbs, adverbs and adjectives together, to form a new word.

(e.g.) Fireproof, Stamp pad, Bus station

Words 'fire' and 'proof' are separate words. They make a compound word.

Join the following column A and column B to form compound words.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Column A</th>
<th>Column B</th>
<th>Compound Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>class</td>
<td>a) water</td>
<td>classroom</td>
</tr>
<tr>
<td>2.</td>
<td>break</td>
<td>b) white</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>over</td>
<td>c) room</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>back</td>
<td>d) time</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>door</td>
<td>e) heard</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>snow</td>
<td>f) stage</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>ground</td>
<td>g) step</td>
<td></td>
</tr>
</tbody>
</table>

**LET US REVISE: TENSES**

We are aware that the 'tense' of a verb always shows the exact time of action.

1. a) The **Present Continuous Tense [Progressive Tense]** is used for an action going on at the time of speaking and to describe an action which is in progress right now;
   ⇒ Nila is singing.
   ⇒ The girls are dancing.

1. b) For an action that takes place in the near future by adding adverbs of time;
   ⇒ I am going to Chennai tomorrow.
   ⇒ The Prime Minister is meeting the President tonight.

**LET US DO:**

A list of the base form of the verbs is given below. Form sentences in the Present Continuous Tense.

**write**  
A girl is writing.

**cook**  
______________________________.

**walk**  
______________________________.

**climb**  
______________________________.

**ride**  
______________________________.

**play**  
______________________________.

**dance**  
______________________________.

**TRY THIS IN GROUPS:**

1. Look at the pictures and answer the questions.

   1. What is he doing? He is swimming.
   2. Is he riding a cycle? No,______________________________.
3. What is he doing? ____________________________.
4. What are you doing? ____________________________.
5. What is your teacher doing? ____________________________.

II. The **Past Continuous Tense** is used to denote an action that was going on at some specified time in the past. Often, it is used in relation to another past action.

**Examples:**

At 5 p.m., Kabilan was singing a song at the function.

We were watching TV last night, when the current went off.

Look at the picture showing the activities of Ms. Saina, the previous day. Complete the sentences given below:

- **At 9.30 a.m., She was riding her bicycle.**
- **At 10.30 a.m.,** She ____________________________.
- **At 11.30 a.m.,** She ____________________________.
- **At 1.30 p.m.,** She ____________________________.
- **At 2.30 p.m.,** She ____________________________.
- **At 3.30 p.m.,** She ____________________________.

III. The **Future Continuous Tense** is used to talk about actions which will be in progress at a given time in the future.

**Examples:**

My friend will be meeting me by this time tomorrow.

I shall be playing cricket tomorrow evening at 4 p.m.

Construct sentences using the future continuous tense from the table given:

<table>
<thead>
<tr>
<th>1</th>
<th>The children</th>
<th>shall be</th>
<th>enjoying</th>
<th>in the evenings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I</td>
<td>will be</td>
<td>going</td>
<td>to Chennai next month</td>
</tr>
<tr>
<td>3</td>
<td>Anitha</td>
<td>shall be</td>
<td>playing</td>
<td>Pongal in January</td>
</tr>
<tr>
<td>4</td>
<td>We</td>
<td>will be</td>
<td>celebrating</td>
<td>rushing out of the door</td>
</tr>
<tr>
<td>5</td>
<td>Ramesh</td>
<td></td>
<td>working</td>
<td>the film</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>to temple today</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>hard tonight for exam.</td>
</tr>
</tbody>
</table>
LET US KNOW MORE:
(Listen to the passage read by the teacher and answer the questions)
What happens when trees are felled?

Over the years, billions of tonnes of carbon dioxide in the atmosphere are absorbed by the world's forests. When the trees are cut or burnt down, the carbon stored in the tree for years is released back into the atmosphere. Deforestation releases carbon dioxide from the trees. This speeds up the rate of global warming. When trees are cut, the forests are destroyed. We need more trees to absorb the amount of additional carbon dioxide in the atmosphere. However, forests are not being replaced at the same rate at which they are being destroyed.

Answer the following questions:
1. How are forests useful in preventing global warming?
2. Trees absorb ____________.
   a) carbon monoxide
   b) carbon dioxide
   c) nitrogen
3. What is deforestation?
4. Why shouldn’t we fell the trees?

THINK AND WRITE: [WRITE TEN SENTENCES]
“Nowadays plastic has replaced almost everything”. Write down your impression about this statement.

Plan
What information do you want to collect about plastics?
What do you know about its use?
Why is plastics useful?
How is plastics harmful?
How can we regulate its use?
What is the alternative to plastics?
What do you think of encouraging the use of paper?
What are you willing to do in your own life?
WHAT TREES ARE FOR

Some trees are for playing
- hide and seek with a friend,
Some trees are for chatting
- as if each day has no end
Some trees are for dreaming
- at times I cease to think!
Some trees are for watching
- at times without a blink!
Some trees are for observing
- a bird, without a sound,
Some trees are for making
- twig patterns on the ground
Some trees are for discovering
- an insect, bug or fly,
Some trees are for relaxing
- staring right through at the sky!
Some trees are for swinging
- till you fall, upon a root
Some trees are for treating
- your friend to a nice, fresh fruit
Some trees are for fanning
- your mind to make it cool
Some trees are for feeling
- at home when you walk to school.

What games do you play under a tree?
What birds have you observed on a tree?
What insects or bugs have you observed on a tree?
What trees do you come across, as you go to school?

A Group Poem, By Class VII A, Avval Home TVR Girls H.S.S, Adyar, Chennai
NEW WORDS:
cease - to end
blink - closing and opening one's eyes quickly
swing - seats held by ropes or chains for swinging

LET US UNDERSTAND:
1. Who are the speakers in this poem?

2. What feelings do the poets communicate about the tree through this poem?

3. Why do the poets say that 'trees are fanning your mind to make it cool'?

SHARE IN GROUPS:
Have you ever carefully observed a tree? What are the different things you have observed? Are there any interesting experiences that you have had under a tree’s shade?

WORD PICTURES:
The beauty of a poem lies in its evocative word-pictures. The poets paint a number of them in this poem.

PICK OUT A FEW LINES THAT BRING PICTURES TO YOUR MIND:
1. Trees are to play hide and seek in

When we heal the earth, we heal ourselves.

WORD POWER:
Pick out the words from the poem which rhyme with the following words:
friend / ________ think / ________ ground / ________ fly / ________
LET US BE POETS:

Try in groups: (complete the poem)

As tree is for birds,  
Water is for fishes.  
As tree is for swinging,  
Water is for ________,  
As tree is for ________,  
Water is for ________,  
As tree is for ________,  
Water is for ________.  

Try to compose a similar poem about “Air” or “Clouds” You can do more!

FUNCTIONAL ENRICHMENT ACTIVITY:

Make a list of the trees which you find in your locality:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Kinds of tree</th>
<th>Uses of the tree</th>
<th>Where it grows</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mango tree</td>
<td>Used as food</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td>4</td>
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<td></td>
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<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

LET US WRITE:

Write a paragraph of ten sentences about the importance of a kitchen garden.
NATURE CARES FOR NATURE

Lalitha was late. She had promised to come home early from her office. Her only Son Ramana, who was four years old, was expecting her arrival anxiously. When he heard the screeching noise of the front gate, he dashed to the threshold and found his mother entering with a cloth bag full of mangoes.

“Ramana, come”, said Lalitha, wiping away her sweat and dropping the heavy bag down. Out of curiosity, Ramana inserted his hand into the bag and took a mango out of it.

“Oh! It's only a mango,” said Ramana with contempt and threw it on the dining table casually.

“Ramana, what is the matter with you?”

“Amma, don’t talk to me”

Lalitha was hurt. Her husband had left when Ramana was just six months old. Since then she had started staying with her old mother. One of her greatest delights was bringing up her son. She used to tell her friends, “My son is the best gift that life could have given to me.”

“Ramana, take one and taste it. These are not like the ones which I had bought last week from the market. Those were artificially ripened by using chemicals,” said Lalitha.

“I don't want to get a stomach-ache once again by eating this fruit” said Ramana adamantly.

“What is it, Ramana?” asked Grandma Neelambal.

“Nothing, Grandma, mother is forcing me to eat this fruit,” replied Ramana irritably.

HOW CAN WE?

The child of nature is a tree
How can we take its life?
The child of the beautiful tree is a flower
How can we take its life?
The child of a flower is the lovely fruit
We eat it for our need
The lovely fruit of the earth is ours
What have we done with the seed?

G.Sangeetha, Class VII
Being vexed with the boy’s attitude, Lalitha went to the kitchen to prepare supper.

“Ramana, let me eat a piece first and tell you how it tastes!” said Grandma. she took a piece and ate it and persuaded him to do the same.

“Amma, it’s tasty, very tasty, please take this one,” yelled Ramana, holding the half - eaten fruit in one hand and a fresh one in the other. After sharing his fruit with his mother, Ramana threw the seed in the garden.

As usual Ramana returned from school the next day. He put his bag on the table and went to the garden in search of the mango seed which he had thrown out the previous night.

“What are you searching for?” asked Grandma.

“Help me, Grandma, to look for the mango seed”

“Why do you need it?”

“To plant it”

“Plant it!” exclaimed Grandma.

“Yes, if you plant a mango seed now, it will yield mangoes within three or four years. My teacher told us this in the class,” said Ramana. “She also spoke of the importance of growing trees to save the earth”

“Here it is” said Grandma.

Ramana took the seed and washed it and told his mother to make a bed to plant the seed. His mother brought a crow-bar and grandma chose a space in the midst of the kitchen garden.

The seed bed was made ready and Ramana put the seed in carefully. His mother covered the seed with soil. He fetched water in a mug and sprinkled it on the planted seed.

It was Ramana’s routine to look at the spot every morning and sprinkle water there. Ten days passed. Ramana was restless. restless - feeling nervous
“Amma, when will my mango plant sprout?” asked the boy longingly.

“Don't worry dear, it will come up within a week," replied his mother. After a week, Ramana noticed a one centimeter long, light brown stem protruding from the spot where he had planted the seed.

“Amma, Grandma, please come to the garden, my mango plant has sprouted,” shouted Ramana with excitement. Throughout the day he was in the garden. **sprouted** - to produce new leaves, buds etc.,

Days rolled on. The mango sapling grew well. It was about one foot tall with four small branches. He watered the plant even during rainy days. One evening he was shocked to see a goat eating the leaves of the mango plant. Only the stem and the branches remained. The boy was upset. He refused to eat food. His mother and grandma consoled him.

“We will fence the garden soon” said Grandma.

“Amma, will it survive?” asked Ramana sadly.

“Yes, it will" said the mother, "New leaves will grow soon".

Ramana was eight now. The tree was four and it was about 3 feet high. Grandma went to the garden and stared at the tree with her spectacled eyes. She called out, “Ramana, come and look at this wonder”.

Within a few seconds, the boy dashed over to see a bunch of blossoms at the end of a branch.

“Amma, come and see this" shouted Ramana.” We will get mangoes very soon”. Lalitha couldn't believe her eyes. The whole family was happy to see the blossoms. A few days later, three small mangoes came up from the bunch and the other flowers withered.

One Sunday morning, Ramana went to the garden and lay down on the grass beneath the tree. A deep thought arose in his mind, about the trees on the hills, valleys and forests.

“Ramana, where are you?” Grandma shouted.
She came there and sat by his side.

“There are lots of trees on Earth” said Ramana and added “But I feel a special bond with this tree, grandma. Why do we take so much care and show love for this tree?”

“We grow it ourselves, so we care more,” replied Grandma.

“Then who is there to care for all other trees on Earth?” asked Ramana.

“NATURE cares for all trees and living creatures on Earth until man disturbs them” explained Grandma.

Touching the tender leaves of the mango tree, Ramana said to himself,

“I had better not disturb nature.”

A. WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER:
1. Ramana’s mother says that her son is __________
   a) a valuable gift   b) a naughty boy   c) very playful   d) very studious

2. “If you plant a mango seed now, it will yield mangoes within three or four years”, this is said by __________
   a) Ramana’s father   b) Neelambal   c) Lalitha   d) Ramana’s teacher

3. The goat ate __________ of the mango tree
   a) only a few leaves   b) all the leaves   c) the whole tree   d) only the fallen leaves

4. Who watered the mango tree daily?
   a) Ramana’s brother   b) Lalitha   c) Neelambal   d) Ramana

5. The whole family was happy to see __________.
   a) the tree   b) the mangoes   c) the blossoms   d) the goat

B. DISCUSS IN SMALL GROUPS: (TEACHER HAS TO INITIATE)
1. In what way do mangoes that get ripened with chemicals, affect our health?
2. Describe the process involved in planting a sapling to your group.
3. Design your ideal neighbourhood.
4. What initiatives can you take to create a green neighbourhood?
GROW YOUR ECO - FAMILY:

Things you need:
1. Empty cans of various sizes.
2. Different kinds of seeds.
3. Soil. This may be enriched with sand and dried leaves/cow dung/some manure.

Step 1: Fill three-fourths of all the containers with soil.
Step 2: Spread a handful of grass seeds on the soil. Cover the seeds with another layer of soil.
Step 3: Sprinkle some water over the newly sown seeds. Place the pots in a sunny place. Twice a day, spray water generously on the seeds.

It will take 7-14 days for the shoots to appear. After that, spray as much water needed to keep the grass moist.

Once the grass becomes really thick, keep the containers in the corner of your room to keep your eyes cool.
In this unit, the prose lesson "In Quest of India's Freedom" makes an attempt to give the students an opportunity to understand the landscape in which India's freedom was obtained through a glance at the life of Subhash Chandra Bose. Certain important episodes in his life have been narrated to inspire the children.

The poem "In search of a Friend" picturises a young boy's search of a friend which ends in vain. It also describes how the playful harms done by young boys to animals and birds lead to rejection of friendship. At the end, the boy realises his mistakes and repents and apologises and gets a number of friends.

The story, 'The Selfish Giant' given in the supplementary reader is a lovely portrait of the idyllic concept of how selfless love takes us closer to God and the closeness between Nature and small children. The story has been a universal favourite and its evocative potential has been used to build articulation.

This unit throws light on the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the student's understanding of articles, adverbs and adjectives, with exercises to emphasize the concepts. Formal letter writing and conversation in small groups on the given topics are the linguistic skills included in this unit.
UNIT 3
IN QUEST OF INDIA’S FREEDOM

In preparation:
1. Whom do you call a freedom fighter?
2. Name some freedom fighters known to you.
3. What responsibility does freedom place upon us?

Freedom means many things. It has at its heart a love of all life. Every being on earth has the right to a life of dignity and self-respect. It is this spirit of freedom that rose up in India in response to the British rule.

The freedom struggle in India heralded a new beginning in the life of this ancient land. It brought in the concept of a people’s government to administer a country - a government not built by kings and invading rulers, but elected by citizens of a nation – a government 'of the people, by the people, for the people'. India is today the largest secular democracy in the world. At the dawn of the 20th century, the common people were ready to overthrow the British. They wanted freedom and were ready for any sacrifice to obtain it. There were many questions in their minds about how to get that freedom.

The people of this land chose the path of non-violence, non-cooperation led by Gandhiji. There are many great people whose sacrifices have made it possible for us to be free today. We will read about one such person today.

The mere spell of this slogan 'Jai Hindh' – inspires everyone instantaneously and a mood of patriotism surges in every individual.

| place upon | require of |
| to herald  | to bring in |
| the dawn of | the beginning of |
| secular    | free of religion |
| spell      | influence |
| instantaneous | in the moment |
| surges      | rushes forward |
| to obtain it | to win it |
| to get that | achieve that freedom |
Do you know who said these words? It was the mighty hero of the Indian War of Independence, Subhash Chandra Bose, or 'Netaji' as he was popularly known.

Netaji was born in Cuttack in Orissa on 23\textsuperscript{rd} January 1897 in a very rich family. His father Janakinath Bose was a famous lawyer. When he was five, he was admitted into a big European School, where he was not taught his mother tongue, Bengali, and wore only Western clothes. At the age of twelve, he was shifted to another school, where his headmaster, Beni Madhav Das, kindled the spirit of patriotism in him. Netaji started to respect wearing Indian clothing. He also started helping the poor and needy. When a village was hit by small pox, Netaji led a group of volunteers, and personally looked after the sick. He did not mind that there was no cure for small pox. Netaji looked upon his teacher, Beni Madhav Das as his 'guru'.

When Netaji was 15, he came under the profound influence of an outstanding spiritual leader, Swami Vivekananda, and was deeply impressed with his teachings. He understood the saying 'Work is Worship'. He also started practising yoga to discipline himself.

His mother, Prabhavathi made her son aware of the great traditions of India. He joined the Presidency College in Calcutta, after securing the 2\textsuperscript{nd} rank in his Matriculation Examinations.

At the College, he was deeply upset by the rude behaviour of one of the British teachers, Professor Oten with Indian students – they were called 'stupid natives' and 'barbarians', or primitive people. The Professor believed that in this ancient land, true civilization had been brought in only by the British! Netaji protested Professor Oten's view.
More than a thousand students joined him to ask for better treatment from their British teachers. After three days, Professor Oten finally apologized to the boys.

Later, as Head of the Department of Public Instruction in Bengal, Professor Oten also appreciated Netaji for his exemplary performance in the University Military Training Corps. This was the forerunner of our NCC training today.

Netaji also organized a 'Nursing Brotherhood', to serve the poor and the sick who did not have any access to medical care. The boys looked after the patients personally, cleaning and feeding them on their own.

He was strongly influenced by Swami Vivekananda’s teachings and was known for his patriotic zeal as a student. To fulfill the wishes of his parents, he went to England in 1919 to compete for the Indian Civil Services Examinations being held there. He came fourth in order of merit in this exam. However, Subhas Chandra Bose was deeply disturbed by the JallianwalaBagh massacre in his homeland. Subsequently, he left his Civil Services apprenticeship midway to return to India in 1921.

On landing at Bombay, he called on Mahatma Gandhi and expressed his desire to work for the freedom of India. It became clear to Mahatma Gandhi that Netaji had questions about his principle of 'Non-Violence'. Meanwhile, with his brilliant academic achievements and background, Netaji became the Principal of the National College, Calcutta.

He was also appointed the Chief Executive Officer of the Calcutta Municipal Corporation.

He made khadi, or homespun cloth, the official dress of the Corporation. He also encouraged the production and sale of other goods made in India.

But the British wanted cloth from England to be bought and sold in India. They also wanted to control Indian trade. They made the sale of homespun cloth and other Indian products illegal. Netaji was arrested and sent to a prison in Rangoon, Burma.
The conditions at the jail were horrible. There was no shelter from the sun or the rain. Netaji was also upset that he had not even been given a chance to explain his point of view. A huge number of people protested his imprisonment. He was released.

Netaji felt that only an armed struggle would liberate India. He felt too that he would need military help for this difficult task. Therefore, he had gone to the extent of seeking help from foreign countries like Japan, Italy and Germany. Netaji formed the Indian National Army (INA) in 1941 in Singapore with the help of the Indian prisoners who were released by the Japanese. He inspired the troops to fight against the British to liberate their mother land. They started marching towards India. Netaji told them, “Every dawn is preceded by a thick darkness. The dawn is therefore close at hand. So cheer up! Hold the Indian flag aloft and fight on!”

On 21st October 1943 the Azad Hind Government was set up on foreign soil. It was here that Netaji coined the rousing words of salutation to our motherland – 'Jai Hind'.

