ENGLISH

STANDARD EIGHT

TERM I
NOTE TO THE TEACHER

Unit I opens the minds of children to understand and respect the feelings of grandparents at home. They would appreciate and reciprocate their love. ‘The Wooden Bowl’ is an adaptation of Leo Tolstoy’s wonderful story of the same title. It is an eye opener to all. It is suggested that the introduction to the lesson could be an interactive session, inviting students to share their precious experiences with their grandparents.

This lesson is quite simple. It opens a framework for the active learning of language. The activities help the children to read, to relate with the content, to understand, to recall, to assess and to interact in small and large groups.

In grammar, the tenses learnt in class VII are reinforced through interactive language activities.

The second part begins with a nostalgic poem called 'My Grandmother's House', a poem by Kamala Surayya who was earlier known as Kamala Das. Her thoughts on a loving grandmother, who is no more, could be used to encourage the children to ponder over the changes of life, and the universal need to be loved always. The teacher can motivate the students to write poems on their grandparents and other people who play significant roles in their lives.

The story for supplementary reading, 'A Mother's Day Gift', is based on a real life incident depicting the courage and selfless love of a mother, which helps her daughter to learn an important lesson in life.

May our society cherish and value senior citizens, and may their happiness be a blessing to all of us.
In Preparation

Old people often feel insecure, as their health starts failing and they are left to live alone, when their need for care and rest increases. What can the young do to make the elderly people in their families feel more cared for?

Anbu loved his parents very much. As the only child, he was the centre of attention at home. But this had not spoilt him. His father would always say, “Let us never forget our beginnings,” because Saravanan, Anbu’s father, was a farmer’s son. His parents lived in Karamadai, not far away from Coimbatore. Anbu and his parents would often go to visit his grandparents. He and his cousins loved to play in the fields and orchards that surrounded his grandparents’ home. In the distance, one could see the blue hills, sometimes surrounded by fleecy white clouds.

Anbu loved the countryside. His friends at school would sometimes laugh at him. They would say, “This is the twenty-first century, Anbu, Don’t live in the past.” Anbu would only smile and say, “A tree that forgets its roots cannot grow” He loved his grandparents very much. He used to listen to stories that his grandmother narrated to him and his cousins. His grandmother was a great story-teller! Anbu shared a silent bond with his grandfather.

The old man loved the land that he tilled. While his cousins were busy eating raw mangoes or guavas, Anbu would sit under a tree with his grandfather, looking at the goats and cows grazing nearby.
Sometimes, Anbu would pick up some mud and let it slip through his hands. His grandfather would say, "That mud is more valuable than gold!" Thus, there grew a bond between them, one that was built around the air, the grass, the green fields and the hills far away—a bond that seemed permanent as the earth.

All this was perhaps too good to last—Anbu's grandmother passed away. Anbu's father Saravanan spoke to his brother and sister about his grieving father.

"I am prepared to look after him," he said. "Maybe it is time that we disposed the land."

Anbu was very unhappy when he heard about this. "Why are we selling the land, Appa?" he asked. "Grandpa loves the land. You have told me so many times that we should not forget our beginnings. It is through working on the land that he supported all three of you. Why do you want to break his heart?"

His father looked down sadly at Anbu. "That way of life is no more, Anbu!" he said. "Grandpa is old and cannot live by himself. Just think, he will be coming to live with us!"

And that was how grandfather came to live with Anbu's parents. Through the difficult months following grandma's death, the only bond that kept the old man attached to life was his relationship with his grandson. Though they lived in a flat in Gandhipuram, the heart of the city, Anbu's mother had many pots in the small balcony where she grew a few herbs and flowers. Anbu's grandfather would sit there for hours, staring sorrowfully at the sky. Anbu would come back from school in the evenings and sit with his grandfather. He could feel his grandpa's loneliness, but felt helpless.

He did not know what he could do about it.

There were many questions in Anbu's mind. Why did he have to live in the city? Why did Appa have to work in a big company? Sometimes he would ask his grandfather. The old man would answer, "Life moves on... maybe some day you will go back to the land that gives you life and food."

Do you have any questions that don't have easy answers?
Anbu's mother loved her husband and her young son. But she was helpless about the loneliness of her father-in-law. It had been different when she had gone to Karamadai. There, she had seen a very different attitude of her father-in-law. He was strong and capable and she had found him happy. Here, he seemed to have shrunk in size, weak and helpless. He stayed at home unable to continue his farming work. She was not accustomed to talking to him, and found very little to share with him. Sometimes she was very impatient with him, especially the days when his hands trembled, and he dropped what he was holding in his hands.

One morning at breakfast, grandfather's old hands shook so much that his coffee spilled on the clean white table cloth, and the glass slipped and broke into many pieces. Anbu's mother spoke harshly to him. Observing this, and unable to eat any more breakfast, Anbu got up and went away. After that, grandfather had to eat his meals all alone in the kitchen. Anbu kept quiet about this new arrangement. So did Anbu's father. Anbu was scared that if he confronted his mother, she would ask him, "Are you ready to stay at home and clean the mess everyday?"