Netaji is called 'Neta' or leader, because he was a true and passionate leader of the Indian struggle for freedom. He lived by example, and followed his convictions. Netaji was second to none for his true patriotism and valour. The Indian Government awarded 'Bharat Ratna' to him posthumously. Let the Lion of Bengal be an inspiration to all of us!

Let us remember:

1. What did Netaji do as a school student?

2. Who did he accept as his ‘guru’?
3. What did Netaji makeout from reading the teachings of Swami Vivekananda?

4. What did Netaji mother teach him?

5. What did Netaji realize at Cambridge?

6. What did Netaji do as the CEO of Calcutta Municipal Corporation?

7. What did the British want?

8. “Every dawn is preceded by a thick darkness” - Who said these words? Comment on this statement.

9. Why is Subhash chandra Bose called ‘Netaji’ or leader?

**LET US UNDERSTAND:**

In every situation Subhash Chandra Bose encountered, he was able to find something to learn and do. Fill in.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Netaji encountered</th>
<th>What he learnt / did</th>
<th>What you can learn</th>
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<td>2.</td>
<td>From his mother</td>
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<td>3.</td>
<td>From Swami Vivekananda</td>
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<td>4.</td>
<td>In College</td>
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<tr>
<td>No.</td>
<td>Who / What Subhash encountered</td>
<td>What he learnt / did</td>
<td>What you can learn</td>
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<td><em>At Cambridge</em></td>
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<td>7.</td>
<td><em>As 'Netaji'</em></td>
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**LET US UNDERSTAND, DISCUSS AND SHARE:**
What do I understand by non-violence? Why is it important to be non-violent? How must each of us fight against injustice?

**GRAMMAR - LET US REVISE - ADJECTIVES:**
Look at Part - A and Part - B

**Part - A**
- Ramya is a girl.
- Jasmine is a flower.

**Part - B**
- Ramya is a *cheerful* girl.
- Jasmine is a *fragrant* flower.

When you add the adjectives *cheerful* and *fragrant* to the nouns *girl* and *flower*, the meaning of the nouns gets qualified and enhanced.

**Example:**
1. A *green* frog
2. A *sad* boy
3. A *lovely* pond
4. An *English* teacher

**LET US DO:**

*Underline the adjectives in the following sentences:*
- Kolkata is a large city.
- Netaji was a courageous leader.
- I am well.
- The clever girl was praised by the teacher.
- Kamala is a smart girl.
LET US LEARN:
There are many kinds of adjectives

I. Adjectives of Quality (Descriptive Adjectives).
   They answer the question: *Of What Kind?*
   1. The ant is a **tiny** but **wise** creature.
   2. He is an **honest** man.
   3. The Taj Mahal is a **wonderful** building.

II. Adjectives of Quantity:
   They answer the question: **How much?**
   1. She ate the **whole** apple.
   2. Babu ate **some** rice.
   3. He showed **much** patience.
   4. He spent **all** his money.

III. Adjectives of Number (Numeral Adjectives).
   They answer the question: **How many?**
   **For example:** How many children are present in the class?

NOTE ON NUMERAL ADJECTIVES:
Numeral Adjectives are of three kinds - Definite, Indefinite and Distributive

a. Definite Numeral Adjectives: *They denote an exact number.*
   1. The hand has **five** fingers.
   2. We have **two** eyes to see.
   3. She ate **three** bananas.

b. Ordinal adjectives:
   4. Sunday is the **first** day of the week.
   5. Kalpana Chawla was the **first** Indian - born woman to go to space.
   6. Manmohan Singh is the **fourteenth** Prime Minister of India.

c. Indefinite Numeral Adjectives:
   *They do not denote an exact number.*
   1. I have **many** pencils.
   2. He is a man of **few** words. [He doesn't talk much.]
   3. He needs **no** introduction. [Everyone knows him.]

   **Examples:** all, no, many, few, some, any, several
d. Distributive Numeral Adjectives:

They refer to each one of a number.
1. Every man has his duties.
2. Each boy must take his turn.
3. Either cycle will do.

IV. Demonstrative Adjectives:

They answer the question: Which?
1. That boy is industrious.
2. This school is famous.
3. I hate such things.
4. Those mangoes are sweet.

V. Interrogative Adjectives:

They question, What, Which, Whose to receive information
1. What time is it?
2. Which way shall we go?
3. Whose car is this?

VI. Possessive Adjectives

They answer to the question, Whose?
Their relatives came here.
1. His mother loves me as her own son.
2. Our house is in the corner of the street.
3. Your aim must be high.

VII. Emphasizing Adjectives:

The words own and very are used as Emphasizing Adjectives
1. I saw the incident with my own eyes.
2. Man is his own master.
3. This is the very thing I want

VIII. Proper Adjectives:

They are formed from proper nouns.
1. An Indian writer.
2. An American dollar.
3. A German dog
## ADJECTIVES – A SUMMARY:

### Fill in the examples

<table>
<thead>
<tr>
<th>No</th>
<th>Names</th>
<th>Types and Examples</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Adjectives of <strong>Quality</strong></td>
<td>They answer the question: <em>Of What Kind?</em> e.g.,</td>
</tr>
<tr>
<td>2.</td>
<td>Adjectives of <strong>Quantity</strong></td>
<td>They answer the question: <em>How much?</em> e.g.,</td>
</tr>
<tr>
<td>3.</td>
<td>Adjectives of <strong>Number</strong></td>
<td>They answer the question: <em>How many?</em> e.g.,</td>
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<tr>
<td>a.</td>
<td>Definite</td>
<td>e.g.,</td>
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<td>b.</td>
<td>Indefinite</td>
<td>e.g.,</td>
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<td>c.</td>
<td>Distributive</td>
<td>e.g.,</td>
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<td>4.</td>
<td><strong>Demonstrative</strong> Adjectives</td>
<td>They answer the question: <em>Which?</em> e.g.,</td>
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<td>5.</td>
<td><strong>Interrogative</strong> Adjectives</td>
<td>They question, <em>What, Which, Whose</em> to receive information e.g.,</td>
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<td>6.</td>
<td><strong>Possessive</strong> Adjectives</td>
<td>They answer to the question, <em>Whose?</em> e.g.,</td>
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<td>7.</td>
<td><strong>Emphasizing</strong> Adjectives</td>
<td>The words <em>own and very</em> are used as <em>Emphasizing Adjectives.</em> e.g.,</td>
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<td>8.</td>
<td><strong>Proper</strong> Adjectives</td>
<td>They are formed from <em>proper nouns.</em> e.g.,</td>
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</table>
THINK AND WRITE:

Fill in the blanks with the right adjectives given below.

<table>
<thead>
<tr>
<th>glad</th>
<th>wonderful</th>
<th>breathtaking</th>
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</thead>
<tbody>
<tr>
<td>helpful</td>
<td>clear</td>
<td>friendly</td>
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<tr>
<td>perfect</td>
<td>roomy</td>
<td>curious</td>
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</table>


Dear Priya,

I am having a _____ holiday in Ooty. The weather is ____ and the scenery is absolutely ______. I've never seen anything like this before. I have a ______ view of the mountains from my _____ quarters. The people here are very ____ and _____. I'm planning to stay on till next Friday.

With love,

Anu

Use each of the following adjectives in a sentence:

For you: Mohan is an industrious boy.

By you: lazy, big, small, rich, poor, young, new, long, short, strong, clever, kind

Have fun by joining the adjectives with the nouns:

- a violent storm
- a fierce storm
- a terrible storm
- a fearful storm

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<table>
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<th>good news</th>
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LET US REVISE - ADVERBS:

Have a look at the following sentences in Part A and Part B.

**Part - A**
- John walks.
- Hema sings.
- Madhan writes.

**Part - B**
- John walks slowly.
- Hema sings sweetly.
- Madhan writes carefully.

Can you observe the difference between the information given in Part A and Part B? You are given additional information in Part B.

How does John walk? In what manner does he walk?
The word 'slowly' adds something to the meaning of the action word 'walk'. Hence, the word 'slowly' is an adverb, because it modifies the action. Similarly the words 'sweetly' and 'carefully' are called adverbs.

*Read the following sentences:*
1. Ram runs fast.
2. This is a very tasty apple.
3. Gopal reads quite clearly.

- In sentence 1, fast shows how *(in what manner)* Ram runs; that is, fast modifies the meaning of the verb 'runs'.
- In sentence 2, very shows how much *(in what degree)* the mango is tasty; that is very modifies the adjective 'tasty'.
- In sentence 3, quite shows how far *(to what extent)* Gopal reads clearly; that is, quite modifies the adverb clearly.

A word that modifies the meaning of a verb, an adjective, or another adverb is called an Adverb. The words quickly, very, and quite are therefore adverbs.

1. Adverbs of Time *(which show when)*
   1. I got a letter two days ago.
   2. Tomorrow will be a working day.
   3. Wasted time never returns.
   4. The train arrived late.
   5. I have spoken to him already.
II. Adverbs of Frequency (which show how often)
   1. I have told you **twice**.
   2. Kala **always** tries to do her best.
   3. He **often** makes mistakes.

III. Adverbs of Place (which show where)
   1. May I come **in**?
   2. Stand **here**.
   3. She looked **up**.
   4. He walked **forward**.
   5. It rained **everywhere** in the district.

IV. Adverbs of Manner (which show how or in what manner)
   1. Alexander fought **bravely**.
   2. The child slept **soundly**.
   3. Shyla speaks English **fluently**.
   4. Students work **hard**.

V. Adverbs of Degree or Quantity (which show how much, or in what degree or to what extent)
   1. I had given **enough** money.
   2. He was **too** careless.
   3. He reads **pretty** well.
   4. I am **rather** busy.
   5. I am **so** glad.
   6. He uses the given time **fully**.

VI. Adverbs of Affirmation and Negation:
   (which strengthen the meaning of the verb)
   1. **Surely** you are mistaken.
   2. He **hardly** goes to movies.
   3. He **certainly** went to USA.
   4. She **seldom** watches serials.

VII. Adverbs of Reason: (which show the 'cause' or reason)
   1. Sekar is angry and **therefore** does not talk to me.
   2. **Since** it is hot, I am very tired.
   3. He slept for a long time **because** of tiredness.
   4. The bell rang, **so** he left the school.
   5. **As** he is not well, he has not come to school.

VIII. Interrogative Adverbs: (used to ask questions)
   1. **Why** are you late?
   2. **How** are you?
# Adverbs - A Summary

*Fill in the examples!*

<table>
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<td>3.</td>
<td>Adverbs of Manner</td>
<td><em>(which show how or in what manner)</em></td>
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<td>4.</td>
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<td>Adverbs of Degree or Quantity</td>
<td><em>(which show how much, or in what degree or to what extent)</em></td>
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<td>6.</td>
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<td><em>(which strengthen the meaning of the verb)</em></td>
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LET US UNDERSTAND:

Underline the adverbs and name the kind of adverb in the given sentences:

1. He gets up early in the morning.
2. Mohana looked down.
3. He hardly works.
4. He seldom comes here.
5. Rani looks pretty well.
6. Why didn't you come to school?
7. Since it was cold, he wore a sweater.
8. He was certainly angry.
9. She has enough time to complete her work.
10. The Rani of Jhansi fought bravely.

LET US REVISE ARTICLES - LET US LEARN:

- I bought a house.
- It is an air-conditioned house.
- The house I bought is in Chennai.

The highlighted words in the above sentences 'a', 'an' and 'the' are called articles.

- The indefinite article 'a' or 'an' means one and is used only with singular countable nouns.
- The definite article 'the' refers to a particular person or thing and can be used with both singular and plural nouns and also with uncountable nouns.

LET US LEARN:

USAGE OF 'a':

Fill in your own examples!

- before a word beginning with a consonant
  - 'a kettle', 'a woman', 'a fan', 'a chair'

- before a word that begins with a vowel letter but with a consonant sound
  - 'a university', 'a European', 'a one-eyed man'
◆ before a singular countable noun when it is mentioned for the first time
He bought a book.

◆ with an expression of quantity
a lot of time, a dozen oranges, a great deal of money

◆ with certain numbers
a hundred rupee note, a thousand times

◆ before half and when half follows a whole number
half a litre, two and a half kilos

◆ Such a mess! What a lovely flower

◆ before a stressed 'h'
a hotel, a hostel, a history student

Usage of 'An': Fill in your own examples!
◆ In front of singular noun that starts with the Vowel sound (the sounds of a, e, i, o, u; not the letter): an ant, an egg, an ink pot, an orange, an umbrella

◆ before a mute 'h': an honest man, an hour

◆ before individual letters spoken with a vowel sound (f, h, l, m, n, r, s, x): an FIR, an HMT watch, an LIC agent, an MBA., an MP., an MLA., an NOC, an STD call, an SMS, an X-ray room
Usage of 'the': Fill in your own examples.
The definite article 'the' is used before,
A particular noun - You met the man.

A noun already mentioned - The boy you sent is very smart

Well known books - the Ramayana, the Bible, the Quran

Unique nouns - the Sun, the Moon, the Stars, the Earth

Newspapers, Magazines - the Hindu, the New Indian Express, the Week

Musical instruments - the veena, the guitar, the violin

Superlatives - the most useful, the brightest

Ordinals used as adjectives - the first person, the last seat, the third book

Famous buildings - the Red Fort, the LIC building

Rivers, seas, group of islands, chain of mountains - the Cauvery, the Bay of Bengal, the Himalayas, the Andaman and Nicobar

Directions - the East, the West, the North, the South

Adjectives in the comparative degree - The higher the bird flies the more majestic it looks.
IN SEARCH OF A FRIEND

I said to the flowering tree,
“Will you be my friend and play with me?”
“ You dig up my root
And eat up my fruit.
A friend to you I never will be,” said he.

I said to the humming honey bee,
“Will you be my friend and play with me?”
“ Don’t try to be funny,
You stole all my honey.
A friend to you I never will be,” said he.

I said to the rabbit with ruby eyes,
“Will you be my friend and play with me?”
“ You chase me and kill me,
Roast me and eat,
A friend to you I never will be,” said he.

I said to the parrot limping by,
“Will you be my friend and play with me?”
“My fine wings you tore,
I can fly no more.
A friend to you I never will be,” said he.

I said to the butterfly so gay and free,
“Will you be my friend and play with me?”
“You stick me with a pin
And think it no sin.
A friend to you I never will be,” said he.
I felt so lonely and ever so sad
And began to wonder, “Am I so bad?”

Then said I
to the flowering tree,
the humming bee,
the rabbit,
the parrot and the
butterfly,
“sorry, I harmed you,
forgive me.”

Once again I asked them hopefully,
“Will you be my friends and play with me?”
They smiled and answered, “Most certainly!”

**New words**

1) humming - buzzing
2) limping - walking lamely
3) lonely - alone
4) ruby - a dark red stone

**LET US REMEMBER:**

1) Who does the poet ask to be his friend?

2) Why does the honey bee not want to be his friend?

3) Why does the poet say, “I felt so lonely and ever so sad?”
4) What does he do to change his feelings of loneliness?

5) What happens at the end?

LET US READ: (small group)- Answer and share in class.

- Read out the poem. Which lines rhyme?
- Does the poem give a message to us? If so, what is it?
- Do you remember ever hurting someone? Did you apologise to that person? Are you still friends today?

RECALL AND SHARE:
Write/paint your own memory of when you were at four or five years old. Is the memory vivid?
What do you feel about it now?
THE SELFISH GIANT
- Oscar Wilde
“Owning things is human, sharing them is divine”.

You have heard of giants in stories, haven't you? What makes someone a giant? Are they real or unreal? Do giants really have to be tall? They are all huge and strong. Some are good, and some are bad. Oscar Wilde's story is a beautiful parable of what makes people bad, and what makes them change.

Every afternoon, the children went and played in the Giant's garden. It was a large and lovely garden with soft green grass and trees. After seven years, the Giant came back. He had been away, visiting his friend, the Cornish Ogre. He saw the children playing in his garden. "How can they play in my garden?" he was wondering.

So he built a wall all around it. He was indeed a very selfish giant. Now the poor children had nowhere to play. They tried to play on the road; but the road was very dusty, and full of hard stones. They became unhappy. Then the spring came, and all over the country there were little blossoms and little birds; but in the garden of the selfish giant it was still winter.

One morning the giant was lying awake in bed and he heard some lovely music. It sounded very sweet to his ears. It was only a linnet singing outside the window. "I think the spring has come at last," said the giant and he jumped out of his bed and looked out. There, he saw the most wonderful sight.

Through a little hole in the wall the children had crept in and they were sitting in the branches of the trees. In every tree that he could see there was a little child, and the trees were so glad to have the children back again that they had covered themselves with blossoms. It was a lovely scene.

linnet: a small brown and grey bird
crept: move slowly and carefully
But in one corner there was still winter. A little boy was standing under the tree. As he could not reach upto the branches, he was crying bitterly. And the giant's heart melted as he looked out. "How selfish I have been! Now I know why spring could not come here. I will put that poor little boy on the top of the tree. Then I will knock down the wall and my garden shall be the children's playground forever", he said.

So he opened the door and crept downstairs. But when the children saw him, they were so frightened that they all ran away and the garden became winter once again. But the little boy did not run because his eyes were full of tears. He did not see the giant coming. And the giant stood up behind him and took him gently in his hands and put him up on a branch of the tree.

And at once the tree bloomed and the birds came and sang on it. The little boy stretched out his two arms and flung them around the giant's neck and kissed him. The other children saw that the giant was no longer wicked and came back; and with them came the spring. "It is your garden now, little children" said the giant and he took a big axe and knocked down the wall. All day long they played and in the evening they came to the giant to bid him goodbye.

The giant loved the little boy the best because he had kissed him. Every afternoon when school was over, the children came and played in the garden. The little boy whom the giant loved was not to be seen. The giant loved all the children but longed for the little child, and often spoke of him.

Years went on, the giant grew very old and feeble. He could not play about anymore; so he sat in an armchair and watched the children at their games and admired his garden. "I have many beautiful flowers", he said "but the children are the most beautiful flowers of all".

One winter morning he looked out of his window as he was dressing. Suddenly he rubbed his eyes in wonder and looked out again. It certainly was a marvellous sight! In the farthest corner of the garden was a tree fully covered with
lovely white blossoms. Its branches were golden and silver fruits were hanging down from them; and underneath stood the little boy whom he had loved so much. The giant ran downstairs in great joy and out into the garden till he came near the child.

The child smiled and said to the giant, “You let me play once in your garden. Today you shall come with me to my garden, which is paradise”.

And when the children ran in that afternoon, they found the giant lying dead under the tree, all covered with white blossoms.

**LET US REMEMBER:**

**Put a tick on the right option:**

- The children visited the giant’s garden **everyday / every week / once a month.**
- The poor children had **many places / no place / a few places to play.**
- The children entered the giant’s garden through **a little hole in the wall / the rear gate / the main gate.**
- The giant died when he **became old and feeble / was young / was middle-aged.**

**DISCUSS AND WRITE:**

- Why did the children like to play in the giant's garden?

- What steps did the giant take to prevent the children from playing in his garden?

- Why did the spring not come to the giant's garden?

- Describe the wonderful scene which the giant saw in his garden?

- Which incident melted the giant's heart?
How did the giant make the children realize that he was no longer wicked?

Why did the giant love a particular boy the most?

Describe the 'marvellous' scene, which the old giant saw in his garden.