Now, grandfather began telling stories to Anbu in the evenings. His stories were different from his grandma's stories. They were about birds and grains and ants and goats and all the things that he had loved and observed keenly when he was farming. Anbu was very happy! The little verandah where they sat became a wonderland where there was no pain, and they could roam happily, hand-in-hand, in an imaginary countryside.

As he grew older, Grandpa's hands shook more and more. One night his hand trembled, and he dropped his bowl of porridge. The porridge spilled all over the kitchen floor and the bowl shattered into many pieces.
Anbu’s father and mother, closely followed by the child, rushed to the kitchen. “Oh! No! My beautiful ceramic bowl!” wailed his mother. She burst into a torrent of unkind words. She said that she had decided to give food to the old man in a wooden bowl. Anbu was very upset, not only by the anger on his mother’s face, but also by the look of fear on his grandfather’s face. His grandpa was scared! Anbu’s father left the room. Anbu watched silently, as she cleaned up the floor, murmuring and mumbling all the while.

Suddenly Anbu took a small piece of wood from the side of the shelf and began to whittle it, keeping his eyes on the broken bowl as though it were a model. His parents, curious to see what he was doing, went over to him.

“What are you doing, Anbu?” asked his mother fondly.

“I’m making a wooden bowl, for you to have, when you grow old,” answered Anbu.

Anbu’s mother and father were too ashamed to meet Anbu’s eyes. For a minute, perhaps, they had a glimpse of what their own future might be like.

His mother then took grandfather by his hand and led him back to the dining table and helped him, while he had his meal.

Anbu was happy again. As he watched his parents, Anbu realised that they too had found new happiness.
LET US REMEMBER:

1. What would Anbu's father tell him?

2. What was the special bond that Anbu and his grandfather shared?

3. After his grandmother died, what did the family decide to do?

4. What made Anbu's grandfather unhappy in Coimbatore?

5. How did the grandfather's weakness affect Anbu's mother?

6. Why did Anbu's mother say that his grandfather would be fed in a wooden bowl?

7. Why did Anbu start making a wooden bowl?

Pick out the words and phrases that describe the thoughts and feelings of Anbu's grandfather. Write them in whichever way you like in the box given below:
What kind of a person is Anbu? Match the following columns and find out:

<table>
<thead>
<tr>
<th>What the narrative says</th>
<th>What I understand about Anbu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention did not spoil him.</td>
<td>Anbu knew and valued his grandfather’s love of the land.</td>
</tr>
<tr>
<td>His friends would tell him not to live in the past – he would tell them, “A tree that forgets its roots can not grow”</td>
<td>Anbu was happy that his grandfather loved and trusted him.</td>
</tr>
<tr>
<td>With his grandfather, Anbu shared a silent bond.</td>
<td>Anbu was not egoistic.</td>
</tr>
<tr>
<td>Anbu was unhappy about the decision to sell the land.</td>
<td>Anbu was scared about what his mother would ask him to do.</td>
</tr>
<tr>
<td>Anbu would come back after school, and sit with his grandfather.</td>
<td>Anbu knew that his friends might not understand his love for the countryside.</td>
</tr>
<tr>
<td>There were many questions in his mind.</td>
<td>Anbu taught his parents a lesson without words.</td>
</tr>
<tr>
<td>Anbu got up and went away, when his mother scolded his grandfather.</td>
<td>Anbu understood that his parents were also learning about life.</td>
</tr>
<tr>
<td>Anbu was very happy, when his grandpa told him stories.</td>
<td>Anbu and his grandfather shared a deep and quiet affection.</td>
</tr>
<tr>
<td>Anbu took a piece of wood and started whittling it.</td>
<td>Anbu was confused and helpless about his grandfather’s loneliness.</td>
</tr>
<tr>
<td>Anbu realised that his parents too had found new happiness.</td>
<td>Anbu showed his love for his grandfather by spending time with him.</td>
</tr>
</tbody>
</table>

**LET US UNDERSTAND:** Discuss in groups and present a report.

How can I support the old people in my life?
What do I understand from the story?

**Do you share a bond with anyone, like Anbu’s with his grandfather?**

Savithri Vaithi, who runs Vishranthi Home For the Aged, has this to say – “Most definitely, no institution can replace the family! The love and care that one receives from a family is irreplaceable. Why should someone pay money for love and care?”

“The system that has long been upheld and glorified is the family system. India is developing in every way but along with it we will have to accept the disintegration of the institution of family.”
VOCABULARY:

LET US LEARN: SYLLABIFICATION.

Syllables help you to spell and pronounce words correctly. Words are made up of syllables. Some words such as I, come, eat, fish, see, have only one syllable i.e; only one vowel sound.

The underlined letters have one vowel sound.

on, come, eat

The word 'eat' has two vowel letters, but when pronounced it has only one vowel sound like 'ee' in Tamil. Words like 'a-go' and 'a-bove' have two vowel sounds. A vowel sound can be stretched for a longer period than consonant sounds.