Discuss with your classmates and comment upon the following statements:
1. The little boy stretched out his two arms and flung them around the giant's neck and kissed him......... “It is your garden now, little children” said the giant. What happens to the giant here?
2. “I have many beautiful flowers”, he said, “but the children are the most beautiful flowers of all”. Who said these words? What made the person say it?
3. Who was the boy?

LET US WRITE:
1. After reading Oscar Wilde's 'The Selfish Giant', imagine that you are the giant. Write a letter to your friend, the Cornish Ogre sharing your experience with the children who played in your garden.

   Place: 
   Date: 

   Dear Ogre,

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

   P.S.

   Yours ____________________,
   _________________________

2. Have you ever visited a park in your area? Write a paragraph about the pleasant experience you had there.
‘I can, I did’
Student's Activity Record

Subject:

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<th>Sl. No.</th>
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ENGLISH

STANDARD SEVEN

TERM II
UNIT 1

A NOTE TO THE TEACHER

Excelling in studies alone need not be the criteria to assess the intelligence or calibre of a student. These days, the intelligentsia accords recognition to multiple intelligences, i.e., a student needs to shine not only in academics, but he can also come out successfully in other fields too, such as music, sports, painting, creative writing etc.. Howard Gardner, a contemporary developmental psychologist from Harvard University, admonishes the parents and teachers to identify the aspects of multiple intelligences among students and encourage them from time to time.

In this unit, the prose lesson 'Dreams Can Come True' explores a young boy's passionate interest in chess and his devotion to its icon, Vishwanathan Anand. Through his dream, in which he manages to have a long conversation with his hero Rahul bridges within himself the distance between vision and reality. Certain important messages have been communicated through the extraordinary real life personality and the story of Anand himself. There is a simple post-reading unit explaining the basic principles of chess. The passage also seeks to build upon the young reader's interest in this ancient and intelligent game.

The poem, 'Prayer of a Sportsman' by Berton Braley is a prayer from the heart of a true sportsman. It is sure to help young people build a perspective on what sportsman spirit actually is.

The story, 'Ranji's Wonderful Bat' by Ruskin Bond is a popular tale that carries a universal appeal.

This unit focuses on the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the students' understanding of subject-verb agreement (concord) and question-tags. There is a short exercise on writing a journal and many opportunities offered for role play. Speaking contexts are also given for practising questions and statements.
DREAMS CAN COME TRUE

Have you ever played chess? Just try playing it! Ancient Indians from all walks of life played this game. It was used in the army to teach war strategy. Businessmen played it to learn about the market and students played it to enhance their mental agility and sharpness.

In Tamilnadu, everyone plays many interesting games to build not only mathematical ability, but also to enhance shrewd thinking skill and strategy. One among them is aadu puli attam. Another is pallankuzhi. One should be highly skillful in the nuances of arithmetic if one wants to win in these traditional games.

No one knows for certain where the game of chess was first played. Most people agree that the game began in ancient India, where it was called Chaturanga. When it travelled to Persia in the 6th or 7th century, it was called, Shatranj. The word refers to the four groups of an army: the foot soldier [the pawn], the elephant, the chariot [from the Persian word, ‘rukh’ or chariot], and the horse [the knight or horseman]. The Queen in the present game was the General in the original game. The moves reflect the movement of each group.

The end and aim of the game, then and now, has been to protect the King. ‘Checkmate’ comes from the Persian words ‘shat mat’, which mean, ‘The King is dead.’

Twelve year old Rahul was very deeply interested in the game of chess.

Even while he was a young boy, he spent many hours playing chess. Seeing this, his parents had enrolled him at Soviet Cultural Centre, Chennai wherein Viswanathan Anand too had learnt.
Rahul loved going there. In May 2012, during his holidays, he had carefully followed the match between World Chess Champion Viswanathan Anand and Grandmaster Boris Gelfand of Israel held at Moscow in Russia. Anand retained the World Chess Championship title for the fifth time in the rapid tie-break after playing a strenuous 12 game match. The Russian President Vladimir Putin invited Anand to a tea and lauded him for an outstanding game. Rahul went to the Chennai Airport to receive his dream-hero wearing an Anand-mask.

Anand would visit the alma mater whenever he comes to his home town, Chennai. On one such occasion, an adoring Rahul asked Anand whether he should leave school and concentrate on chess. Anand said, “It is healthy to have a lot of interests and go to school. You don’t go to school just for academics, do you? You’re smart. You can very easily learn to balance both academics and chess.” When Rahul asked whether he had other hobbies, Anand replied assertively, “Of course, I do. I read, swim and listen to music too…”

Rahul liked to compare himself with his Chess Hero. He used to tell his mother that she was like Vishy’s mother, Susheela Viswanathan. He had heard Anand say that his mother had helped him learn the game. “You don’t need to take extra efforts to coach me, but you always encourage me, amma”, Rahul would say. When she heard this, Rahul’s mother would react with mixed emotions, because his teachers always felt that Rahul’s parents did not demand enough from their son. Rahul did not stand 1st in his class; Rahul did not excel in any field game; Rahul did not win any prize in cultural competitions. He was a bit shy and didn’t talk easily to anyone. “You should cut down the time that he spends on chess,” they would tell his mother.

**Chess in Schools**

While announcing an award of two crore rupees to the King of Chess, Viswanathan Anand as a token of her Government’s appreciation for his recent achievement in Moscow, the Hon’ble Chief Minister of Government of Tamil Nadu declared that efforts would be taken to employ coaches in all schools to create an awareness of the game of chess among school children in the age group of 7 to 17 from the academic year 2012-13.
“He is not able to do justice to his studies. He has the potential to do better. It is not as if he excels at chess. You should encourage him to take computer classes.” Thus the teacher advised his parents. But Rahul’s father never scolded him or stopped his chess classes. “My son loves playing chess”, he would say. Rahul had put up a big poster of his ‘Vishy’s achievements’ on the wall.

“I’m already 12, mother”, he said. “I haven’t won a single award.” His mother would smile a little sadly. She used to secretly agree with his teachers sometimes. His father never felt sad. He would ask, “Why do you want so badly to win awards, Rahul?”

Sometimes Rahul felt his father didn’t understand him. One had to be the best in the game! In fact, after his win over Topalov in the fourth World Championship in 2010, Anand had said, “I was lucky that something in Topalov gave way faster than it gave way in me.” His coach had called it the ‘killer instinct’. “You need it to last in a match, kids”, he said.

One day, in July, after completing his chess training, Rahul went back home. He had not done very well in the mathematics test – only 76%. He had to get his paper signed by his parents.
When he saw his mother, Rahul felt anxious. Of late, his mother had begun to be much worried about his performance in his tests. He had overheard her telling his father, “It is not as if we had any wealth to give him. How will he get a seat in a reputed college without a decent percentile?”

“Do you mean to say an admission in an engineering college?” asked his father. “Yes, of course”, she said. “Why should he do engineering, Shanti?”, asked his father. “He is a fine young fellow. There are many things he can do. He just has to figure out what will work for him”. That day, Rahul told his mother that he was tired and added that he was going to bed early. He cried himself to sleep that night. As he slept, a variety of shapes and sizes of the chess coins and chess board seemed to be actively moving around him. In his dream, he saw..... Viswanathan Anand himself!

Anand smiled down at Rahul. “I feel sad when I see you cry”, he said. “What do I do, Vishy?”, said Rahul. “Making you my hero hasn't brought me marks! You have it all! Concentration, memory, logic – and your coach says that you didn’t even have to try! I try so hard...” Here, Rahul started to cry again. Anand put his arm gently around Rahul.

“Tell me, why do you play?”, he asked. “Because I love the game”, said Rahul.

“We would agree with what Anand is saying? Would you agree with what Anand is saying? "Then just play it,” said Anand. “The most important thing is to enjoy playing chess. I don't believe you can motivate yourself only with titles or tournaments or achievements. Of course, these are motivating factors that are necessary. They give you a direction. But the real motivation comes from the game.”

“Are you saying it's okay?”, asked Rahul, wondering. “Absolutely”, said Anand. “Do you know the number of possible chess games is far greater than the number of electrons in the universe? One needs to work hard – the sky is the limit!”

“So you think I might win a tournament sometime?”, asked Rahul shyly.
"I do think so", said Anand. "See, chess is a game of strategy. That is why everyone played it in the olden days. It is good to study other people's strategies, but it is impossible for anyone else to tell you exactly what move you need to make. Not even me!"

**strategy:** plan of work or action

Recollecting his own victory over Gelfand, Anand says, "It was incredibly tense. Well, when I woke up this morning, I knew it would end one way or the other but didn't know how it would. I think that right now, the only feeling you have is relief...... I can say I won because I won."

"Choose your tournament – plan well for it, work hard, and take your chance", said Anand. "What is the killer instinct, Vishy? Do you have it?", asked Rahul. It had been troubling him ever since the coach had talked about it. He didn't want to kill anyone and he didn't think his idol would!

Anand laughed. "Don't **go by** the word, Rahul!", he said. "I think it means having great energy and great self-control. I give the game my all. But it doesn't upset my **mental balance**, self-respect and confidence in myself, if I lose. I learn from it. The only thing to kill is **impatience** and rashness, because it makes you act without applying thought!"

Rahul felt that Anand thought very much like his father. But his father wasn't famous! Rahul wondered about that. Strangely, he was beginning to feel that his father loved and understood him quite well!

Anand looked at Rahul and said, "Think about it. Love what you do." Anand **vanished**. The next day, Rahul took the maths paper to his mother. She said, "Only 76%. I'm worried, Rahul". He smiled at her. "I need to think. I need to plan. Don't worry, I'll evolve my strategy", he said softly. "**Dreams can come true.**"

**LET US REMEMBER:**

1. How was chess called in ancient India?
2. How was it called in Persia?

3. What do the coins of the four groups in the army represent?

4. What are those coins called today?

5. How does the game come to an end?

6. Which match did Rahul watch in May?

7. What did Rahul's teachers feel about him?

8. In what way did Rahul feel that his mother was like Anand's mother?

9. What did Rahul's mother want him to become?

10. What did Rahul's father feel about him?

11. What did Rahul decide to do in the end?

**LET US UNDERSTAND:**

1. Discuss in small groups and share your views.
   - Do you think it is a good idea to balance your interests and your academics?
   - What do you understand by Anand's statements on motivation?
   - Do you believe that planning and strategy is necessary for your life? If so, in what areas?
2. Individual Work.

What kind of a person is Rahul?

<table>
<thead>
<tr>
<th>Rahul’s Qualities</th>
<th>Why I think so</th>
<th>What I feel about it</th>
<th>Anand’s Qualities</th>
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LISTENING:

Read aloud the following passage and answer the following questions given below in small groups.

Young Raghu was a mischievous lad. One day, unable to think of any more pranks to play, he decided to eat something. As his mother was too busy to notice what he was doing, he checked the cupboard for the tin in which he had seen his mother storing some delicious chocolates. While he was trying to open that tin, his father came home and caught him red-handed.

'Hello, Raghu, what are you doing there? Are you helping your mum?' he asked.

'No, Dad,' answered Raghu nonchalantly. 'I am helping myself. On hearing Raghu's reply, his father simply chuckled himself brooding over his pranks of his past.

Questions:

1. What do you understand by the word, 'pranks'?

2. What did Raghu do when his mother was busy?

3. What was Raghu searching for in the cupboard?

4. Who caught him in the act?

5. Why do you think Raghu’s father chuckled himself?
LET'S TALK!

Imagine that you are lost in a large town. You are looking for your aunt’s house, and you haven't been there before. Your aunt has given you a few landmarks like Market, Bus stop, Post Office, Kamaraj Road, 3rd Cross and Nandanchavadi. Use words like 'who', 'how', 'where' and 'what' to ask for directions. Form your questions and responses and read them aloud to your group.

You:

__________________________________________________________________________?

Passer-by 1:

__________________________________________________________________________

You:

__________________________________________________________________________?

Passer-by 2:

__________________________________________________________________________

You:

__________________________________________________________________________?

Passer-by 3:

__________________________________________________________________________

You:

__________________________________________________________________________?

Passer-by 4:

__________________________________________________________________________

You:

__________________________________________________________________________?

Passer-by 5:

_________________________________________________________________________

You:

__________________________________________________________________________!

TRY THIS TOO!
Form two groups of students in class and speak in favour or against the topic given below:

⇒ To play fair is more important than to win.
⇒ 'Happiness is in sharing'
Read the conversation below:

Tourist: Excuse me, sir, how far is the railway station from here?
Kanthi: About two kilometres, I suppose.
Tourist: Thanks. Can I get a bus to the station?
Kanthi: Yes, you can. But you have to wait for an hour for the next bus.
Tourist: Oh! How long would it take to go on foot?
Kanthi: I wonder it may hardly take 10 to 15 minutes.
Tourist: That sounds nice! Thank you.

In the dialogue, the tourist asks questions to get some information and Kanthi answers in statements until the tourist gets satisfied. Questions and statements are the most common ways we use to ask for and provide information. The class teacher can assign a few modules to the students so that they can learn more about interpersonal communication.

ACT AND SEE!

You want to go to the playground to play football. Your friend wants to go to a library. Develop the conversation between you and your friend. Where do you finally go? How do you decide? Do it by role playing.

POST - READING - KNOWING CHESS:

Chess is an indoor game and it is a mental activity demanding one’s concentration very much.

It is a two-player game in which there are two sets of coins, usually in black and ivory colour. Each set contains the following coins. King, Queen, Bishop (2 per side) Horse (2 per side) Rook (one set) and eight soldiers per side [pawns].

Placing: Coins are arranged facing each other in a specific order.
Each coin has its own role: - that is,  
**King** – has the ability to move in all directions but with one step ahead.  
**Queen** – has the ability to move in all directions with any number of steps.  
**Bishop** – has the ability to move diagonally with any number of steps.  
**Knight** – has the ability to move in an 'L' shape.  
**Rook** – has the ability to move vertically and horizontally.

In this game, the main aim is to defeat the opponent's king. In order to protect one’s king, the contestant moves all the pieces according to the rules. An intelligent player makes moves to trap or checkmate the opponent king. Each and every piece is moved with that intention.

A player who defeats the opponent king is declared the winner.  
Try playing chess!  
**Try other ancient games of Tamilnadu!**

**GRAMMAR - AGREEMENT OF THE VERB WITH THE SUBJECT :**  
**[Concord]**

We have already learnt that the verb agrees with its subject in number and person as given below:

The bird flies.  
The birds fly.
Now, read carefully and fill in your example.

1. **Two or more singular subjects joined by the conjunction ‘and’, usually take a verb in the plural as given below:**
   
   ➤ Raman and Harry **work** hard.
   ➤ Pinky, Lilly and Sheela **go** to the same school.

   **Your example:**

   Note: **But if two nouns suggest only one idea, or one unit or refer to the same person or a thing, the verb must be singular as:**

   ➤ Slow and steady **wins** the race.
   ➤ Idli and sambar **is** a wholesome food.
   ➤ Poori and potato **is** my favourite food.

   **Your example:**

2. **Words joined to a singular subject by ‘with’ or ‘as well as’ do not affect the number of the verb. Therefore it takes singular verb as:**

   ➤ The captain, with all his men, **was** safe.
   ➤ Ashok as well as Anith **likes** mango.
   ➤ The queen bee, with her workers, **presides** over the hive.

   **Your example:**

   __________________________
   __________________________
3. When two or more subjects in the singular are joined by 'or', 'nor', 'either.......or', 'neither.......nor', the verb would be invariably singular:

► Jack or Tom is to blame.
► Either Leela, Mani or Rita is thirteen today.
► Neither Raman nor Hari was present.

Your example:

4. But if one of the subjects is in the plural, the verb must be in the plural. The plural form of the verb governs the plural subject.

► The farmer or his servants were always working.
► Neither Raj nor his friends have come.

Your example:

5. When a plural noun comes between a singular subject and its verb, the verb is often wrongly made to agree with the nearest plural nouns. We should guard against such an error and say-

► Each one of these houses is [not are] to let.
► The quality of the apples was [not were] good.

Your example:

6. When the subjects joined by 'or' or 'nor' are of different persons, the verb agrees with the subject nearest to it as:

► Either he or I am to blame.  ► Neither my friend nor I am guilty.

Your example:

7. Either, neither, each, every, everyone and many must be followed by a verb in the singular as:

► Either of the two boys has done this. ► Each of these boys is intelligent.
► Everyone was happy.

Your example 1:
Your example 2:
Your example 3:
8. A collective noun [Like committee, assembly, congress, jury] may take a singular or a plural etc. If the collection is thought of a whole, the verb is singular; if the individuals or members of the group are thought of separately, the verb is plural.

⇒ The committee has decided this. or The committee were divided in their opinions.
⇒ The jury has given its verdict. or The jury were divided in their verdict.
Note: 'The committee have decided this' means 'the members of the committee have decided this'.

9. Some nouns which are plural in form but singular in meanings take a singular verb as:
⇒ Mathematics is a difficult subject. ⇒ No news is good news.
Your example: ____________________________

10. When a plural noun is the name of one thing it takes a singular verb as:
⇒ ‘The Arabian Nights’ is an interesting book.
⇒ The United States of America has a big army.
Your example: ____________________________

11. When the subject of the verb is a relative pronoun, the verb must be made to agree in number and person with the antecedent of the relative as:
⇒ I, who am your friend, will help you.
⇒ You, who are my friend, should not blame me.
Your example: ____________________________

TRY THIS:
In the following sentences, fill up the blanks by using the Present Tense of the verbs shown in brackets:
1. Two and two _________ [make] four.
2. Shantha with all her sisters _________ [be] here.
3. Every passenger _________ [have] a ticket.
4. Each first class ticket _________ [cost] a hundred rupees.
5. Either Samy or Bhoopalan _________ [be] on time.
6. The jury _________ [be] divided in their opinions.
7. Iron as well as copper _________ [be] found in India.
TRY THIS TOO!
In each of the following sentences, put the present form of the verb which agrees with its subject.
1. Neither of us _______ there.
2. None of these boys _______ passed.
3. Good news _______ always welcome.
4. Mathematics _______ an intellectual subject.
5. None of you _______ done his work properly.
6. The quality of these apples _______ not good.
7. Neither you nor I _______ to drop this project.
8. Each of these boys _______ passed.

LET US LEARN: QUESTION TAGS
During conversation we use some statements and it is our custom to ask for confirmation as:
Example: This is a very difficult subject, isn't it?
The underlined part is a question tag.
⇒ I am coming.    ⇒ He has finished.    ⇒ I didn't see them.
In these statements mentioned above 'am', 'has', 'didn't' are auxiliary verbs. They help in forming question tags. Auxiliary verbs are helping verbs.
Example: The boy is running, isn't he?
auxiliary verb [is] + n't + pronoun [he]

Try it out!

1. When the statement is positive, the tag will be negative in sense. The pattern will be auxiliary verb + n't + pronoun?
Example: They have done their work, haven't they?
auxiliary verb [have] + n't + pronoun [they]

Try it out!

2. When the statement is negative, the tag will be positive in sense. The pattern will be auxiliary verb + pronoun
Example: Susi doesn't play chess, does she?
auxiliary verb [does] + pronoun [she]

Try it out!
3. When the statement has no auxiliary verb, the tense of the principal verb is made note of and the auxiliary verb such as do, does or did is used.