Try saying 'a, e, i, o, u' and try saying 'p, k, t' and note the difference. A syllable must have a vowel sound.

Pick out words from this story that have:
Give title to the kinds of syllables

<table>
<thead>
<tr>
<th>One syllable</th>
<th>Two syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bond</td>
<td>1. sorrow (sor-row)</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three syllables</th>
<th>Four and more syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wonderful (won-der-ful)</td>
<td>1. Imaginary (i-ma-gi-na-ry)</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

LET US LEARN: Prefixes and Suffixes

Rearrange the given prefix, base and suffix to form a word that matches the meaning given:
LET US LEARN:
See how 'e', the last letter, which is usually silent, is dropped before taking on the suffix 'ion'. Use the rule and fill in the blanks.

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
<th>+ion</th>
</tr>
</thead>
<tbody>
<tr>
<td>educate</td>
<td></td>
<td>education</td>
</tr>
<tr>
<td>animate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nominate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>associate</td>
<td>+ ion</td>
<td></td>
</tr>
<tr>
<td>congratulate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>celebrate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Add a suitable prefix or suffix to the root words given below to coin new words.

i) un in im ness ful
   able decent perfect kind wonder
   happy correct patient good hope

ii) tele tion un in im
    likely finite possible vision examine
GRAMMAR - [Tenses]:

LET US REVISE:

Let us first revise what a ‘verb’ is. A verb describes a state of being or an action.

a) Read this nursery jingle and underline the ‘state of being’ verbs.
   Chairs are brown,
   Pencils are long,  Sugar is sweet,  And so are you.

b) Pick out the verbs in the following sentences and say whether they are ‘action verbs’ or ‘state of being’ verbs.
   i) Pride goes before a fall.
   ii) As you sow, so you reap.
   iii) Time and tide wait for none.
   iv) She is tired of writing.

Verbs change their forms according to the time of occurrence.
Fill in the table with the right form of the verbs given in brackets:

<table>
<thead>
<tr>
<th>Simple Present Tense</th>
<th>Simple Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ We ___ (go) to school at 9.00 a.m daily.</td>
<td>★ Yesterday I ____ (go) to the beach.</td>
</tr>
<tr>
<td>★ He usually _____ (wear) a white shirt.</td>
<td>★ India _____ (become) independent in 1947.</td>
</tr>
<tr>
<td>★ We ________ (celebrate) Christmas on the 25 of December every year.</td>
<td>★ I ________ (visit) Delhi a month ago.</td>
</tr>
<tr>
<td>★ Stars ________ (shine) at night.</td>
<td>★ The British ________ (rule) India before its independence.</td>
</tr>
</tbody>
</table>
**Pair Work:** Make meaningful sentences from the following tables:

### Present Continuous Tense ['be' verb + ing]

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He/She/They</th>
<th>am</th>
<th>is</th>
<th>are</th>
<th>playing</th>
<th>chess tennis</th>
<th>cricket hockey</th>
<th>now.</th>
</tr>
</thead>
</table>

### Past Continuous Tense ['be' verb + ing]

<table>
<thead>
<tr>
<th>We</th>
<th>You</th>
<th>He/She/They</th>
<th>was</th>
<th>were</th>
<th>eating</th>
<th>when</th>
<th>the lights went out.</th>
<th>the guests came.</th>
<th>a cat came in.</th>
</tr>
</thead>
</table>

### Future Continuous Tense [shall / will + be + verb + ing]

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>She/He/They</th>
<th>shall be</th>
<th>will be</th>
<th>going</th>
<th>home to Chennai</th>
<th>next week. tomorrow.</th>
</tr>
</thead>
</table>

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**LET US LEARN: (Individual / Pair Work)**

Abirami has drawn a picture.
Monica has finished reading.
He has read five books so far.

The underlined verbs show actions just completed.
These verbs are in the **Present Perfect Tense**.
The format of the **Present Perfect Tense** is has / have + verb (past participle form)

**THE USE OF THE PRESENT PERFECT TENSE:**

1. We use the Present Perfect Tense to denote an action which has been completed in the immediate past.

**Example:**

I have taught in this school for three years.

**Your example:**

________________________________________________________________

________________________________________________________________

________________________________________________________________
2. We use the Present Perfect Tense to talk about an action in the past, without stating the exact time of the action.

**Examples:**

<table>
<thead>
<tr>
<th>PAST TENSE</th>
<th>PRESENT PERFECT TENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>We <em>visited</em> the Science Museum <em>yesterday</em>.</td>
<td>We <em>have visited</em> the Science Museum.</td>
</tr>
<tr>
<td>The bird in the cage <em>flew away</em> <em>last week</em>.</td>
<td>The bird in the cage <em>has flown away</em>.</td>
</tr>
</tbody>
</table>

Your example: 


3. The Present Perfect Tense is used to describe an action which has been completed, finished or done just now or a little while ago but near the present time.

It is a kind of link between the Past and the Present. 'Has + done' gives a sense of 'Present + Past'.

**Examples:**

I *have finished* the work just now.
He *has posted* the letter today.