Present Tense - do and does
Past Tense - did

Just follow the formula to create an auxiliary verb:
write = do + write
writes = does + write
wrote = did + write

<table>
<thead>
<tr>
<th>Your example</th>
<th>Auxiliary Verb</th>
<th>Negative (in contracted)form</th>
<th>Your example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. is she?</td>
<td>1. is</td>
<td>isn’t</td>
<td>1. isn’t she?</td>
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<td>14. has</td>
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<td>15. have</td>
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<td>16. am</td>
<td>aren’t</td>
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</tr>
</tbody>
</table>

TRY THIS:
Supply suitable question tags for the following statements:
1. She is driving a car, ____________________________?
2. Rajan should be on time to school, __________________?
3. They were not listening to the lesson, __________________?
4. He broke the jar, ____________________________?
5. Sheela was not afraid to be alone, __________________?
6. I have completed my painting, ____________________?
7. We speak softly, ______________________________?
8. Hari could help us in our work, __________________?
9. She must not be rude, __________________________?
10. I can dance well, ____________________________?
TRY THIS TOO!
Choose the correct tag from the given list and fill in the blanks:

hasn’t she?, was she?, isn’t he?, aren’t they?, couldn’t he?, will he?, can we?, weren’t they? aren’t I?

1. Rajeev won’t play in the rain, ________________?
2. Sita and Uma are sisters, ________________?
3. He could hear the siren, ________________?
4. They were busy packing their suitcases, ______?
5. Lakshmi wasn’t able to sing, ________________?
6. My uncle is staying abroad, ________________?
7. We can’t act on stage, ________________?
8. She has left home early, ________________?
9. I am a student, ________________?

JOURNAL WRITING / SELF EXPRESSION

A journal is a personal preparation of what you have done, felt, thought or seen. It is a possessive record of any individual who maintains a diary, but it is not just a record of events. When Rahul lists things out and sets his priorities in life, he will probably record his experiences in a journal. Imagine you are Rahul and maintain a journal.
"PRAYER OF A SPORTSMAN"

Dear Lord, in the battle that goes on through life
   I ask but a field that is fair,
A chance that is equal with all in the strife,
   A courage to strive and to dare;

And if should win, let it be by the code
   With my faith and my honor held high;
And if I should lose, let me stand by the road,
   And cheer as the winners go by.

And Lord, may my shouts be ungrudging and clear,
   A tribute that comes from the heart,
And let me not cherish a snarl or a sneer
   Or play any sniveling part;

Let me say, "There they ride, on whom laurel's bestowed
   Since they played the game better than I."
Let me stand with a smile by the side of the road,
   And cheer as the winners go by.

So grant me to conquer, if conquer I can,
   By proving my worth in the fray,
But teach me to lose like a regular man,
   And not like a craven, I pray;

Let me take off my hat to the warriors who strode
   To victory splendid and high,
Yea, teach me to stand by the side of the road
   And cheer as the winners go by.

-Berton Braley
I. Read the following lines and answer the questions given below:

i. Dear Lord, in the battle that goes on through life
   I ask but a field that is fair,
   A chance that is equal with all in the strife,
   A courage to strive and to dare.

   a) What is the rhyme scheme employed in the above given stanza?
   b) Pick out the rhyming words in the above stanza.
   c) What does the word 'strife' in the third line suggest?
   d) Why does the poet use the word 'battle' in the first line?
   e) Explain 'field that is fair'.

ii. And if should win, let it be by the code
    With my faith and my honor held high;

   a) Give the British English spelling of 'honor'.
   b) What is the code spoken in the first line?
   c) Who does 'I' refer to?

iii. And if I should lose, let me stand by the road,
    And cheer as the winners go by.

   a) What is the message learnt in the above lines?

iv. And Lord, may my shouts be ungrudging and clear,
    A tribute that comes from the heart,
    And let me not cherish a snarl or a sneer
    Or play any sniveling part;

   a) Why should the shouts be ungrudging and clear?
   b) Mention the figure of speech employed in the 3rd line?
   c) Why is sniveling spelt with a single 'l'?
v. Let me say, "There they ride, on whom laurel's bestowed
   Since they played the game better than I."
   Let me stand with a smile by the side of the road,
   And cheer as the winners go by.

a) On whom are the laurels bestowed?
b) Identify the words in alliteration in the 3rd line.

vi. So grant me to conquer, if conquer I can,
    By proving my worth in the fray,
    But teach me to lose like a regular man,
    And not like a craven, I pray;

a) Explain worth in the fray.
b) What is the sportsman's prayer about losing the game?
c) What is meant by fray?
d) What is meant by craven?
e) What is the figure of speech employed in the 3rd line?

II. List out the various attributes of a true sportsman.

III. Illustrate any one scene that you are able to visualize while reading the poem.
"How's that!", shouted the wicket-keeper, holding the ball up in his gloves.
"How's that!", echoed the slip-fielders.
"How?", growled the fast bowler, glaring at the umpire.
"Out!", said the umpire.

And Suraj, the captain of the school team, was walking slowly back to the 'pavilion'—which was really a tool-shed at the end of the field.

The score stood at 53 for 4 wickets. Another sixty runs had to be made for victory, and only one good batsman remained. All the rest were bowlers who couldn't be expected to make many runs.

It was Ranji's turn to bat.

He was the youngest member of the team, only eleven, but sturdy and full of enthusiasm. As he walked briskly to the wicket, his unruly black hair was blown about by a cool breeze that came down from the hills.

Ranji had a good eye and strong wrists, and had made lots of runs in some of the minor matches. But in the last two interschool games his scores had been poor, the highest being 12 runs. Now he was determined to make enough runs to take his side to victory.

Ranji took his guard and prepared to face the bowler. The fielders moved closer, in anticipation of another catch. The tall fast bowler scowled and began his long run. His arm whirled over and the hard and shiny red ball came hurtling towards Ranji.

Ranji was going to lunge forward and play the ball back to the bowler, but at the last moment he changed his mind and stepped back, intending to push the ball through the ring of fielders on his right or 'off' side. The ball swung in the air, shot off the grass and came through sharply to strike Ranji on his pads.

"How's that!" screamed the bowler, hopping about like a kangaroo.

"How!", shouted the wicketkeeper.

"How?", asked all the fielders.
The umpire slowly raised a finger.

"Out!", he said.

And it was Ranji's turn to walk back to the tool-shed.
The match was won by the visiting team.

"Never mind", said Suraj, patting Ranji on the back. "You'll do better next time. You're out of form just now, that's all." But their cricket coach was a sterner.
“You'll have to make more runs in the next game”, he told Ranji, “or you'll lose your place in the side!”

Avoiding the other players, Ranji walked slowly homewards, his head down, his hands in his pockets. He was very upset. He had been trying so hard and practising so regularly, but when an important game came along he failed to make a big score. It seemed that there was nothing he could do about it. But he loved playing cricket and he couldn't bear the thought of being out of the school team.

On his way home he had to pass the clock tower where he often stopped at Mr. Kumar's Sports Shop, to chat with the owner or look at all the things on the shelves: footballs, cricket balls, badminton rackets, hockey sticks, balls of various shapes and sizes – it was all wonderland where Ranji usually liked to linger.

But this was one day when he didn't feel like stopping. He looked the other way and was about to cross the road when Mr. Kumar's voice stopped him.

“Hello, Ranji! Off in a hurry today? And why are you looking so sad?”

So Ranji had to stop and say “namaste.” He couldn't ignore Mr. Kumar, who had been so kind and helpful, always giving him advice on how to play different kinds of bowling. Mr. Kumar had been a state player once, and had scored a century in a match against Tanzania. Now he was too old for first-class cricket, but he liked encouraging young players and he thought Ranji would make a good cricketer.

“What's the trouble?”, he asked, as Ranji stepped into the shop. “Lost the game today?”

Ranji felt better as soon as he was inside the shop.

Because Mr. Kumar was so friendly, the sports goods also seemed friendly. The bats and balls and shuttlecocks all seemed to want to be helpful.

“We lost the match,” said Ranji.

“Never mind”, said Mr. Kumar. “Where would we be without losers? There wouldn't be any games without them – no cricket or football or hockey or tennis! No carom or marbles. No sports shop for me! Anyway, how many runs did you make?”

“None. I made a big round egg.”

Mr. Kumar rested his hand on Ranji's shoulder. “Never mind. All good players have a bad day now and then.”

“But I haven't made a good score in my last three matches”, said Ranji. “I'll be dropped from the team if I don't do something in the next game.”

“Well, we can't have that happening”, mused Mr. Kumar. “Something will have to be done about it.”

“I'm just unlucky”, said Ranji.

“Maybe, maybe... But in that case, it's time your luck changed.”

It's too late now”, said Ranji.

“Nonsense. It's never too late. Now, you just come with me to the back of my shop and I'll see if I can do something about your luck”, said Mr. Kumar
Puzzled, Ranji followed Mr. Kumar through the curtained partition at the back of the shop. He found himself in a badly lit room stacked to the ceiling with all kinds of old and secondhand sporting goods—torn football bladders, broken bats, rackets without strings, broken darts and tattered badminton nets.

Mr. Kumar began examining a number of old cricket bats, and after a few minutes he said, “Ah!” and picked up one of the bats and held it out to Ranji.

“This is it!”, he said. “This is the luckiest of all my old bats. This is the bat I made a century with.” And he gave it a twirl and started hitting an imaginary ball to all corners of the room.

“Of course it’s an old bat, but it hasn’t lost any of its magic”, said Mr. Kumar, pausing in his stroke-making to recover his breath. He held it out to Ranji. “Here, take it! I’ll lend it to you for the rest of the season. You won’t fail with it.”

Ranji took the bat and gazed at it with awe and delight.

“Is it really the bat you made a century with?”, he asked.

“It is”, said Mr. Kumar. “And it may get you a hundred runs too!”

Ranji spent a nervous week waiting for Saturday’s match. His school team would be playing a strong side from another town. There was a lot of classwork that week, so Ranji did not get much time to practise with the other boys. As he had no brothers or sisters, he asked Koki, the girl next door, to bowl to him in the garden. Koki bowled quite well, but Ranji liked to hit the ball hard—“just to get used to the bat”, he told her—and she soon got tired of chasing the ball all over the garden.

At last Saturday arrived, bright and sunny and just right for cricket. Suraj won the toss for the school and took first batting.

The opening batsmen put on thirty runs without being separated. The visiting fast bowlers couldn’t do much. The spin bowlers came on, and immediately there was a change in the game. Two wickets fell in one over, and the score was 33 for 2. Suraj made a few quick runs, then he too was out to one of the spinners, caught behind the wicket. The next batsman was clean bowled....46 for 4 ... and it was Ranji’s turn to bat.

He walked slowly to the wicket. The fielders crowded round him. He took guard and prepared for the first ball.

The bowler took a short run and then the ball was twirling towards Ranji, looking as though it would spin away from his bat as he leant forward into his stroke.

And then a thrill ran through Ranji’s arm as he felt the ball meet the spring willow of the bat.

Crack!

The ball, hit firmly with the middle of Ranji’s bat, streaked past the helpless bowler and sped towards the boundary. Four runs.
The bowler was annoyed, with the result that his next ball was a loose full-toss. Ranji swung it to the on-side boundary for another four.

And that was only the beginning. Now Ranji began to play all the strokes he knew: late cuts and square cuts, straight drives, on-drives and off-drives. The rival captain tried all his bowlers, fast and spin, but none of them could remove Ranji, who sent the fielders scampering all over the field.

At the lunch break he had scored 40. And twenty minutes after lunch, when Suraj closed the innings, Ranji was not out with 58.

The rival team was bowled out for a poor score, and Ranji’s school won the match.

On his way home Ranji stopped at Mr. Kumar’s shop to give him the good news.

“We won!”, he said. “And I made 58 – my highest score so far. It really is a lucky bat.”

“I told you so”, said Mr. Kumar, giving Ranji a warm handshake. “There’ll be bigger scores yet.”

Ranji went home in high spirits. He was so pleased that he stopped at the Jumna Sweet Shop and bought two laddoos for Koki. She liked cricket but she liked laddoos even more.

Mr. Kumar was right. It was only the beginning of Ranji’s success with the bat. In the next game he scored 40, and was out when he grew careless and allowed himself to be stumped by the wicket-keeper. The game that followed was a two-day match, and Ranji, who was now batting at No.3, made 45 runs. He hit a number of boundaries before being caught. In the second innings, when the school team needed only 60 runs for victory, Ranji was batting with 25 when the winning runs were hit.

Everyone was pleased with him – his coach, his captain, Suraj and Mr. Kumar… but no one knew about the lucky bat. That was a secret between Ranji and Mr. Kumar.

One evening, during an informal game on the maidan, Ranji’s friend Bhim slipped while running after the ball, and cut his hand on a sharp stone. Ranji took him to a doctor near the clock tower, where the wound was washed and bandaged. As it was getting late, he decided to go straight home. Usually he walked, but that evening he caught a bus near the clock tower.

When he got home, his mother brought a cup of tea and while he was drinking it, Koki walked in. The first thing she said was, “Ranji, where’s your bat?”

“Oh, I must have left it on the maidan when Bhim got hurt”, said Ranji, starting up and spilling his tea. “I’d better go and get it now, or it will disappear.”

“You can fetch it tomorrow”, said his mother. “It’s getting dark.”

“I’ll take a torch”, said Ranji. He was worried about the bat. Without, his luck might desert him. He hadn’t the patience to wait for a bus, and ran all the way to the maidan.
The maidaan was deserted and there was no sign of the bat. And then Ranji remembered that he'd had it with him on the bus, after saying goodbye to Bhim at the clock tower. He must have left it on the bus!

Well, he'd never find it now. The bat was lost for ever. And on Saturday Ranji’s school would be playing their last and most important match of the cricket season against a visiting team from Delhi.

Next day he was at Mr. Kumar's shop, looking very sorry for himself.

“What's the matter?”, asked Mr. Kumar.

“I've lost the bat”, said Ranji. “Your lucky bat. The one I made all those runs with! I left it on the bus. And the day after tomorrow we are playing, the Delhi school, and I'll be out for a duck, and we'll lose our chance of being the school champions.”

Mr. Kumar looked a little anxious at first, then he smiled and said, “You can still make all the runs you want.”

“But I don't have the bat any more”, said Ranji.

“Any bat will do”, said Mr. Kumar.

“What do you mean?”

“I mean it's the batsman and not the bat that matters. Shall I tell you something? That old bat I gave you was no different from any other bat I've used. True, I made lots of runs with it, but I made runs with other bats too. I never depended on a special bat for my runs. A bat has magic only when the batsman has magic!

What you needed was confidence, not a bat. And by believing in the bat, you got your confidence back!”

“What's confidence?”, asked Ranji. It was a new word for him.

“Con-fi-dence”, said Mr. Kumar slowly. “Confidence is knowing you are good.”

“And I can be good without the bat?”

“Of course. You have always been good. You are good now. You will be good the day after tomorrow. Remember that. If you remember it, you'll make the runs.”

On Saturday Ranji walked to the wicket with a bat borrowed from Bhim.

The school team had lost its first wicket with only 2 runs on the board. Ranji went in at this stage. The Delhi school's opening bowler was sending down some really fast ones. Ranji faced up to him.

The first ball was very fast but it wasn't on a good length. Quick on his feet, Ranji stepped back and pulled it hard to the on-boundary. The ball soared over the heads of the fielders and landed with a crash in a crate of cold-drink bottles.

A six! Everyone stood up and cheered.

And it was only the beginning of Ranji's wonderful innings.

The match ended in a draw, but Ranji's 75 was the talk of the school.

On his way home he bought a dozen laddoos. Six for Koki — and six for Mr.Kumar.
I. IDENTIFY THE CHARACTER/SPEAKER IN THE FOLLOWING SENTENCES:

   e.g. You'll have to make more runs in the next game.

      Suraj, the team captain is the speaker. 'You' refers to the character, Ranji.

1. He was the youngest member of the team.
2. You'll do better next time.
3. Hello, Ranji! Off in a hurry today.
4. "Out!"
5. As Ranji had no brothers or sisters, he asked the girl next door, to bowl him in the garden.
6. He slipped and cut his hand on a sharp stone.

(Answers : Ranji/Suraj/Mr.Kumar/Umpire/Koki/Bhim)

II. COMPLETE THE SENTENCES BY CHOOSING THE OPTIONS GIVEN IN BRACKETS:

   1. Ranji's friend slipped while running after the ball, and__________________.
   2. Ranji was determined to make enough runs______________________.
   3. None, I made______________________.
   4. This is ______________________ of all my old bats.
   5. Koki liked cricket but she liked______________________.

   (cut his hand on a sharp stone/ a big round egg/ laddoos even more/ to take his side to victory/ the luckiest)

III. CHOOSE THE CORRECT ANSWER:

   1. Ranji was only ______ and the youngest member of the team.
      a. ten  b. eleven  c. thirteen  d. nine
   2. Ranji had a good eye and strong ______
      a. wrists  b. head  c. hand  d. arms
   3. "How's that!", screamed the bowler, hopping about like a ____________
      a. kangaroo  b. rabbit  c. puppy  d. donkey
   4. Mr. Kumar's Sports Shop was a ______ where Ranji usually liked to linger.
      a. dreamland  b. wonderland  c. fairyland  d. toy land
   5. Ranji took Bhim to a doctor near the____________
      a. market place  b. Mall  c. clock tower  d. bus stop
   6. Usually Ranji walked, but that ____________ he caught a bus.
      a. morning  b. afternoon  c. night  d. evening
   7. Ranji must have left the bat on the __________when Bhim got hurt.
      a. maidaan  b. bus stop  c. Mr.Kumar's shop  d. stadium
8. On _____ Ranji's school would play against a visiting team from Delhi.
   a. Friday b. Monday c. Saturday d. Wednesday

9. The match ended in a draw but Ranji’s _____ was the talk of the school.
   a. 75   b. 45   c. 58   d. 33

10. Ranji needed _______ and not a bat.
    a. courage   b. confidence   c. encouragement   d. comfort and care

IV. REARRANGE THE FOLLOWING SENTENCES IN LOGICAL ORDER AND
    REWRITE IN A PARAGRAPH:

But in the last two inter-school matches, his scores were poor.  
He had made lots of runs in some of the minor matches.  
Now he was determined to make enough runs to take his side to victory.  
Ranji had a good eye and strong wrists.  
The highest was 12 runs.

Logical Order: ____________________________________________

Rearranged sentences:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Fair Draft (In a paragraph):
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

________________________________________________________________________
UNIT 2

A NOTE TO THE TEACHER

In the prose lesson of this unit, “Diwakar - an Icon for Children” a group of class VII children of Chennai School interact with their counterparts at the Little Flower Matriculation School for the visually challenged and discover that learning a new language can open new horizons in one’s life. The students also have the opportunity to listen to the young singing sensation, Diwakar Sharma and feel inspired by his indomitable self will and courage.

The poem, 'Where the Mind is without Fear' by Rabindranath Tagore has been included as a fitting tribute in the 150th Birth Anniversary year of the great poet. The grand and the profound meet the sensitive and the vulnerable in this beautiful poem that is full of love and aspiration for the Motherland. Activities have been given that will help the child to associate this noble aspiration with his own responsibilities as a citizen and human being.

The passage, “Yaanai Malai”, is a deeply moving and an evocative passage from the book 'Multiple Facets of My Madurai'. It is written by the gifted and inspiring writer and artist Manohar Devadoss and is bound to touch and mould the perspective that the student has on life, nature and the human spirit. Some exercises have been given to help the student to internalize what he represents for us all.

This unit emphasises on the active learning of the language. The activities given help the children to read, to relate with the content to understand, recall, think and interact in small and large groups. The children get an opportunity to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the student’s understanding of state-of-being and action verbs and leads the student on to transitive and Intransitive verbs. There is also a detailed revision of Sentence Patterns. Language activities include skimming and scanning exercises and an introduction to Essay Writing.
Language is just a code being used by a particular society in a particular zone for the sake of communication. We all communicate through the common verbal language for all kinds of communication. But what do the differently abled people such as the visually challenged or the speech and hearing impaired do? They do accept their reality and tackle life as a challenge. They are fully aware of the fact that the world is meant for survival and they too have a space for their own. Maybe, this is why, we call them differently abled achievers. In this lesson, we come across one real life Diwakar Sharma. He was born in 1992 in New Delhi. He was a student of Delhi Public School. He is an Indian singer who is one of the first visually-impaired child artist at the national level today. He excels in his chosen field better than normal children. The Almighty is very much graceful and merciful towards him. Shall we know something more about him in the course of this lesson?

God has endowed everyone of us with five different sensory organs for better communication as given below. The differently abled who have been deprived of any one of these organs, try their level best to manage with the available sensory organs. Have a look at them along with their different perceptions.

**SENSORY ORGANS**

- Eyes - Vision
- Visual Perception
- Ears - Hearing / Listening
- Auditory Perception
- Mouth - Taste
- Gustatory Perception
- Nose - Smell
- Olfactory Perception
- Skin - Touch
- Tactile Perception

How do the differently abled students make use of their sensory organs?

Read on and discover how a group of Class VII students learnt a new language and a new way of looking at their lives!
Class VII was really excited. They were going to interact with the students of Class VII in Little Flower Convent for the Visually-challenged. They were going to spend the afternoon there.

They were going to read a book brought out by a group called Chetana that had Braille letters on one side and the English alphabet on the other. The story was a nice one. Both the groups of Class VII children had read it. After that, they were going to attend a music concert rendered by a young boy called Diwakar Sharma.

When they met, the Principal said, “Children, we all have things that we can do and things we can’t. Today, you are going to share knowledge with each other. The children of this school will teach you Braille and you will read with them and describe the pictures. Then the children of this school will take you around their classrooms. After that, we will assemble in the auditorium for the music show. You may pair off now and read the book.” The teachers helped to pair off the children of both schools. Every pair had a copy of the book to read. The children wondered, “What will it be like, to read the book by feeling?”

They started reading the book together. It was a great fun. For both kids in each pair, it was as if a new world was opening up – a world of new sensations and feelings. For instance, Reena from the visiting school learnt that her fingers could actually ‘feel’ and understand.

“Why do I use my eyes so much?”, she asked herself. Kajol of the Little Flower School felt that she could actually ‘feel’ a picture. ‘Why did I never ask my mother this before?’, she wondered. She always imagined her mother’s saree to be ‘yellow’. Some days, when her mother was anxious, it would feel ‘grey’. On other days, when she was busy, it would feel 'blue'. It had never occurred to her that she could use her ‘sense’ of colours to understand the things that she read with her fingers. I can actually ‘read’ a magazine with pictures”, she thought. Deepak of the visiting school had another perception. “Do I ever see the shapes of the things I read?”, he asked himself. “It is as if I don't actually see anything at all! I never pause!”

The children of the visiting school had a glimpse of a whole new language and with it, another view of the life they were leading. The letters were fascinating. They learnt to write them and asked their teacher if they could get a stylus and Braille Board, so that they could write to their new friends in Braille. “Why not,” said their teacher. “We will buy some soon.” Here is what they learnt.
As they walked around the school with their new friends, they had another surprise. Rashmi discovered that her friend Geetha could actually warn her even about small bumps on the path. “There is a stone in this area that is slightly sharp”, she said. “Walk carefully.” Rashmi was astounded! Asif also discovered something. “He discovered that his friend James could actually hear sounds and 'read' them. For instance, a lady passed them and James said, “Ah, Susila Miss.” “How do you know?” asked Asif. “Oh, her feet make a swishing sound when she walks. It is easy to find out who people are, from the way they walk!”, said James. “I can always know which person in my family is in the same room with me.” Asif remembered how his mother always seemed to 'creep' in and know when he wasn't studying. “How does he figure this out?”, he thought.
It was time for the cultural show. The children were curious to know who Diwakar Sharma was.

The hall was packed. The Principal introduced Diwakar. She said, “Diwakar Sharma is a twelve year old singer. When he was one year old, Diwakar’s visual impairment was confirmed. Alka Sharma, Diwakar’s mother is a doctor. She gave up her practice to look after Diwakar.

His father, Sunil Sharma is an engineer. But their only aim in life is to give Diwakar a platform to showcase his singing talent. “Recognizing his ability, we have dedicated our lives to making his dream of becoming a singer come true”, says his father.

recognition - accepting
ability - talent

It was in a televised Indian children’s Interactive Reality Musical Game Show that Diwakar came into public gaze. He had the world glued to the show. His character, strength and talent were unmistakable. Director of the show, Gajendra Singh said of Diwakar, 'It is his positive attitude, remarkable composure and confidence that get him noticed. He proves to be an icon for children of his age.' Diwakar is articulate and mature far beyond his years. His sense of understanding of a situation or reacting to it comes from his avid interest in reading. Diwakar uses the Jaws Software for his studies and other interests. He is a good student at a regular school.

“I have read all the Harry Potter series and have enjoyed them all. I like reading children’s classics and books on history. I take part in quiz contests and writing competitions. My knowledge and versatility in language comes from the fact that I read a lot”, says Diwakar.
He has performed in the presence of A.P.J. Abdul Kalam, the President of India then, various foreign dignitaries and famous singers. Tushar, an alumnus of Diwakar’s school, sums it all up, “Diwakar is a true champion, big at heart and attitude. Just watching him perform moves us all and certainly gives us hope.”

He belongs to the rare breed of individuals who are gifted to inspire and lead. We have learnt through Diwakar that no matter how difficult the circumstances, there is always something positive, something to look forward to, something truly joyful and fulfilling. The human spirit that Diwakar embodies is what brings us together and makes us succeed.

Diwakar is determined not to get deterred by any challenge. He surges forward...on and on.

“Ladies and Gentlemen, our school is proud to present ...Diwakar Sharma!”

Diwakar sang to thunderous applause.

Now technology has come as a boon to the Visually-impaired students and teachers. We have a separate computer lab here with JAWS Software. This software (Job Access With Speech) can convert any printed material into voice. Earlier students were using CDs, audio cassette tapes, audio books, scribes, and book-readers. There is now a separate department called the Directorate for the Differently-Abled to address their requirements.
B. 1. "He is proving to be an icon for the children of his age."
   a. Who said these words? ________________________________
   b. Whom do the underlined words refer to? ________________
   c. Why do you think the person being referred to proves to be an icon for children of his age? ________________________________

2. "Recognizing his ability, we have dedicated our lives to making his dream of becoming a singer come true."
   a. Who said these words? Whom does the underlined word refer to? ________________________________
   b. What ability of the person are we talking about? ________________________________
   c. What sacrifice did the person's mother make to help him? ________________________________

C. 1. Who is Diwakar Sharma? Which event has made him popular? ________________________________

2. Why is Gajendra Singh full of praise for the young boy? ________________________________

3. How has his interest in reading helped him? ________________________________

4. What are Diwakar's other interests? ________________________________

5. According to Tushar, what can we learn from Diwakar? ________________________________
D. Match the words in column A with their meanings in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPIRIT</td>
<td>to present somebody's abilities</td>
</tr>
<tr>
<td>ICON</td>
<td>an opportunity to make progress</td>
</tr>
<tr>
<td>PLATFORM</td>
<td>way of feeling or thinking</td>
</tr>
<tr>
<td>SOLE</td>
<td>a small picture or a symbol</td>
</tr>
<tr>
<td>SUMS UP</td>
<td>one and only</td>
</tr>
<tr>
<td>SHOWCASE</td>
<td>summarize</td>
</tr>
</tbody>
</table>

READ AND UNDERSTAND

The White Cane

You could have seen some people walking along the road with a white cane in their hand.

This cane is of great help to the blind. It helps them to avoid obstacles while walking along the road or while moving around unfamiliar places.

However, travel would be a lot safer for the blind, if the driver of vehicles and others realize that the person with the white cane is blind.

A special effort is made to educate people on the importance of the white cane on October 15th. This day is observed as “White Cane Safety Day” all over the world every year.

1. Why do some people walk with a white cane?
2. How does the white cane help the blind person?
3. Why is “White Cane Safety Day” observed?
4. In what way can you spread the word about its importance?
REGULAR/IRREGULAR VERB FORMS

Verbs are words that show action. They indicate three different dimensions of time the present, past and future called tense. (e.g., sing, sang, will/shall sing)

Auxiliaries are otherwise known as helping verbs. These words are used with present/past participles to make a complete verb. (e.g., 'be'/ 'do'/ 'have' verbs)

Most action words show tense in a regular way and we state them under Regular verbs. (e.g., dance-danced; show – showed) Yet, there are certain verbs which change their spelling to show the past tense and the past participle. (e.g., ring/rang/rung; do/did/done) Such words are said to be Irregular verbs.

I. A. Observe the following irregular verbs:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arise</td>
<td>arose</td>
<td>arisen</td>
<td>Begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>Choose</td>
<td>chose</td>
<td>chosen</td>
<td>Draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>Eat</td>
<td>ate</td>
<td>eaten</td>
<td>Fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>Give</td>
<td>gave</td>
<td>given</td>
<td>Hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>Know</td>
<td>knew</td>
<td>known</td>
<td>Lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>Meet</td>
<td>met</td>
<td>met</td>
<td>Pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>Ride</td>
<td>rode</td>
<td>ridden</td>
<td>Spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>See</td>
<td>saw</td>
<td>seen</td>
<td>Take</td>
<td>took</td>
<td>taken</td>
</tr>
</tbody>
</table>

B. Fill in the appropriate irregular verbs:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
<td>swear</td>
<td>swore</td>
<td>sworn</td>
</tr>
<tr>
<td>Go</td>
<td>went</td>
<td>gone</td>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
<td>run</td>
<td>ran</td>
<td>ran</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
</tbody>
</table>

C. Strike out the incorrect verb form and write the correct form in the space provided:

1. As Simon had thrown away the bill, he could not return the teared shirt.
   __________.
2. Sunil’s dad hid his Christmas present. ________
3. Dolly had singed a wonderful duet with Polly and it had a special mention in the newspaper. ________
4. The bee stunged little Silas and he cried bitterly. ________
5. My new cotton salwar shrunk so much that I had to give it away to my niece. ________

D. Read the instructions carefully and write short sentences accordingly:

i. Past tense of catch
   ________________________________

ii. Present of bought
    ________________________________

iii. Past participle of stick
     ________________________________

iv. Past tense of build
    ________________________________

v. Present tense of leave
   ________________________________

E. Underline the correct word in the brackets:

i. ________ Gracy (wear/wore/worn) her favourite frock yesterday.

ii. Lalitha has ________ (took/take/taken) medical leave and is expected to join duty next Monday.

iii. According to Roy, within a month, the bamboo plant had ________ (grew/grow/grown) five inches.

iv. Before her demise, Cynthia's grandmother ________ (gives/gave/given) her golden wrist watch to her.

v. Kiran and Karun ________ (choose/chose/chosen) a beautiful shade of green to be painted on their bedroom wall.

II. Debate on the topic:
   Is it necessary to go to a stadium to watch a match? Don’t you get the same satisfaction while watching on T.V.?
   Don’t you get the same satisfaction while watching the same on T.V.?

III. Reading:
    From a newspaper, read out any relevant topic to the class.

Let us scan:
(Include the meaning of Skimming and Scanning)

How we read English depends on exactly what we are reading for. For example, when looking through a telephone directory and trying to find a specific telephone number, we don't read in the same way as we read a novel.
It is always important to consider why you are reading. When reading for an examination or to find information quickly, we adopt two main skills - skimming and scanning.

**Skimming:** This means to look quickly over a section of text to get a general idea of the meaning.

For e.g., You pick up the newspaper, thumb through the first few pages, and gather the gist of the events happening around the world within 10 are 15 minutes. This is **skimming**.

**Scanning:** This means to look quickly over the text looking for a specific purpose or meaning.

For e.g., You open the classified section of the newspaper, find the automobile section, and then mark a few cars within your price range. This is **scanning**.

Scan the passage of your choice and pick out the important facts and ideas and write them down in this box.

III. **Reading:**

Imagine you are a tree. Describe a day in your life.
WHERE THE MIND IS WITHOUT FEAR

Rabindranath Tagore prays for a world without fear — one world held together by freedom. Tagore’s poem overflows with a deep sense of patriotism and the power in every Indian to create that freedom which he should enjoy.

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

- Rabindranath Tagore

We should remember Tagore and recall his contribution made towards the English language. A Bengali poet, artist, novelist and educator, he won the Nobel Prize for Literature in 1913 which was followed by a series of titles and awards during his career.

In this poem, the poet dreams of an ideal world where everyone is truly free and liberated from all kinds of fetters.

Pick out the lines that mean the following and write below.

1. fearlessness and dignity _________________________________
2. freedom of information ________________________________
3. equality and harmony _________________________________
4. truthfulness _________________________________________
5. striving for excellence _________________________________
LET US UNDERSTAND:

1. What is the poem about?

---

2. What do you understand by the phrase, 'dead habit'?

---

3. What according to the poet will lead us to perfection?

---

4. What does the poet mean by 'ever-widening thought and action'?

---

5. When will our country be considered a heaven?

---

6. Do you like this poem? State reasons.

---

7. Recite the poem “Where the Mind is Without Fear” in groups or individually with correct intonation and stress.

---

**What are your wishes for your country?**

---

**Now write down what each of these dreams demands of you.**

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<td>2.</td>
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<td>3.</td>
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<td>7.</td>
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<tr>
<td>4.</td>
<td></td>
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<td>8.</td>
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</tbody>
</table>
Sometimes, landscapes can speak to us. But they only talk if we are willing to listen to them.

Manohar Devadoss loves his hometown Madurai. A scientist by profession, the writer has produced some exquisite pen sketches of Madurai and its surroundings. One of his sketches of Yaanai Malai has been reproduced here for you. But what makes him extraordinary is not his versatility. It is his indomitable spirit.

For more than thirty years, Manohar Devadoss has had Retinitis Pigmentosa, an eye disorder that slowly but surely reduces vision. His wife Mahema, an immensely courageous person in her own right, was paralyzed below the shoulders following a road accident 36 years ago. The love that they could bring to each other in the face of great tragedy has been a source of inspiration to all who have known them. Read and discover it!

The city of Madurai has been in existence for at least 2400 years. Throughout its history the city has nurtured Tamil literature. Over the centuries, Madurai has become famous for its temple complex. Rich in tradition, this ancient temple town has acquired its very own mythologies, evolving its own customs and festivals.

**nurture-** rear, raise  
**complex-** constructed buildings

A dominant landmark of the north-eastern outskirts of Madurai is Yaanai Malai, a solid rocky hill. When seen or approached from Madurai, this hill has a rather striking resemblance to a seated elephant - hence the name Yaanai Malai (Elephant Hill). Dotted with starkly beautiful palmyra trees, this part of rural Madurai has had a character all its own.

The paddy fields here were nourished by monsoon rains, supplemented by water from large wells called Yettrams, which have all but vanished from the rural scene today. Yettrams were extensively used during my boyhood to draw water from these large, square, irrigation wells. Ayettram well had long casuarina poles tied
together with a rope, a large bucket made of leather at one end and a counterpoise at
the other, enabling a man to single-handedly draw large volumes of water.

On a cool moon in October, in the early 1950s, a school friend and I, on an
impulse, decided to take a cross-country trek to Yaanai Malai, climb up the hill and
stand on its head to look at Madurai and the surrounding country. At one stage the hill
seemed close enough but as we walked on it seemed to move further away.
Suddenly an idyllic rural scene presented itself. We saw watery fields being
ploughed. There was a large, square yettram well from which a wiry old man
was drawing water. Yaanai Malai was an imposing and silent backdrop.

Monsoon clouds began to gather, darkening the upper sky and
softening the light falling on the austere scene. The landscape was placid but the
sky was in turmoil. And yet, there was perfect harmony between land and sky. The
sky became darker and light played games on the hill. A large drop of water hit my
head. Almost immediately, a heavy downpour tore open the sky and the hill instantly
disappeared behind curtains of water. As we walked back to Madurai thoroughly
drenched, my friend complained with chattering teeth that the rain had ruined our
plan.

I thought that what we had witnessed moments earlier was a rare visual gift
and that we could always climb Yaanai Malai some other day. But my destiny decreed
that, in this life, I was unable to climb up this hill to enjoy viewing Madurai and its
enveloping beauty. However, many years later - in October 1986 – I was to capture
in ink on paper, the magic of the moment, of that distant afternoon, before lashing
rains obliterated the serene landscape.

During my adolescence, Yaanai Malai inspired in me a sense of mystique.
Though I gave a premium to rationalism then, I had difficulty thinking of Yaanai
Malai as a non-living, huge chunk of stone.
To me the hill seemed like a silent witness to all that was happening in Madurai, through its history. To this day, I dream of this hill in ways that relate to visual pleasure. In 2001, at a time when my vision - due to an incurable visual syndrome, Retinitis pigmentosa - had declined to a level when I was hardly able to see any details of a distant landscape, I dreamt that my wife, Mahema - who became paralysed below her shoulders, following a road accident in 1972 - was in her wheelchair and that I stood by her side on top of Yaanai Malai. In this vivid dream, I showed her some of the important landmarks of Madurai, the tower of the large Vandyoor temple tank, the cupolas of the historic palace called the mahal, the great gateway towers of the temple and many hills far and near. I told Mahema in my dream that had Thirumalai Nayak the ruler who had built the mahal three-and-a-half centuries earlier, climbed up the hill then, he would have had a view not vastly different from the one we were looking at.

The monolith, Yaanai Malai looks like an elephant only when it is viewed from the southwest. Happily, Madurai sits to the southwest of Yaanai Malai. What appears from Madurai to have a pyramidal shape is in actuality a very elongated hill. The Melur road from Madurai runs many miles parallel to the southeastern slope of the hill. When viewed from here, the hill has a different yet dominant appeal, as one can see from this drawing of the hill that I completed in June 2002 and have pleasure in presenting below. The broad band of paddy fields ends not far from the hill and then the monolith rises abruptly and steeply like a mighty fortress. The pale brown hue of the hill is enriched by discrete downward streaks of rust-red stains.

During the cool winter months, before the emerald of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white egrets alight here to feast upon the tiny, silvery fish that stray into the shallow waters of the fields.
The egrets slow, flapping take-off and the gentle swoop of soft-landing—as they hop from one part of the field to another—are as graceful as the movements of ballerinas.

The borders of the paddy fields are often lined with rows of palmyra trees. Small bushes grow wild at the foot of the trees. During the winter season, these plants burst into thousands of yellow flames of flowers.

1. In which direction from Madurai is Yaanaimalai situated?

2. Why is the hill called Yaanaimalai?

LET US REMEMBER:
1. The other name for Yaanai Malai is ______________
   a) Yalli Hill  b) Elephant Hill  c) Tiger Hill  d) Elephant cave
2. A yettram is made up of ______________
   a) long casuarina poles  b) a rope  c) a large bucket  d) all these three
3. The author dreamt of visiting with his wife ______________
   a) Elephant Hills  b) Nilgiri Hills  c) Yercaud Hills  d) Anamalai Hills
4. The author was affected by ______________
   a) paralysis  b) influenza  c) pneumonia  d) retinitis pigmentosa

WRITE AND SEE:
Write a paragraph of ten lines about any place that is precious and valuable to you. Plan it well!