Your example: 


4. The Present Perfect Tense is used to indicate that the action has taken place sometime in the Past (it may be long back), but the action so completed in the Past has its effect in the Present Time.

**Examples:**

He *has not returned* my pen. (...And at present I feel bad about it!)
Ajay *has eaten* all the biscuits. (Therefore, there is nothing left to give you.)
The meeting *has not started* yet. (....as I find it at present.)

Your example: 


FOR PRACTICE:
Tick the correct sentences and correct the wrong sentences.
+ Dad polished his shoes yesterday.
+ Subhash has cut the vegetables just now.
+ The ripe fruit has fallen from the tree.
+ The spectators have throw rubbish all over the field last night.
+ The police have catch the motorcyclist for speeding.

THE PAST PERFECT TENSE:
1. When we refer to completed actions in the past, we can use different Past Tense forms to indicate what we mean.

Examples: Simple Past Tense + Simple Past Tense
I wrote a letter. + I posted it.
She won the match. + She received a certificate.

Your example: ____________________________________________________________

We use the Past Perfect Tense for an action or situation that happened earlier and the Simple Past Tense for the action or situation that happened later.

Examples:
Past Perfect Tense + Simple Past Tense
The bell had rung when Rajesh entered the school.
The rain had stopped when the Minister arrived.

Your example: ____________________________________________________________

2. We use the Past Perfect Tense with words like ‘already’ and ‘just’ to refer to actions which were completed before a specific time in the past.
Examples:  Dad had already confirmed our tickets, before we left for the station.
Dad had just finished his dinner, when the phone rang.

Your example: ________________________________________________________________
________________________________________________

3. We use the Past Perfect Tense with indefinite time words and phrases like ‘always’ and ‘more than once’ to refer to repeated actions in the past.

Examples:
I had always suspected that Brian was to blame for the accident.
Before I left the workshop, the mechanic had reminded me more than once to check the tyres.

Your example: ________________________________________________________________
________________________________________________

FOR PRACTICE:

Cross out the incorrect verb forms to complete the sentences.

1. They have emphasised/had emphasised the importance of the course to all those present before they introduced the speakers.

2. We passed/had passed through the entrance of the monastery when we heard the ringing of bells.

3. Tom and Abbas always disagreed/had always disagreed on this issue, and so I wasn't surprised when Tom spoke this time.

4. Arul and I hadn't done/haven't done our project, and so we didn't submit it.

5. The two children have fallen/had fallen ill after the trip and were taken to the clinic for treatment.
THE FUTURE PERFECT TENSE:

The Future Perfect Tense is used to refer to the completion of an activity at a
definite point of time in the future.

Future Perfect Tense: [shall / will + have + past participle]
i) They **will have reached** Delhi by next Tuesday.
ii) I **shall have completed** the project by the end of August.
iii) Zeenath **will have written** the examination by this time tomorrow.

Your example: ___________________________________________________________

FOR PRACTICE:

Now complete the following sentences using the Future Perfect Tense of the verbs
given in brackets:

i) They ___________________________ (lay) the foundation by September.
ii) We ___________________________ (raise) the walls by December.
iii) They ___________________________ (paint) the house before Pongal.
iv) The builder ___________________________ (finish) RCC roofing by the end of
February.

Activity: Use the appropriate tense of the verb given in brackets to complete the
sentence.

i) My friend ___________________________ (write) many novels so far.
ii) The committee ___________________________ (solve) the problem by next January.
iii) By the time mother entered the kitchen, the cat ___________________________ (drink)
the milk.
iv) Sachin ___________________________ (occupy) the first place in the cricket world by now.
v) By August, my brother ___________________________ (join) college.

LET US EXPAND:

Here is a small story outline for you to develop, using the right tense form of the
verbs given in brackets:-

20 years ago in Erode-Ashok saw a young girl looked tired and hungry- on her
way back from school-(**search**) his pockets-(**find**) a biscuit-(**give**) it to her-(**walk**) a
little distance-(**stand**) watching- a skinny dog (**come**) by- the girl (**break**) the biscuit
into two- (**give**) one half to the dog- He (**move**) by the generosity of the girl.
Try to imagine this incident and add other details to this outline to make it more interesting!

READING:

Read aloud a paragraph from the prose passage with correct pronunciation and intonation.
SPEAKING: Pair work

Take turns with your partner and role-play the dialogue.

Sundar: Hello! This is Sundar. May I speak to Sam?
Receiver: Hold the line, please. I'll call him. (after a few seconds)
Sam: Hi! Sundar, how are you?
Sundar: Fine, thank you. Why haven't you been attending the computer class?
Sam: Well, I had to help my grandma. She was suffering from 'chickungunya'.

My sister Sarojini and I had to take care of her.