OBSERVE AND LEARN: WORK IN PAIRS/SMALL GROUP
Read aloud the last two paragraphs of the passage.

During the cool winter months, before the emerald of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white egrets alight here to feast upon the tiny, silvery fish that stray into the shallow waters of the fields. The egrets slow,
**FLAPPING** take-off and the gentle swoop of soft-landing-as they hop from one part of the field to another– are as graceful as the movements of **ballerinas**.

➤ Have you ever tried word-pictures of this kind?
➤ Notice the language used. What makes it beautiful? Give your views.

➤ How does the writer describe the colour of the paddy fields?
➤ They are emerald [green] in colour– he compares this green to a precious stone.
➤ They change into 'a wealth of gold'– bright yellow– and are as precious to him as gold.

➤ How does the writer describe the colour and movement of the egrets? Fill in.


**FUNCTIONAL ENRICHMENT ACTIVITY:**

Find out the various types of irrigation facilities used in Tamilnadu, analyze which of them is the most eco-friendly and efficient.

Here is a suggested frame.

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Eri</th>
<th>Bore/Well/Deep tube well</th>
<th>Yettram</th>
<th>River</th>
<th>Drip Irrigation</th>
<th>Rainfed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE NIGHT IS THE BEGINNING OF A NEW DAY

I had normal vision while I was doing II year M.B.B.S. at the prestigious CMC, Vellore. One day, just before class, I felt some irritation in my eyes and wiped it off. After some time on that fatal day, I felt I was gradually losing my vision. I tried my level best to look at the Professor. I felt as if I was seeing her through dusty glass. While my eyes were wandering in search of the right vision, the Professor yelled at me asking “Siva, are you dreaming in the class?”

I approached all the renowned eye specialists but to my disappointment, they told me that nothing could be done to restore the vision as it was a case of ‘Retinitis Pigmentosa’.

I could not continue my medical studies but my passion to pursue my studies grew so much. A friend of mine suggested meeting one Prof. M.Sahadevan, President of National Association for the Blind and also worked as Professor of English at the prestigious Presidency College, Chennai. He instilled confidence in me by telling that sixty two visually challenged students were already studying there and like him, seven professors were working in the language departments. Yes! I felt the Almighty has shut only one door but opened many. Today I am glad to say that I work as Asst. Professor of English at my alma mater, The Presidency, and offer coaching for the students who appear for NET and SLET tests. Recently , I was awarded Ph.D degree for my doctoral thesis on the topic "Meta-Theatre in Girish Karnad's plays".
‘I can, I did’
Student’s Activity Record

Subject:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Date</th>
<th>Lesson No.</th>
<th>Topic of the Lesson</th>
<th>Activities</th>
<th>Remarks</th>
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</thead>
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108
ENGLISH

STANDARD SEVEN

TERM III
A NOTE TO THE TEACHER

In this unit, the prose lesson *Creating Space to be Human*, a verbal quarrel in the class paves the way for understanding that in life, it may not matter who wins or loses an argument – what really matters in our society is, there must be space to be human. This has entirely been possible due to the dynamic and inspired life that Dr. Kiran Bedi has led. The emphasis is on internalizing the messages that her life and activities may communicate. Primary among them is the powerful focus on truth as the basis of all goodness. In the class situation explored in the story, there is a discussion on what law and order may mean. An incidental lead might be the work that Dr. Bedi has done around abuse prevention and sensitization to the risks involved.

The poem, *Keep On Keeping On* focuses on the reality of human suffering and confusion, and the scope that is there within us to intelligently address the puzzles and perplexities of life. There are exercises that may help the student in this process. There is a simple but profound Pre-reading poem from Israel which children will love and learn from.

The story, *George Washington Carver and Peanuts* is a deeply moving and powerful real-life story of a slave boy in Missouri who became an iconic figure for many people all over the world – Dr. George Washington Carver. The stark and sharply divided backdrop of his life initiates comparisons between his society and ours, and what is possible to do, when life deals with unequal cards. Many exercises have been given to help the student to internalize what he represents for us all.

This unit sheds light on active learning of the language. The activities given help the children to read, to relate to the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the students' understanding of vocabulary and syllabification. There is a detailed exploration of various punctuation marks also.
PROSE

CREATING SPACE TO BE HUMAN

We have a lot of opportunities to serve the nation. Perhaps the greatest service one can offer is the willingness to co-operate and work together. Shall we have a glance at the biography of one such personality who happens to be the first woman Police Officer in India?

In Preparation:
[What is law and order?]  [How do you look at police officers?]
[In what way can you help the police?]

The children of class VII were waiting for the teacher. It was “Mothers Day”. Each child had made a card for his/her mother in Art Class and they wanted to show the cards to their English teacher. They were also anxious. There had been a quarrel between Selvam and Radha. Selvam had called Radha ‘Fatty’. Friends of Selvam had joined him in teasing her. This was not the first time or the only person that Selvam and his friends had teased. But this was the first time that Radha had retorted. Radha was very angry. In fact, she had told him that he had a face like a monkey. He had threatened to get even with her. Radha’s classmates told her that she had been foolish in reacting to Selvam and his friends.

retorted - answered quickly

“You know his nature. Why did you react? Now you are also like him”, said Shruti. She was the most popular girl in the class.

get even - revenge

The atmosphere was tense, when the teacher entered the room. Now read on...

Teacher : [looking at the various cards] Your cards show that you have great love and respect for your mothers. I agree. Mothers are special, aren’t they?

Selvam : How about the father, the head of the family?

Teacher : Yes, of course. Fathers are special, too. Your father is as responsible as your mother, for looking after you, and running the home. In different ways everyone in a family is the head of a home.

Selvam : Well, my father takes all the decisions at home. He says that is the traditional way. And my mother, simply nods her head.

Teacher : It might have been so. But times are changing, you know; and with it, we all must change.

Inian : I agree, Madam. My mother says that most men are unwilling to give women an equal chance.
Shruti: I think everyone has to adjust. There has to be a give and take.

Radha: That may be nice as an idea. But in reality that doesn’t happen.

Jamal: Why should it? In society if there has to be peace, people must accept their roles. Men and women can’t be equal.

Selvam: Both in us and around us, I do not see any change from the past.

Radha: If you have eyes to see, you can; if you have ears to hear, you can.

Teacher: Why are you speaking so angrily, Radha?

There was silence. As the teacher gently probed, the students shared what had happened.

Teacher: It is interesting that you are sharing this today, when I am going to talk about one of the greatest women in the history of the Indian police force – Kiran Bedi. Selvam, don’t you know that what you and your friends have been doing with your classmate is not right?

Selvam: But she is fat.

Radha: And his face does look like a monkey.

Selvam: [getting angry] Listen to what you say? You can never win in a fight with me.

Teacher: Calm down, both of you. Selvam, you started it. You have no right to pass an undignified comment or put down anyone else.

Shruti: But what Radha said was also not right, Madam.

Teacher: It isn’t only about what people do is right or wrong. It is whether they create the space to be human.

Radha: How do you say so Madam? Sometimes there is no option but to fight!

Teacher: Yes Radha. But do see and take heart - the presence of women is everywhere today, in all walks of life; they compete with men and excel in all fields. Let us consider Kiran Bedi for a moment. Kiran Bedi was born on 9th June, 1949 in Amritsar, Punjab, India. What do you know about her?
Inlan: Madam. I read an article about Kiran Bedi – The Super Cop. She is not only India’s first woman Police Officer – she has a softer side to her as well – she has a family and a daughter called Saina.

Teacher: [smiling] Are you saying no policeman can be soft?

Jamil: There could be madam, but why do we call her a Super Cop?

Teacher: It is as the Inspector General of Prisons, Delhi that she is best remembered. She created the space for hardened criminals to become human again. Her work with the prisoners of Tihar Jail, one of the toughest places for any police officer, will go down in Indian History as a hallmark of what a simple, dedicated, caring police officer can do. This is why, Kiran is called the Super Cop. She has been known for her humane attitude, indomitable will and fearless spirit.

Radha: But Madam, did she never react to injustice?

Teacher: Of course, she did. That is what made her the police officer that she was. See, my dear, when you meet with injustice, you can either retaliate, or tackle intelligently. Shruti, keeping quiet in the face of injustice is not intelligence.

Mary: I read in a news magazine that she had initiated several decisions particularly in the areas of drugs control, traffic management and VIP security. Madam, I always wonder - despite her being a lady IPS Officer of India, she did not find it hard to tackle law and order.
Teacher : Kiran Bedi worked by example. She believed in co-operating with people and she found that people co-operated with her. She worked harder and longer than the people around her and didn’t demand what she could not practice. Also, time management was her greatest asset as a child.

Radha : Okay, there is one Kiran Bedi. Are there any other women, Madam?
Teacher : You tell me.
Selvam : Kalpana Chawla.
Jamal : Sunita Williams.
Mary : Jhansiki Rani.
Shruti : Ela Bhat – my mother says she has done a great deal for women’s Self Help Groups (SHG).

Inian : Isn’t she the woman who started SEWA in Gujarat?
Teacher : Yes! We come across many women leaders in all walks of life;
Radha : I am also happy about the Women’s Reservation Bill in India.
Selvam : Did Kiran Bedi win any awards and laurels for her outstanding career?

Teacher : She won many awards like the Ramon Magsaysay Award in 1994, Asia Region Award for Drug Prevention and Control and the Jawaharlal Nehru Fellowship for her work in Tihar Jail.
Selvam : It must have required so much of energy and will power. How did she achieve all these honours?
Teacher : She says that she devotes one-and-a-half hours everyday for physical exercises.

In recognition of Ms. Bedi’s service at the Tihar Jail, a poem has been written:

She took away the bars,
Let them see the stars,
Taught them how to live-
How of their best to give;
Made them feel their worth,
Gave them back the earth,
All else besides this pales
As hope fills our Indian jails.
Radha: I hear that she had voluntarily retired from the Police force. What is the reason?

Teacher: After her retirement on 27th November 2007, she had taken on new challenges in life; she has also founded two Non-Governmental Organizations (NGOs) in India. One is called Navjyoti for Preventive Policing in 1987 and the other is the India Vision Foundation for prison reformation, drug abuse prevention and child welfare in 1994.

Radha: Where can I know more about Kiran Bedi?

Teacher: Good question. She has launched a new website www.saferindia.com. You could also read her autobiography, 'I Dare. It's Always Possible'.

Radha: I just love the title!

Inian: Who inspired her?

Teacher: I think her spirit of nationalism inspired her. Our freedom fighters Pt. Jawaharlal Nehru, Mahatma Gandhi, Subhash Chandra Bose and Lala Lajpat Rai inspired her.

Radha: What is national spirit?

Teacher: Well, Radha, like a soldier who protects citizens at the border, a policeman protects them within the border. Kiran Bedi joined the police service to protect and serve the poor and needy and her principle of service was to put down injustice. Her principle of service was to redeem justice and to create space for the human. The power, the glamour, the uniform and status had no meaning for her.

Radha: Friends are supposed to stand by you— in good times and bad. This happens so rarely. How did she select her friends?

Teacher: Well, she felt truthfulness can bring everything into one's life. In her own words, 'Honesty and truth are interrelated. Honesty is basically an expression of truth. There is no substitute for truth. Truth alone brings conviction.'
POST READING: TIHAR WONDER

What Kiran did at Tihar jail – No more Whips!

Called the 'Love Offensive', Kiran’s initiatives in Tihar Jail have made history. Here are a few of her initiatives:

Today, prisoners of Tihar jail can celebrate any religious festival, perform Raksha Bandhan, learn Yoga, do Vipassana [a kind of meditation], enroll for a Degree, undergo Vocational training or do a Computer Course, surf the Net or write an e-mail, participate in a Lok Adalat [Court of Enquiry], help to govern the prison, do Group Singing, participate in cultural events or act in a play. They can also use the fast track to complain about anything, by using the Mobile Complaint Box, that travels straight to the top without pause. It's surprising to think that one woman initiated all these! Kiran Bedi has revised the Prison Manual and initiated a new Prison Act.

LET US REMEMBER:

Answer the following questions:

1. Who was the first woman Police Officer of India?

2. When and where was she born?

3. For what is Kiran Bedi best remembered?

4. What qualities is she known for?

5. As Inspector, what decisions had Kiran Bedi initiated?

6. What are the two non-governmental organizations founded by Kiran Bedi?
7. What is the title of Kiran Bedi’s autobiography?

8. Which one quality did she feel would bring everything into one’s life?

9. Name one award received by her.

LET US DO:

Distribute question cards and answer cards among the students. The students with question cards have to find their partners.

<table>
<thead>
<tr>
<th>Question Cards</th>
<th>Answer Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the first woman I.P.S. officer in India?</td>
<td>Tennis</td>
</tr>
<tr>
<td>Where was Kiran Bedi born?</td>
<td>Ramon Magsaysay Award Winner</td>
</tr>
<tr>
<td>In which game does Kiran Bedi win the championship title?</td>
<td>Amritsar</td>
</tr>
<tr>
<td>In which prison did Kiran Bedi introduce reformatory work?</td>
<td>Kiran Bedi</td>
</tr>
<tr>
<td>Which was the award presented to Kiran Bedi in the year 1994?</td>
<td>Tihar jail</td>
</tr>
<tr>
<td>Why did Kiran Bedi form Navigyoti?</td>
<td>Kiran Bedi</td>
</tr>
<tr>
<td>Who wrote ‘I Dare - It’s Always possible’?</td>
<td>Army Soldier</td>
</tr>
<tr>
<td>Who protects the citizens at the border?</td>
<td>For Welfare and Preventive Policing</td>
</tr>
<tr>
<td>What did Kiran Bedi feel about Truthfulness?</td>
<td>“Truth brings courage of conviction”</td>
</tr>
<tr>
<td>Which is considered to be the most important personal quality?</td>
<td>Honesty</td>
</tr>
</tbody>
</table>
LET US UNDERSTAND:
Kiran's Initiatives

<table>
<thead>
<tr>
<th>NGOs</th>
<th>Tihar Jail</th>
<th>As IPS Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navjyoti, Preventive Policing 1987</td>
<td>Vipassana</td>
<td>Festivals, Raksha Bandhan</td>
</tr>
<tr>
<td>India Vision Foundation</td>
<td>Yoga</td>
<td>Internet</td>
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<td>Counselling</td>
<td>E mail</td>
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<td>Computer Courses &amp; Vocational Training</td>
<td>IGNOU Courses</td>
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<td>NO MORE WHIPS</td>
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<td>The Love Offensive</td>
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</table>

'I Dare – It's Always Possible'

Fill in! Write what you feel about Kiran Bedi in these clouds.

 LET US UNDERSTAND: 
Discuss in small groups and share.

⇒ In what ways does Kiran's initiative reflect and what she considers important in life?
⇒ What does it mean, to respond intelligently?

 LET US SPEAK: 
Read the following sentences. Identify them under the following situations in social communication:
1. apologizing 2. complaining 3. complimenting 4. congratulating
Write down the correct number against sentences to identify them.
One has been done for you.

1. I like your new shirt. It suits you well. (3)
2. I regret my hasty action. It must have hurt you. (…)
3. Let me appreciate you on your brilliant success. (…)
4. I would like to inform you that I am unhappy with your child's lack of interest in sports. (…)
5. Can you speak softly, please? I cannot concentrate (…)
6. Please accept my regrets for being rude to you. (…)
7. You spoke well. You took the trouble to prepare your speech (…)
8. Let's celebrate! You got terrific marks. (…)

Match the greetings in Column A with the occasions in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wishing you many happy returns of the day!</td>
<td>A. Along trip</td>
</tr>
<tr>
<td>2. Merry Christmas and a Happy New Year!</td>
<td>B. On getting a promotion</td>
</tr>
<tr>
<td>3. Bon Voyage!</td>
<td>C. Diwali / Durga Puja</td>
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<tr>
<td>4. Have a great holiday!</td>
<td>D. Birthday</td>
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<tr>
<td>5. Seasons greetings!</td>
<td>E. Christmas</td>
</tr>
<tr>
<td>6. Congratulations!</td>
<td>F. Vacation</td>
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</tbody>
</table>

LET US WRITE:

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>indomitable</td>
<td>inborn</td>
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<tr>
<td>inherited</td>
<td>trademark</td>
</tr>
<tr>
<td>hallmark</td>
<td>strong</td>
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<tr>
<td>voluntarily</td>
<td>firm belief</td>
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<tr>
<td>conviction</td>
<td>willingly</td>
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</table>

One who attends on somebody is called an **ATTENDANT**. What are the following people called?

1. one who assists someone  ---------------
2. one who keeps accounts       ---------------
3. one who applies for a job     ---------------
4. one who participates (in games, debates, etc) ---------------
5. one who serves someone       ---------------
LET US READ:

*Read Kiran’s views on Truthfulness with stress, pause, sense - group and intonation:*

“Truthfulness is the most important personal quality among honesty, courage and hard work because, truth brings in everything. Honesty and Truth are interrelated. Truth is a large fundamental trait and from it arises honesty. Honesty is basically an expression of truth. There is no substitute for Truth. Truth brings courage of conviction.”

GRAMMAR - PUNCTUATION:

*Read the following passage and observe the punctuation marks:*

“What a long list of books she has to read and write!”, she observed. “Did you know she has to study three languages? When will she take rest? Wasn’t it your idea that she should also learn a martial art?”

“Yes,” replied Mr. Hariharan, remembering with anguish his horrible school days.

Punctuation marks have an important role to play in every language. They help us understand the meaning of sentences clearly.

**Important punctuation marks to be considered:**

1. Capital letters **A B C D**
2. Comma ,
3. Semicolon ;
4. Colon :
5. Full stop .
6. Interrogation ?
7. Parenthesis []
8. Dash/Hyphen –
9. Note of exclamation !
10. Inverted commas “ ”

**1. A Capital letter is used**

for the first letter in a sentence - This is class VII.
for a proper noun - *Palani* lives in Chennai.
the personal pronoun 'I' - *I* am a student.
the interjection e.g.,'Oh!' - *Oh!* What an idea!
after abbreviations - *M.A.*, *M.Ed.*, *M. Phil.*
after initials - *Mr.K. Prabhu*
2. The Comma represents the shortest pause. It is used
   - to indicate a short pause after a word, phrase or clause.
     a) He came, he saw and he conquered.
   Your example: __________________________
   - to distinguish a phrase in apposition [about the subject].
     b) Mr. Ramesh, the Secretary of the Association, is my brother.
   Your example: __________________________
   - to indicate words of address.
     c) Sir, I beg your pardon.
   Your example: __________________________
   - to separate words, phrases or clauses inserted into the body of a sentence.
     d) Jawaharlal Nehru, who was our first Prime Minister, had great love for children.
   Your example: __________________________
   - to separate quoted sentences.
     e) He said, “I am sorry.”
   Your example: __________________________
   - to separate 'absolute' constructions e.g., having stopped.
     f) The rain having stopped, they resumed the game.
   Your example: __________________________
   - to separate day and date, and date and year.
     g) Monday, the 5th August, 6th September, 1992.
   Your example: __________________________

3. The Semicolon indicates a longer pause than a comma. It is used to
   - separate word groups within the sentence that are not joined by a conjunction.
     The chief guest came; the principal greeted him; then he walked up to the dais.
   Your example: __________________________
4. **The Colon** marks a more complete pause than the semicolon. It is used:
   - to introduce a list.
   - The major novels of Kalki are: *Ponniyin Selvan, Parthiban Kanavu* and *Sivagamiyin Sabatham*.
   **Your example:**

   - to introduce a phrase, a group of words or a sentence that explains or elaborates what has been said.
   - The problem facing us is this: where shall we get the funds?
   **Your example:**

5. **A Full Stop** is used at the end of a statement or an imperative sentence.
   - We enjoy our English lessons. Finish your home work.
   **Your example:**

6. **The Interrogation mark** is used after a direct question.
   - Who is Mrs. Kiran Bedi?
   **Your example:**

7. **Parentheses or brackets** are used to separate an after thought or aside from a sentence.
   - All boys [including the richer ones] are given free uniforms and books.
   **Your example:**

8. **The Dash/Hyphen** is used to mark a sudden interruption in a sentence and in certain compound words.
   - Kumar met an old man – he was a foreigner – and he spoke a strange language.
   **Your example:**
   - Life – style ; long – forgotten
   **Your example:**

9. **Inverted commas** are used to enclose words actually spoken by someone.
   - The students said, “Who is our new teacher?”
   **Your example:**

10. **An Exclamation mark** is used after an exclamatory sentence.
    - May God bless you!
    **Your example:**
Note the use of **comma** in the following sentence:
e.g., Dr. A.P.J Abdul Kalam, the President of India, saw a peacock in his garden.

Put **commas** wherever necessary in the following sentences:
1. We did not like her voice. However we kept quiet during the show.
2. I don't know Dinesh. In fact I haven't even heard his name.
3. Ms.Kiran Bedi the IPS Officer was the chief guest.
4. Kiran Bedi was born on 9th June, 1949 in Amristar Punjab India.
5. Mr. Ramesh the new Principal of our school is a very friendly person.

Use **capital letters, full stops and question marks** wherever necessary:
alexander : how should i treat you
porus : as one king should treat another
alexander : you are a brave man will you be my friend
porus : on one condition
alexander : what is your condition
porus : my kingdom should remain independent and you should treat me as an equal

**Punctuate the following text.**

i am waited for in egypt said the swallow my friends are flying up and down the nile and talking to the large lotus flowers soon they will go to sleep in the tomb of the great king swallow little swallow said the prince will you not stay with me for one night and be my messenger the boy is so thirsty and the mother so sad
 I don't think i like boys answered the swallow.

**LET US REVISE :: SUBJECT - VERB AGREEMENT**

Correct the following sentences:
1. He was rich and he were a miser

2. Each of the boy received a present.

3. Good news have been received by the Head Quarters.
4. One of the boy looks happy.

5. No one knows the secret.

**Do and see: Fun With Words**

Fill in these words, using the clues given:

**indiscipline, impossible, injustice, immobile, unreal, kindness**

1. Unfair treatment
2. A fantasy
3. Beyond the scope of
4. Disorderly
5. Not moving
6. A quality

**Do and see**

Unscramble these words:

mi dom in ble ta **indomitable**

ter en tain

mil iar fa

pin ion o

cult fi dif

rate sep a

tics nar co

ti lar cu par

ful ness th tru

tion exa na mi

**Do and See**

Turn these words into nouns by adding 'tion' and use any five in sentences of your own:

1. to reserve **reservation**
2. to prepare
3. to dedicate
4. to examine
5. to apply
6. to compete
7. to complete
8. to inform
9. to inspect
10. to rotate

**LET US REVISE - SYLLABIFICATION [SMALL GROUP]:**

Say these words aloud. As you might remember, each different sound unit that you make is called a syllable. Each of the words below has a certain number of sound units. Add more words from the text to the list.
<table>
<thead>
<tr>
<th>2 Syllables [di-syllabic]</th>
<th>3 Syllables [tri-syllabic]</th>
<th>4 Syllables[tetra-syllabic]</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>possible</td>
<td>dedicated</td>
</tr>
<tr>
<td>even</td>
<td>capable</td>
<td>retaliate</td>
</tr>
<tr>
<td>final</td>
<td>citizen</td>
<td>intelligent</td>
</tr>
<tr>
<td>woman</td>
<td>challenges</td>
<td>cooperate</td>
</tr>
<tr>
<td>Kiran</td>
<td>Magsaysay</td>
<td>reservation</td>
</tr>
<tr>
<td>award</td>
<td>preventing</td>
<td>population</td>
</tr>
<tr>
<td>leader</td>
<td>example</td>
<td>revolution</td>
</tr>
<tr>
<td>prison</td>
<td>government</td>
<td>prosperity</td>
</tr>
<tr>
<td>practice</td>
<td>magazine</td>
<td>demonstration</td>
</tr>
<tr>
<td>matter</td>
<td>injustice</td>
<td>cultivation</td>
</tr>
</tbody>
</table>

**PROJECT:**
Imagine and write a conversation between Sumi and Charu about the responsibility of a citizen while following the rules of the road strictly.
KEEP ON KEEPING ON

In Preparation:
Have you ever worried about passing exams? What have you felt when you fought with a friend? Have you ever felt shy and unsure? Have you ever felt scared to go on stage? Here is a poem that suggests a solution.

The present seems all dreary
The future very grim,
Your problems are perplexing,
Your chances rather slim,
You’re sick and tired of trying,
And your hope is gone,
There’s only one solution -
It’s: keep on keeping on!

The way ahead is puzzling,
And clouds obstruct your view,
If this is how you’re feeling,
There’s just one thing to do.
Don’t prove yourself a quitter
Though hope is nearly gone,
But grit your teeth and bear it
And keep on keeping on!

Good luck is round the corner
So show a smiling face:
For soon your fears will vanish,
And joy will take their place,
Look forward to tomorrow
When troubles will be gone,
Because you had the courage,
To keep on keeping on.

- HOPE SPENCER
LET US REMEMBER:

1. Who is the speaker of the poem?

_________________________________________________________________________

2. Explain the term or phrase: 'slim chances'.

_________________________________________________________________________

3. When do 'hopes fade'?

_________________________________________________________________________

4. Who is a 'quitter' in this poem?

_________________________________________________________________________

5. 'Your problems are perplexing' means: (Choose the best option)
   a. You are in a confused state.
   b. He is excited to see the picture.
   c. The entire group is in a jubilant mood

6. How do you understand the term, 'look forward to tomorrow'?

_________________________________________________________________________

7. When have you felt that 'good luck is round the corner'?

_________________________________________________________________________

POST-READING:

Colours

Red is the colour of anger,
    welling up inside of me.
Orange is the colour of fun,
    and all my happy energy.
Yellow is the colour of the sun,
which makes me feel happy and warm.
Green is the colour of giggles and laughts,
midnight feasts in a boarding school dorm'.
Blue is the colour of calm and cool,
like swimming in a summer pool.
Purple is the colour of arty ideas,
crayons and pencils and paint.
Pink is the colour of blushing and happy,
love and kisses and all stuff that’s sappy.
Colours describe how we feel every day,
so listen to colours.
They’ll help you find your way.

The Paint Box
I had a paint box —
Each colour glowing with delight
I had a paint box, with colours,
Warm and cool and bright.
I had no red for wounds and blood,
I had no black for an orphaned child,
I had no white for the faces of the dead,
I had no yellow for burning sands.
I had orange for joy and life,
I had green for buds and blooms,
I had blue for clear bright skies.
I had pink for dreams and rest.
I sat down and painted Peace

- A child’s poem from Israel

What are your colours for peace?
GEORGE WASHINGTON CARVER AND PEANUTS

There are many moving stories of the sufferings of the black people when they were enslaved by white traders and brought to work in the cotton-growing lands of the American South. What is deeply inspiring, however, is the manner in which some of them rose above tragedy and contributed meaningfully to life. One of them is George Washington Carver. Now read on...

INTRODUCTORY NOTE:
The American Civil War was fought in the 1860s between the Northern and the Southern States of the USA. It was primarily fought over the issue of slavery. The North felt that all human beings had a right to be free. The South wanted to continue the system of slavery. There were huge landowners in the South of the United States who grew cotton on what were called plantations and they depended on their slaves for their yields. The North won the war and slaves were freed, but it took a long time for white people to accept people of another colour into their society. This process was greatly helped by people like Dr. George Washington Carver.

Early years

George was born to Negro [Blacks were called ‘Negro’es then] slave parents on July 12, 1864 in Diamond Grove, Missouri. His family was owned by a man called Moses Carver. Missouri was divided on the issue of slavery. While the Northern half supported the North and opposed slavery, the Southern half, where the Carvers lived had slaves. A sickly child at birth, he was to remain frail for most of his childhood. One night, slave-raiders stole George and his mother. Many days later, George was returned to his owners in return for a race horse! His mother was never heard of, like many slaves who were stolen.

frail - weak

During the Civil War, some Southern whites started raiding farms and kidnapping slaves and selling them. They were called slave-raiders.
Moses and Susan Carver brought up George and his brother as their own children. It was on the Moses' farm that George fell in love with nature and earned the nickname 'The Plant Doctor'.

He had his own little secret garden in the nearby woods. He would tend to sick plants that people brought him. He would walk before dawn in the woods and talk to plants, a practice he continued all his life.

George's formal education started when he was twelve. He could not go to school because he was black.

There was no black school nearby and so he had to move. He said good-bye to his adopted parents and went to Newton County in Missouri. He studied in a one-room school and worked on a farm to pay his fees. This was America before Lincoln, before blacks had the same rights as whites.

**Adult life**

After finishing school he applied to Highland University and was denied admission, again, because of his race. Carver was accepted in Simpson College in Iowa, in 1890. He later moved to Iowa Agricultural College where he distinguished himself. On graduation in 1894 he was offered a teaching position, the first black ever to be given this honour. In 1896 after he completed his master's degree in agriculture, he was offered the post of Director of Agriculture of the Tuskegee Institute.

At Tuskegee, Carver developed the crop rotation method, which alternated nitrate producing legumes—such as peanuts and peas—with cotton. Following Carver, southern farmers soon began planting peanuts one year and cotton the next. The farmers were ecstatic with the tremendous quantities of cotton and tobacco they harvested. And there were peanuts, far more than could be fed to farm animals. This was a crisis of plenty.
Carver locked himself in a laboratory for one week and produced dozens of products from peanut, including milk and cheese. A new industry had sprung up that could use the surplus peanuts. In later years he produced more than 300 products from the lowly peanut, including peanut butter, ink, facial cream, shampoo and soap. By 1938, peanuts had become a $200 million industry.

When he discovered that the sweet potato and the pecan also enriched depleted soils, Carver looked at ways of utilizing the sweet potato and was able to develop more than 115 products from it including flour, starch and synthetic rubber. In 1927 he invented a process for producing paints and stains from soya beans.

George Washington Carver devoted his life to research projects connected with southern agriculture. He achieved his goal of replenishing the fields and helping the farmers in the South.

**Carver and Money**

Carver's fame grew rapidly. He was invited to speak before the United States Congress. Henry Ford, head of Ford Motor Company and Thomas Edison, the great inventor offered him an annual salary of $100,000. He declined and continued on at Tuskegee.

Carver did not patent or profit from most of his products. He freely gave his discoveries to mankind. "I can't think of making money out of something that God gave me free." In 1940 he donated over $60,000 of his life's savings to the George Washington Carver Foundation for continuing research in agriculture and willed the rest of his estate to the organization so his work might be carried on after his death.

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**How many uses can you think of for a peanut? Write down five uses.**

______________________________

And guess how many more are possible!

---

**replenishing- making something full again**

“"It is not the style of clothes one wears, neither the kind of automobile one drives, nor the amount of money one has in the bank, that counts. These mean nothing. It is simply service that measures success.”**

- Anonymous
George Washington Carver died on January 5, 1943 on the campus of Tuskegee Institute. The United States government declared that January 5 would be George Washington Carver day.

He was a pioneer in his field and one of the few black inventors being accorded recognition in the United States of America. He changed the South from being a one-crop land of cotton to being multi-crop farmlands, with farmers having hundreds of profitable uses for their new crops.

**LET US REMEMBER:**
1. Who brought up George and his brother after they were stolen by the slave-raiders?

2. Why was George nicknamed as 'The Plant Doctor'?

3. What do you learn from George's activities with plants?

4. Why did he leave his adopted parents at the age of twelve?

**DO AND OBSERVE: WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER:**

a. It was at the Moses Carver's farm that George fell in love with __________.
   1) food                       2) birds                       3) animals                       4) nature

b. The nickname given to George was ____________.
   1) The Plant Doctor          2) a Challenger         3) Brave Hero          4) George the Great

c. George helped to develop farming with a method called ____________.
   1) Irrigation              2) Crop Rotation         3) Formal Method         4) Pioneer Method

d. George produced dozens of products from the peanut, including __________.
   1) Bread and Butter        2) Milk and Cheese       3) Milk and Curd           4) Butter and Cheese

e. Carver invented a process for producing paints and stains from __________.
   1) Soya Beans             2) Lama rind              3) Rubber Tree           4) Beet Root
DO AND OBSERVE:
Rearrange the following jumbled sentences in logical sequence and write in a paragraph. (The first and the last sentences are already in order)
1. George was born to Negro slave parents on 12th July 1864.
2. Carver developed the Crop Rotation method of farming.
3. Moses and Susan Carver brought up George and his brother.
4. George completed his Master’s Degree in Agriculture
5. One night slave-raiders stole George and his mother.
6. George produced more than 300 products from the peanuts.

Do you have any experience of talking to plants? Do read about this interesting experiment done in the US. At the same time, a great Indian scientist called Jagdish Chandra Bose achieved similar results!

To see if he could get a reaction from plants at a much greater distance, Backster experimented with a female friend to establish whether her plants remained attuned to her on a seven hundred mile plane ride across the United States. From synchronized clocks they found a definite reaction from the plants to the friend’s emotional stress each time the plane touched down for a landing.

- From *The Secret Life of Plants*
  By Peter Tompkins and Christopher Bird

LET US UNDERSTAND, DISCUSS [SMALL GROUP] AND WRITE:
⇒ What do you feel about slavery in America? Write five lines about why you feel that way, citing facts from the text.
⇒ The Highland University in USA denied admission to George whereas he was accepted in Simpson College, Iowa in 1890. How do you understand this fact?

TRY THIS PLANNER! (You can also be a winner, like George Washington Carver!)
THINK DECIDE ACT ACHIEVE
You may have a number of interests like painting, mechanics and sports. There are also requirements that you have—to take care of yourself, to study, to help at home. You might also have goals, which are more long-term—they require continuous effort. Perhaps you have a dream—something you aspire for.
Fill in this planner and see if things get clearer!

**MY INTERESTS**


**MY REQUIREMENTS**


**MY GOALS**


**MY DREAM**


UNIT 2

NOTE TO THE TEACHER

In this unit, the timeless classic story of 'The Iron Man' encourages the children to focus on the fantasy element. Labeled by some as a modern day fairy tale, it takes place over five nights. This unit tells the second part of the story, where the local farming community quickly get fed up with the Iron Man guzzling their machines and decide to set a trap for this metallic stranger. The Iron Man befriends a boy named Hogarth in the story and the author uses this to address the nature of friendship and loyalty and the importance of giving people a second chance.

The poem 'Be the Best of Whatever You Are' focuses on the importance of positive thinking and highlights the idea that one should aim at perfection in whatever work one does.

The supplementary reader, 'An Interface with an Extraterrestrial Being' builds upon the borderline between fear and fantasy. An impressionable young boy walks along a dark road, having been profoundly influenced by what his teacher said about aliens in the class. In his anxiety to avoid an encounter, he comes across the very thing he fears – only, it is not what he thought it to be! This passage offers rich scope for a range of activities around outer space and extra terrestrial beings, and to enrich the students' knowledge about the universe.

This unit concentrates on the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. Articulation activities given in this unit will be of much use to the children. An additional aspect is the inclusion of exercises aimed at sensitizing the child to the scope of possible help when entering the cyber world.

In grammar, Modals and their uses have been introduced, and the Speaking component has been emphasized, to enable the students to use these in their conversations. The teachers could give exercises on other modals also. There are also creative exercises on Slogan Writing and Reporting.
In Preparation:

This lovely story by Ted Hughes, begins with the words: “The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows!”

The Iron Man falls, shattering himself on the rocks below. Bit by bit he pieces himself together, all except for one ear which he cannot find. He goes down to the sea to look—down, down until the water covers him completely.

Have we seen the last of the Iron Man? In fact, the story is just beginning.

The return of the Iron Man

From farm to farm, over the soft soil of the fields, went giant footprints, each one the size of a single bed.

The farmers, in a frightened, silent, amazed crowd, followed the footprints. And at every farm the footprints visited, all the metal machinery had disappeared.

Finally, the footprints led back up to the top of the cliff, where the little boy had seen the Iron Man appear the night before, when he was fishing. The footprints led right to the cliff-top.

And all the way down the cliff were torn marks on the rocks, where a huge iron body had slid down. Below, the tide was in. The grey, empty, moving tide. The Iron Man had gone back into the sea.

giant - a man who is much taller and stronger than most men
tide - the way that the level of the sea regularly rises and falls during the day.
The furious farmers began to shout. The Iron Man had stolen all their machinery. Had he eaten it? Anyway, he had taken it. It had gone. So, what if he came again? What would he take next time? Cows? Houses? People?

They would have to do something.

They couldn’t call in the police or the Army, because nobody would believe them about this Iron Monster. They would have to do something for themselves.

So, what did they do?

At the bottom of the hill, below where the Iron Man had come over the high cliff, they dug a deep, enormous hole. A hole wider than a house and as deep as three trees one on top of the other. It was a colossal hole. A stupendous hole! And the sides of it were sheer as walls.

They pushed the earth off to one side.

They covered the hole with branches and the branches they covered with straw and the straw with soil, so when they finished the hole looked like a freshly-ploughed field.

Now, on the side of the hole opposite the slope up to the top of the cliff, they put an old rusty lorry. That was the bait.

Now they reckoned the Iron Man would come over the top of the cliff out of the sea, and he’d see the old lorry which was painted red, and he’d come down to get it to chew it up and eat it. But on his way to the lorry he’d be crossing the hole, and the moment he stepped with his great weight on to that soil held up only with straw and branches, he would crash through into the hole and would never get out. They’d find him there in the hole. Then they’d bring the few bulldozers and

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stupendous – very impressive, large, or surprising
colossal – extremely great or large
enormous – very large in size or quantity
sheer – steep, vertical
reckoned – believe something is true
earth movers that he hadn’t already eaten, and they’d push the pile of earth in on top of him, and bury him forever in the hole. They were certain now that they’d get him.

Next morning, in great excitement, all the farmers gathered together to go along to examine their trap. They came carefully closer, expecting to see his hands tearing at the edge of the pit. They came carefully closer.

The red lorry stood just as they had left it. The soil lay just as they had left it, undisturbed. Everything was just as they had left it. The Iron Man had not come.

Nor did he come that day.

Next morning, all the farmers came again. Still, everything lay just as they had left it.

And so it went on, day after day. Still the Iron Man never came.

Now the farmers began to wonder if he would ever come again. They began to wonder if he had ever come at all. They began to make up explanations of what had happened to their machinery. Nobody likes to believe in an Iron Monster that eats tractors and cars.

Soon the farmer who owned the red lorry they were using as bait decided that he needs it, and he took it away. So there lay the beautiful deep trap, without any bait. Grass began to grow on the loose soil.