Sundar: Oh, really, that's good. You are so kind to your grandma.
Sam: I am not being kind. I do it because I love her.
Sundar: True! But old people require additional love and care when they become sick. Keep it up. Will you join us this week?
Sam: Sure, my grandmother is fine now. I'll come to class on Monday.
POEM

MY GRANDMOTHER’S HOUSE

In Preparation

Grandma is always special.
What does your grandma mean to you in your life?
In the poem ‘My Grandmother’s House’, Kamala Surayya writes about her childhood in Kerala. She contrasts her present life in which she begs for love ‘at least in small change’ [not wholly or completely] ‘at stranger’s doors’ [from people she doesn’t know well], with her childhood in her grandmother’s house where she experienced love in abundance, without ever having to ask for it. Her language is lively and imaginative.

There is a house now far away where once
I received love... That woman died,
The house withdrew into silence, snakes moved
Among books I was then too young
To read, and my blood turned cold like the moon.
How often I think of going
There, to peer through blind eyes of windows or
Just listen to the frozen air,
Or in wild despair, pick an armful of
Darkness to bring it here to lie
Behind my bedroom door like a brooding
Dog... you cannot believe, darling,
Can you, that I lived in such a house and
Was proud, and loved... I who have lost
My way and beg now at stranger’s doors to
Receive love, at least in small change.

-Kamala Surayya
LET US REMEMBER:
1. Where did Kamala feel loved?

2. What happened to that place?

3. What does she often think of doing?

4. Why does Kamala call the windows 'blind eyes'?

5. What does Kamala hope to hear from the ‘frozen air’ in her grandma’s place?

6. What makes Kamala experience ‘wild despair’?

7. What makes Kamala say, “you cannot believe, can you?” to the person she addresses in the poem?

8. What words does Kamala use to describe her feelings? What do they tell you?

9. What has happened to Kamala now?

Note 1: In a city, even neighbours remain strangers, because of the busy lives people lead. The total security and warmth that Kamala Surayya experienced in her grandma’s house, has gone out of her life. The loneliness that she feels, drives her to talk to people whom she does not know very well, for whatever warmth and comfort she can get.

Do you feel lonely sometimes in class? What do you do when you feel that way?
**Note 2:** Kamala uses the 'metaphor' or image of 'wealth' to describe what she felt in her grandma’s house - she was wealthy in love and safety. Now she feels like a poor beggar, who has no affection in her life, and has to ask for it.

**LET US UNDERSTAND:**

**Choose the correct answer to the following:**

A. ‘The house withdrew into silence’
   This line means that
   a) the house was haunted.
   b) nobody lived there any more.
   c) Kamala couldn’t receive love from her grandmother or interact with her.

B. ‘My blood turned cold like the moon’
   This line means that
   a) she didn’t feel warm and loved, but desolate like the moon.
   b) she became a vampire.
   c) she learnt that the moon was cold.

C. ‘Listen to the frozen air’
   This phrase means that
   a) the icy air speaks to her.
   b) she feels very weak and tired.
   c) life in that house froze into stillness when her grandma died.

D. ‘Or in wild despair, pick an armful of
   Darkness to bring it here to lie
   Behind my bedroom door like a brooding dog…’
   These lines tell us that
   a) the poet’s dog was brooding behind the door.
   b) the darkness in her grandma’s place had made her feel secured, and she wants some of it to be with her, like a loyal dog.
   c) there was darkness behind her bedroom door.'
d) The main idea in the poem is that
   a) we should not neglect grandmothers.
   b) we should learn to appreciate our parents' love.
   c) Kamala received deep affection from her grandmother, and she misses it now.

WRITE

Where and with whom have you felt safe and cared for? Write a few lines about it.
A MOTHER’S DAY GIFT

Apsara had just shifted with her parents to a new neighbourhood, and she was happy to have got admission to Class VIII in the local school. On her first day of school, her father accompanied her, and she nervously waited to meet the Principal. Suddenly, through the corner of her eye, she saw a girl laughing as she ran through the corridor. “How I wish I could be like that girl,” she thought to herself. “She seems so happy!”

When she went into the Principal’s office Mrs.Rose, the Principal, greeted them kindly, and asked, “Isn’t Apsara’s mother here?” Her father gave an evasive reply, and they talked of other things. But Apsara felt sad. Why couldn’t her mother be like other mothers? Mrs. Rose asked another student, Selvi, to take Apsara to her class. Imagine Apsara’s surprise, when she found that it was the same girl whom she had seen laughing as she ran along the corridor! Selvi soon became her best friend. Both girls enjoyed learning and playing. They participated happily in all the activities at school.

It was a month after their Half-yearly Examination that the school announced that they were going to honour all mothers and care-givers on School Day. “Please bring the people who love and care for you,” said Mrs. Rose, at the morning assembly. “A mother is one who loves and looks after you.” Apsara was both happy and sad as she heard the news. She was unable to focus on any activity at school, throughout the day.
Her friends asked her, “What is wrong, Apsi?” but she couldn’t answer. How could she tell them that she was ashamed to bring her mother to school? Her mind went down memory lane, and she remembered the first time her mother had gone to her previous school.

It was a bright morning in August. The school was planning for a Cultural Show, and all parents of Class V had been called for a Parent-Teacher meeting. Usually, her father dropped and picked her up, and attended all the meetings. But he had gone away on work, and her mother said she would come that day. For the first time, Apsara 'looked' at her mother, and experienced her first twinge of doubt. Her classmates had talked so proudly of their mothers – one of them said her mother had participated in television programmes, besides being a Manager in an office. Another student who lived with his grandmother said that she was a ‘super’ grandma – she could do so many things! Apsara’s mother found it difficult to move fast, though she did all the work at home, since a fire accident had affected both her neck and her knee joints. Her father had always said that she was beautiful, but Apsara wondered if her classmates would think so.

Have you ever been hurt by things people didn’t say?

And they didn’t! Her mother had taken a great deal of trouble to dress well for the meeting. But when she got to school, Apsara was shocked and hurt beyond words by what she had seen in the eyes of both her teachers and her classmates. “What is wrong with my mother? She is my mother, isn’t she? Why do the teachers look at her so unpleasantly” she had thought. She had overheard one of her classmates telling another, “Did you see Apsara’s mother? She looks like a monster!” Things were never the same for Apsara after that day. It was not only what the people had said. It was also what they hadn't said. She continued to study well, and played all games enthusiastically. But her classmates had ceased to treat her as 'normal'.
Thinking back on that awful experience now, Apsara decided to tell her mother to find an excuse not to come to the tea party. She went home troubled.

When she reached home, her mother asked her, “Why do you look so tired and unhappy today?”

Apsara told her what had been announced at the assembly.

“And you would prefer that I didn’t go?” asked her mother quietly. Apsara broke down. “Well, since you ask, yes, I would!” she said, crying. “I don't want anyone to say that you aren't beautiful! I don't want anyone to call you a...a...monster!”

She put her head down on her mother’s lap. Her mother gently stroked her hair, and wiped her hot wet face with her ‘dupatta’.

“But do you know, Apsara, I don’t feel bad about my scars at all!” she said.

“When you were just one year old, I was about to give you a bath. When I switched on the water heater there was a sudden short circuit and the heater burst. Before I realized it, there was fire everywhere, spreading quickly. I called out to your father, rushing through the fire. I threw you into your father’s arms and fainted. When I woke up, I was in the emergency ward and critically ill. After a great struggle they were able to save my life, but not my neck and face”. By now tears were flowing down Apsara’s cheeks. She kissed her mother’s face, and came up with a new resolve. “Ma, it doesn't matter what they think. I want the whole world to see my mother,” she vowed.

“That's truly brave of you, my dear!” said her mother smiling.
On the day of the tea party, Apsara took her mother to Mrs. Rose’s room and proudly announced, “This is my mother.” And to her great surprise and happiness, Mrs. Rose did not flinch at all! Neither did the teachers! They all smiled and talked to her mother as if they could actually see the person beneath the scars! The biggest surprise of all was when Selvi wheeled her mother in. One or two of her classmates were helping her. “What happened to your mother, Selvi?” asked Apsara, before she could stop herself. “Oh, she met with an accident when she was driving her moped, and lost her legs,” said Selvi. “A rash motorist had banged into her and there was a bus just behind. We were lucky that the doctors could save her life.” She smiled fondly at her mother.

Apsara realized many things that day. Most importantly, she realized that beauty lies in the heart, and in the mind. **Beauty lies in the eyes of the beholder.** Physical beauty fades with age. The beauty of the heart shines brightly as one grows older.

**LET US REMEMBER:**

1. Which class was Apsara studying in?

2. What was her school planning to do?

3. What was she reminded of?

4. What had happened in her old school?

5. Why didn’t Apsara want her mother to come to attend the tea party at school?
6. What did her mother share with Apsara?

7. What did Apsara discover when she took her mother to meet Mrs. Rose?

8. What did she find out about Selvi's mother?

9. What did Apsara learn that day?

**LET US UNDERSTAND:**

Work in small groups and share:

Many changes happen in Apsara's mind and heart. Fill in the spaces with lines from the story that tell you what she feels. One has been done for you.

<table>
<thead>
<tr>
<th>Apsara's feelings</th>
<th>Lines from the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>longing [to be like Selvi]</td>
<td>'How I wish I could be like that girl,' she thought to herself. 'She seems so happy!'</td>
</tr>
<tr>
<td>sad and happy</td>
<td></td>
</tr>
<tr>
<td>upset [memory]</td>
<td></td>
</tr>
<tr>
<td>doubtful [previous school]</td>
<td></td>
</tr>
<tr>
<td>deeply hurt</td>
<td></td>
</tr>
<tr>
<td>sad and troubled [now]</td>
<td></td>
</tr>
<tr>
<td>deeply moved</td>
<td></td>
</tr>
<tr>
<td>surprised and happy</td>
<td></td>
</tr>
<tr>
<td>new learning</td>
<td></td>
</tr>
</tbody>
</table>
Date:

My dearest Patti/Aaya/Grandma/Daadi/Naani, ____________.

Thank you for your letter. Appa/Amma is _________________. All at home are well. [Write about anyone else you want] ________________ ________________ ________________ ________________ ________________.

In school, ____________________________________________________________________________________ . I have been ____________________________________________________________________________________.