The farmers talked of filling the hole in. After all, you can’t leave a giant pit like that, somebody might fall in. Some stranger coming along might just walk over it and fall in.
But they didn't want to fill it in. It had been such hard work digging it. Besides they all had a sneaking fear that the Iron Man might come again, and that the hole was their only weapon against him.

At last they put up a notice: “DANGER: KEEP OFF”, to warn people away, and they left it at that.

Now the little boy Hogarth had an idea. He thought he could use that hole to trap a fox. He found a dead hen one day, and threw it out on to the loose soil over the trap. Then towards evening he climbed a tree nearby, and waited.

Let us remember
Complete the sentences choosing the right answer.

1) This lesson is about a/an _____.
   a) Superman
   b) Batman
   c) Ironman

2) The farmers used a 'bait' to trap the Iron Man. It was a ______.
   a) Fish
   b) Red lorry
   c) Camera

3) ‘……..was their only weapon against him’.
   The weapon was ________.
   a) The hole
   b) The tree
   c) The knife

Let us understand
1) What clue did the footprints give the farmers?
2) Why couldn't they call in the Police or the Army?
3) Describe what the farmers did to trap the Iron Man.
4) Why did they use an old lorry as bait?
5) First the farmers decided to fill in the hole. What made them change their mind?
6) How did Hogarth think he could use the hole? Where did he wait?

Fun with words
Make as many five and six letter words from the one given below. Be careful not to repeat the letter unless there are similar ones.

STUPENDOUS
Discuss
Do you think the Iron Man is based on a real character? Why?

Dictionary work!
The following line is taken from the text.
'The grey, empty, moving tide'.

a) What is a tide?
b) Can you describe the colour grey with a few examples?
c) What is the opposite of the word 'empty'?
d) What part of speech is the word 'moving' in the sentence?

See and Do
From the sentence pick out descriptive words:
'Over the soft soil of the fields, went the giant footprints, each one the size of a single bed'.

Writing — You think your neighbours are aliens. However, nobody believes you. What happens next?
Or
Write a story about you waking up on an alien planet
Along time he waited. A star came out. He could hear the sea.

Then — there, standing at the edge of the hole, was a fox. A big, red fox, looking towards the dead hen. Hogarth stopped breathing. And the fox stood without moving — sniff, sniff, sniff, out towards the hen. But he did not step out on to the trap. Slowly, he walked around the wide patch of raw soil till he got back to where he’d started, sniffing all the time out towards the bird. But he did not step out on to the trap. Was he too smart to walk out there where it was not safe?

But at that moment he stopped sniffing. He turned his head and looked towards the top of the cliff. Hogarth, wondering what the fox had seen, looked towards the top of the cliff.

There, enormous in the blue evening sky, stood the Iron man, on the brink of the cliff, gazing inland.

In a moment, the fox had vanished. Now what?

Hogarth carefully quietly hardly breathing climbed slowly down the tree. He must get home and tell his father. But at the bottom of the tree he stopped. He could no longer see the Iron Man.

**Edge**: the part of something that is furthest from its centre  
**Patch**: piece of ground  
**Brink**: the top of a very steep cliff  
**Inland**: in a direction away from the coast  
**Twilight**: the time in the evening when the sky is beginning to get dark
against the twilight sky. Had he gone back over the cliff into the sea? Or was he coming down the hill, in the darkness under that high skyline, towards Hogarth and the farms?

Then Hogarth understood what was happening. He could hear a strange tearing and creaking sound. The Iron Man was pulling up the barbed -wire fence that led down the hill. And soon Hogarth could see him, as he came nearer, tearing the wire from the post, rolling it up like spaghetti and eating it. The Iron Man was eating the barbed fencing wire.

But if he went along the fence, eating as he moved, he wouldn’t come anywhere near the trap, which was out in the middle of the field. He could spend the whole night wandering about the countryside along the fences, rolling up the wire and eating it, and never would any fence bring him near the trap.

But Hogarth had an idea. In his pocket, among other things, he had a long nail and a knife. He took these out. Did he dare? His idea frightened him. In the silent dusk, he tapped the nail and the knife blade together.

Clink, clink, clink!
At the sound of the metal, the Iron Man’s hands became still. After a few seconds, he slowly turned his head and the headlamp eyes shone towards Hogarth.
Again, Clink, Clink, Clink! went the nail on the knife.

Barbed - wire - thick wire with a lot of sharp points sticking out of it, used for making fences
Pitch - a thick black sticky substance used on roofs and ships to stop water getting through
Slowly, the Iron Man took three strides towards Hogarth, and again stopped. It was now quite dark. The headlamps shone red. Hogarth pressed close to the tree trunk. Between him and the Iron man lay the wide lid of the trap.

Clink, Clink, Clink! again he tapped the nail to the knife.

And now the Iron Man was coming. Hogarth could feel the earth shaking under the weight of his footsteps. Was it too late to run? Hogarth stared at the Iron Man, looming, searching towards him for the taste of the metal that had made that inviting sound.

Clink, Clink, Clink! went the nail on the knife. And CRASSSHHH!
The Iron Man vanished.
He was in the pit. The Iron Man had fallen into the pit.

Hogarth went close. The earth was shaking as the Iron Man struggled underground. Hogarth peered over the torn edge of the great pit. Far below, two deep red headlamps glared up at him from the pitch blackness. He could hear the Iron Man's insides grinding down there and it sounded like a big lorry grinding its gears on a steep hill. Hogarth set off. He ran, home – home with the great news. And as he passed the cottages on the way, and as he turned down the lane towards his father's farm, he was shouting, “The Iron Man's in the trap!” and “We've caught the Iron Giant!”

Taken from the book “The Kingfisher Treasury of Classic Stories”
chosen by Rosemary Sandberg & Michael Morpurgo

Let us remember
1) A long time he waited'.
   Who is the person being referred to? Where is he? Who is he waiting for?
2) What did the fox do?
3) Why do you think it stopped sniffing and turn and look towards the cliff?
4) Why did Hogarth have to climb down from the tree?
5) 'He could hear a strange tearing and creaking sound'
   a) Where was that sound coming from?
   b) What did Hogarth see?
6) Was the Iron Man following the path towards the trap?
7) Hogarth had an idea. Write about it in your own words.
Did it help him achieve his goal?
8) What do you think the author meant when he wrote "Hogarth stared at the Iron Man, looming, searching towards him for the taste of the metal that had made that inviting sound?"

**Fun with words**

Give the antonyms for the following words

Long

Wide

Slow

Start

Deep

inside

vanish

whole

**Read and follow up!**

Complete this passage with words from the box

<table>
<thead>
<tr>
<th>hurriedly</th>
<th>immediately</th>
<th>curiously</th>
<th>bravely</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly</td>
<td>loudly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We entered the gates of the Robots Museum and looked around _____________. There was a grey truck and its driver was blowing the horn _________________. The robot guard was built with green and yellow blocks. Its red eyes knew _________________ that we were near. It came towards us. We all left _________________ a little scared, except Rohan, who shook hands with the robot _________________. He laughed and said that the robot was _________________.

**LET US LEARN:**

What is a modal auxiliary verb?

A modal is a **mood-defining** auxiliary verb. When your friend invites your company to a movie, you would say, 'I will come' if you are certain and 'I may come' if you are uncertain.
Similarly, if you know Telugu, you would say 'I can speak Telugu'. Modals express very many moods of the speaker such as expressing politeness, doubt, apology, willingness, certainty, ability and so on. Modal is an indispensable component of spoken English.

*Let us look at some of the modal auxiliaries with examples:*

**can:** Most commonly, we use *can* to express ability, in the present or in the future.

*Eg.* I can ride a cycle. 
I know you can solve this problem. 
No one can be right all the time. 
**Can** you talk to the Principal sometime? (Will you find the opportunity?) next week?
Can I use your mobile phone please? (Asking for permission)

**may:** Modal auxiliaries help main verbs to express requests, suggestions, wishes, intentions, possibility, ability, etc.

*Eg.* You may go home. (Giving permission) 
May you live long! (Wish) 
May I go home now? (Polite request) 
It may rain this evening. (Probability / Possibility)

**will:** The modal ‘will’ is used:

i) To express willingness or promise. 
*Eg.* We will support you.

ii) To express a threat. 
*Eg.* I will report it to the police.

iii) With the first person (I/We) to express determination. 
*Eg.*, We will not yield to the enemy, however long the struggle.

iv) With the second and third persons for forming the Future Tense. 
*Eg.*, He will come tomorrow
I will accompany you to the hospital. (Willingness / Permission)

**would:** The modal ‘would’ is used:

i) To express a wish. 
*Eg.*, I would like to have a peaceful week-end.
ii) For asking polite questions or making requests:
   e.g., Would you mind passing the salt?
iii) To express a wish.
   e.g., I would rather go for a walk than watch the TV.
       I would like to tell you one thing.

Now, let us learn how to use Would, May, Can and Will to express Suggestion, Politeness and Willingness.

LOOK AT THE FOLLOWING SENTENCES:

- Will you please open the door? [Politeness]
- Would you [kindly] open the door? [‘Would you?’ is more polite than ‘Will you?’]
- Can you make me a cup of coffee? [Politeness]
- May I go to the class now? [Politeness but more formal than ‘can’]

UNDERLINE THE MODAL VERBS IN THE FOLLOWING SENTENCES

- I will carry your books.
- Will you please give me your pen?
- Will you please post this letter for me?
- Would you open the door, [please]?
- Would you [please/kindly] pass the pencil?
- I will buy the ticket for you.
- Can you please turn off the television?
- Can I use your bicycle for an hour?
- May I read this poem?

LET US REMEMBER:

*Fill in the right answer:*

1. ________ I come in Sir?
   a) Will  b) May
2. ________ you please give me your book? [Ask Politley]
   a) May  b) Will
3. ________ you please open the gate? [Ask more politely]
   a) Would  b) May
4. I _________ take you to the library.
   a) Will  b) Would
5. _________ you drop me at the big temple?
   a) Can  b) May
Often, it is not clear to any of us, what 'being the best' is.
What is excellence after all?
Find it out for yourself!

**In Preparation:**

To live is a gift. Whatever we are, is life’s gift to us. Can we celebrate it?

If you can’t be a **pine** on the top of the hill,
Be a scrub in the **valley** — but be
The best little scrub by the side of the rill;
Be a bush if you can’t be a tree.

If you can’t be a bush be a bit of the grass,
And some highway happier make;
If you can’t be a **muskie** then just be a bass —
But the liveliest bass in the lake!

We can’t all be captains, we’ve got to be crew,
There’s something for all of us here,
There’s big work to do, and there’s lesser to do,
And the task you must do is the near.

If you can’t be a highway then just be a trail,
If you can’t be the sun be a star;
It isn’t by size that you win or you fail —
Be the best of whatever you are!

- *Douglas Malloch*

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*Muskie* - North America a large predatory freshwater fish of the pike family, caught as game.
*Bass* - a freshwater fish
*Pine* - a tall tree with thin sharp leaves called needles that do not fall off in winter, and hard brown fruits called cones
*Valley* - a low area of land between mountains or hills, usually with a river flowing through it
LET US REMEMBER:

Answer the following questions:

1. Where do we find valleys?

2. How does grass make the highway happy?

3. Why has the poet compared a muskie to a bass?

4. What is the difference between a highway and a trail?

5. Add some more comparisons [at least three] apart from the ones given in the text. e.g., If you can't be an artist be a sportsman.
   1. ________________________________.
   2. ________________________________.
   3. ________________________________.

6. List six pairs of rhyming words.
   1. __________/___________
   2. __________/___________
   3. __________/___________
   4. __________/___________
   5. __________/___________
   6. __________/___________

LET US UNDERSTAND: Discuss in small groups and present:

1. What is your ambition? State reasons behind your option.
2. What one quality do you think makes people excellent in the following fields?
   Why?
   Education__________________________________________________________
   Medicine__________________________________________________________
   Sports____________________________________________________________
   Politics___________________________________________________________
   Business_________________________________________________________
AN INTERFACE WITH AN EXTRATERRESTRIAL BEING [ET]

It was a Monday evening. Twelve year old Gopi was returning home after playing football in the playground with his friends. He was tired and hungry, and looked forward to some dinner and sleep. The road was dark and lonely. The street lights had gone off and all his friends except Vikram had dropped off at their homes. His was the last on the long, winding road, hidden from view by a clump of trees. The sun had gone down and the stars couldn’t be seen. It was September and the skies were cloudy and dark at 6.30 in the evening. Unconsciously, the boys started walking a little faster.

Suddenly, Vikram asked the question, “Have you ever come across aliens in your life, da?” Gopi didn’t find the question funny. This evening seemed to be the kind of time when even a lamp post looked like a tall and skinny monster. “Why do you talk about them now, when we can’t even see two feet ahead of us, da?” he asked, irritably.

“Listen, I am rather serious about it. You remember, this morning, our Science teacher Madhavan Sir told the class that there is the possibility of the existence of aliens in other planets or galaxies. I read somewhere that aliens could be living on Titan, one of Saturn’s biggest moons.”

Gopi’s brain was the least bothered about the presence or absence of aliens on Titan. He was worried about them emerging from the next tree.

Something brushed past his legs and he screamed. Vikram was angry. “Why are you shouting, da?” he asked. “That was just my water bottle.” “Why can’t you keep your water bottle in your bag like other sensible people?” shouted Gopi. In his mind, he was preparing for a chance encounter with......he did not know who. It filled him with dread and anticipation.
Vikram's house came into view. There was obviously something wrong with the power supply. There were no lights burning. Vikram's brother was chatting at the gate with his friends and Vikram joined them.

Gopi **trudged** on alone. He thought of asking Vikram's brother Jeeva if he would accompany him home. But didn't. It was pitch dark on the road. His house was in a by-lane and he had turned off the main road. There was a **gust** of wind, and the trees rustled. He could feel the first cold raindrops on his **clammy** skin. "Oh, why did I spend so much time playing today?" brooded Gopi.

Suddenly, there was a **glimmering** light just ahead of him, and as he watched, it started growing larger. There was a **hooded** creature moving towards him. Somehow, he stopped feeling afraid. It was too late for fear. He had known this would happen. "Who are you?" he yelled. Despite his best efforts, his voice **wobbled**. "You can't do anything to me," he continued bravely. "I am proud to be an **earthling**. I can defend myself."

The creature stopped. The glimmer went, as if a light had been switched off. To Gopi, it looked just like the small alien that he had seen in a Hindi film some time ago. This gave him confidence. But he was afraid of the laser beams that he knew would transport him to the creature's world in an instant. He thought longingly of his mother. Even his younger sister, who was usually such a nuisance, seemed wonderful, warm and...human.

He forced himself to move forward. His feet felt as if they were made of lead. He had to exert himself a great deal to move them. As he inched forward, he made a loud noise. 'A...ah...ah...ah,' he shouted. The creature seemed to **waver**. Choking sounds seem to be emerging from it. 'Uh...uh...uh' went the creature. Gopi decided to **make a dash** for his home, which he knew could not be far away. Maybe the strange creature might be scared of him!
“I've got a powerful net in this case,” he shouted, showing his bag. “I am going to catch you. Watch out!” Yelling like a maniac, he ran forward. The creature seemed to be tottering with fear. It seemed to have decided to retreat – it was hurrying backward. But not fast enough for Gopi! He was now full of superhuman energy. He was now sure that whatever it was, it was scared of him! He decided to capture it and hand it over to the authorities. His father worked in a university and would know what to do. He was catching up with the creature, which was making strange, whimpering sounds. With one final leap, he caught the hood. It came off... it was a raincoat. From it emerged... his sister. Her eyes were streaming and she was laughing so much that she couldn't breathe. “Amma sent me looking for you,” she said, when she could talk, “Oh, but you were funny!”

**Answer the following questions:**

1. Do you think that there is any possibility of existence of aliens in other planets or galaxies? Yes/No. Justify your answer.

   ____________________________________________________________

   ____________________________________________________________

2. Does space travel interest you? Yes/No. If you get a chance to travel into outer space, where will you go? Why?

   ____________________________________________________________

   ____________________________________________________________

3. What makes Gopi think that there is an alien in front of him?

   ____________________________________________________________

   ____________________________________________________________

4. What future do you see for the planet Earth? For human beings?

   ____________________________________________________________

   ____________________________________________________________

5. What makes Gopi's sister laugh so much?

   ____________________________________________________________

   ____________________________________________________________
**What is a report?**

A report is a formal account of an activity, happening or event. It is a planned narration of things that would interest other people.

A report could also collect and share news of anything, even a book or film, for the newspaper, radio, e-news or television. Remember, a report is always for a particular group of people interested in what you might have to convey. It should be simple, usually in the past tense and accurate. Report-writing is different from letter writing.

**Here is a factual report on your school Annual Day Celebrations. Who do you think is likely to read this? Yes, your teacher!**

**REPORT ON SCHOOL DAY**

**Friday, 12th October, 2013.**

We celebrated our 26th Annual Day function in our school yesterday in a grand manner. Dr. Sudhakaran was the Chief Guest. Our Head Mistress Ms. Kalpana presided over the function. Our Science teacher Ms. Mary read out the Annual Report activities of the school for the previous academic year.

Students performed various cultural programmes. The cultural activities performed by my class [Class VII] was very interesting. We staged a play called “Thiruppur Kumaran” and also did a folk dance.

Then the Chief Guest delivered his speech and distributed prizes to the outstanding students. In his speech, he emphasized that children should be truthful in every walks of life and that would lead our country to great heights. At the end of the function, our Tamil teacher Mr. Nizam proposed a vote of thanks.

**You can develop a report with factual detail:**

Give two factual detail given in this report:

**e.g.** The H.M., Ms. Kalpana was the Chief Guest.
You can develop a report with **details of specific events**

**e.g.:** Within the school report, there is specific mention of events performed by Class VII

You can develop a report in **detail that is of human interest**

**e.g.:** The Chief Guest emphasized that children should be truthful.

**LET US WRITE:**

*Prepare a report on any area of your interest.*

- Carefully plan your outline.
- Collect all information relevant to the report, through careful Note Taking.
- Write in your own words.
- Include all three kinds of detail.

**WHAT WILL HELP:**

- Study different kinds of reports.
  - Try out different styles of reporting things.

**For example:** A newspaper might report something very differently from a magazine. Which medium will have more facts? ____________ Which medium will have more human interest details? ________________.

**REPORT:**

[Blank space for report]

**SIMPLE SLOGAN WRITING:**

A slogan is a group of words that attracts the attention of the reader towards the product or the awareness for which it is meant. Short, catchy phrases and sentences are evolved in slogan writing.

**Examples:** To create awareness on cleanliness

- Cleanliness is next to Godliness; so keep the campus clean.
- Your example__________________________________________
To create awareness on rainwater harvesting

- Today's rainwater is tomorrow's life water.
- Conserve water and conserve life.
- A drop from the sky is life for the Earth.
- Your example ________________________________ .

To create awareness on saving water

- Put a stop to the drop.
- Save water it will save you later.
- Your example ________________________________ .

To create awareness on pollution

- Don't add to pollution, give some solution!
- Your example ________________________________ .

A picture speaks a thousand words! Add pictures to your slogan.

Project:

1. Create slogans in small groups to create awareness about
   - Planting and saving trees.
   - Water management.
   - Time management.
   - Stress management
   - Positive Thinking
   - Good Eating Habits
   - Safety and self-protection

   ________________________________

   ________________________________

   ________________________________

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LET US DO:

In groups, make useful objects from waste material.

ACKNOWLEDGEMENT

Be the Best – Douglas Malloch.
‘I can, I did’
Student's Activity Record

Subject:

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