Do you know, ____________________________________________________________________________________ ?

I will spend my holidays __________________________________________________________________________. I am looking forward to __________________________________________________________________________. I hope you ____________________________________________________________________________________. How are/is ____________________________________________________________________________________ ?

I remember the stories __________________________________________________________________________, and wish ____________________________________________________________________________________ . I also remember ____________________________________________________________________________________ . I am looking forward to seeing you ____________________________________________________________________________________. Take care of yourself, and don’t forget to ____________________________________________________________________________________ !

Your loving grand ____________,

________________________________________________________________________

P.S.

I am going to ________________ competition this __________. Pray specially for me on that day!
In this unit an attempt has been made to enable students realise the role of women in today’s world. There are also deeper questions embedded in the text, ‘The Power of Laughter’. It speaks of how different our world could be, if our societies were built on compassion towards others. Help students to listen to selected words, and observe and practise word stress. The teacher should pronounce all the new words and make the students repeat them correctly. The comprehension questions given beside each paragraph must be answered and discussed. A passage for reading is provided at the end of the unit. Students are made to arrange the sentences in logical sequence. There are antonyms to be formed with the prefixes 'dis', 'im', 'un'. A crossword puzzle, true or false statements and exercise for dramatization facilitate learning with interest and joy.

The grammar in communication covers gerunds, participles and Infinitives, with examples. Exercises such as fill in the blanks, substitution tables, choose the correct grammatical word are given for each of the above topics.

The poem, a child-friendly one, You Can’t Be That, No, You Can’t Be That by Brian Patten describes one’s ambition in life and states how it differs from person to person. Children need to be encouraged to pursue their dreams in life. They can discuss their dreams and ambitions along with other members in their group and describe how they will work towards achieving them.

In the supplementary reading section, students will read about Saralabehn, a woman of great courage, who fought for justice and truth. She pleads with people and arouses their interest to save the forests and never to give up until they succeed in their struggle to protect the environment. Activities on writing ‘slogans’ and ‘captions’ on environment have been included. Children may be encouraged to reflect upon what courage implies. There is a story for language enrichment activity, called It’s Who You Are, That Matters, that builds upon the skills of sequencing and summarising. Children should also be encouraged to write poems and essays and to role play and debate, using their creative skills.
PROSE

THE POWER OF LAUGHTER

In Preparation

Do we need to be supervised, in order to be good?
Do we need to build high walls, in order to be safe?
Can we live and let live, without the fear of punishment?
And...can we laugh?

Long, long ago, there was a village without a headman. There was complete harmony among the villagers. Everybody helped each other and had care and concern for all. Into such a village came a stranger. He boasted to the villagers of how that he had solved all the problems he had faced in the village from which he came. He said he had fought and defeated the enemies of that village. Since everyone in that village was dead, he did not want to stay on in that village. So here he was, a brave and experienced headman, ready to help this village — his new home — to fight its enemies.

He looked impressive. He was at least six feet tall, and had a face gashed with grim scars and a deep voice. But no one knew what to do with the stranger’s offer of help.

““You see, we really don’t have any enemies,” said a middle aged woman. She wove beautiful baskets, and did many things with love and concern for the people around her. Many a time, her wise decision-making had brought peace after a quarrel. Now, she told the stranger, “We really don't have any enemies.”

"A village without enemies?" he asked, and then answered his own question, “Impossible! You’re lucky! I came here in time to save you all.”
The basket weaver opened her eyes wide, as if plucking up courage to talk to this scary looking stranger, and asked hesitantly, “Sir – Do we have some secret enemies? Do you know who they are?”

The stranger **beamed** at her. “There are all kinds of enemies,” he informed her **loftily**.

"There's the kind of enemy who wants the water from your lakes and rivers. Then, there is the kind of enemy who wants all your money. There is yet another kind of enemy, who thinks of you as his enemy, so what can you do but make him your enemy first?"

The stranger warned them in a **dramatic** whisper, “Even now, while you are wasting time looking for your enemies, your enemy is getting ready – cleverly, cunningly - to come and defeat you.”

The headman's speech got the people thinking. They agreed that this was very bad. How could they have been so innocent? And how were they going to fight when they had never gone to a battle before? Maybe, they needed someone as mean and tough as this war hero to be their leader.

"Since this stranger is experienced, why don't we make him our headman?" said a young man. That is how the stranger became one of them. Not just one of them, but their new all powerful village headman who was going to prepare them for battle.

A few months had gone by. The village seemed to have changed completely. So completely that they, its makers and citizens, barely recognized it. All the walls in the village had grown taller. There were a lot of new jobs for people – things like sticking crushed glass on the tall new walls surrounding every building, enclosing houses and trees with barbed wire and piling up sandbags at the corner of every street.
so that groups of fierce looking men could hide behind them. Every house now had a peculiar kind of chimney — what looked like a chimney was really a spy hole. Disguise shops had opened up on every street and were doing brisk business.

Schools had replaced subjects like literature, arithmetic and science with the art of spying on enemies, on neighbours, and even spying on one’s best friends. Neighbourhoods gave prizes for the best backstabber and double-crosser of the week, and the most passionate hater. It seemed natural then that the only animals left in the village were fierce watch dogs trained to bite and tear apart anyone who looked like an enemy.

The village headman moved into the best house in the village, a house like a bungalow. He sat all day in a huge, plush throne-like chair, consulting his growing band of war experts, weapon-makers, spies and astrologers. One day, the village headman asked his chief astrologer when he would die. “Not for a long time,” fawned the oily man, and added in desperation, “not till the village overflows with fun and laughter.” He thought that this was a good answer. There was so little laughter in the village. The headman didn’t like this prediction one bit. He called for a meeting of the villagers.

“We must be prepared,” he said to them. “We have to eat and sleep and breathe hate for our enemies, if we want to win. There’s no time for silly things like fun and laughter. So from today, no laughter in this city. It’s banned.”
The great village became silent. Since no one was allowed to laugh, laughter died. So did a lot of other things. How, for example, could you have dance, music, sports and festivals without laughter? People started falling ill. The doctors suddenly became very important people.

The basket weaver decided she had to do something. She spent hour after hour in the village corner looking at passersby, hoping for inspiration. She saw that everyone badly needed to laugh. Then an idea struck her. There was an old banyan tree that had been in the village for as long as she could remember. The tree was so old that its trunk was hollow. The woman remembered the games. She and her friends had played when they were children hiding inside the tree trunk, and scaring unsuspecting villagers.

Suddenly, the woman grinned and ran to find her army – the one that would fight the new village headman’s regime. The basket weaver was never at a loss! Gopal, Kevin, Nasira, and Kannagi – were the basket weaver’s army. Not one of them was more than ten years old. One after the other, her army slipped into the hollow tree trunk. The trunk had the odd hole or two, so they had no trouble, breathing, or peeping.

It was a bit of a tight squeeze, but they didn’t mind it. Then, the woman made sure a new rumour spread like wild fire. The rumour was that in their laughter less village, there was a big old banyan tree in the village corner that had taken to laughing. Every time someone passed the old banyan tree, the tree would laugh. And what a laugh it was! A laugh that began like an innocent, playful little giggle and grew so loud and noisy that it became a great big wave. No one could pass the tree without getting infected. Everyone wanted to laugh!
One of the village headman's spies, a frowning old tattletale, passed by and began to laugh helplessly. The headman's chief weapon - maker had to be rushed to the doctor, because he was laughing so much that he had a terrible stomach ache. The basket weaving woman couldn't help laughing either. The furious headman went to the village corner. When he reached the banyan tree, and heard its laughter the headman too felt like laughing aloud. He almost did, but covered his mouth, and turned it into a hoarse cough. "Chop that tree!" he managed to yell!

His chief tree-cutters came running with axes. But once they got close to the tree, they found themselves pelted with tiny stones from inside its trunk, as if there was a band of teasing monkeys hiding there. And even while they were being hit by the stones, the tree cutters were laughing so much they could hardly hold on to their axes. chop:cut

The headman took the basket weaver aside, and asked, "What has happened to this tree? Is it possessed?"

"Yes sir, I think you are right," said the woman wiping the tears of laughter off her face. "It looks like a bad case, sir. Maybe it's some magic. Could our enemies have done something to this tree?" But for once, the headman didn't care about the enemy. The headman remembered the astrologer's prediction: that he, the fighting headman, would die the day laughter came back to the people of the village. Besides, all this laughter was making the headman feel positively sick.

"I have to pack," he told the woman. "I'm in a hurry. If anyone asks, will you tell them that I've had to rush to another city that needs my help?" He rushed away in panic. panic: fear
The basket weaver didn’t have to tell anyone anything. The minute the headman ran away from the village, the woman heard the sound of clapping, a chorus of cheering, drums, pipes, anklets, and lots of laughter. The villagers were *astounded* to see four little children, two boys and two girls, crawl out of the old banyan tree laughing.

**LET US REMEMBER:**

1. Who was the new stranger in the village?

2. Who were the three kinds of enemies, according to the headman?

3. What did the headman ask people to do with a person who thinks of them as his / her enemies?

4. What did he say the enemies were doing?

5. What were the changes in the village? Write 3-5 sentences describing the changes. 
   
   [clues—walls, chimney, spy holes, education, neighbourhood, animals]

6. What did the headman ask his astrologer?

7. Why was laughter banned in the village?

8. What did the basket weaver notice?

9. What did she decide to do?
10. Who was rushed to the doctor? Why?

11. Who were the members of the woman’s army? How old were they?

12. What was the question the headman posed to the lady?

13. Why did the headman leave the village?

14. What did the people do, as soon as the headman left?

**LET US UNDERSTAND:**

**Discuss and share [Write 5 lines]**

1. What are your impressions about the headman? What sort of a person do you think he is?

2. What were the changes in the village? Fill in and discuss. [Small Group/Pair]

<table>
<thead>
<tr>
<th>Changes</th>
<th>when they had no enemies</th>
<th>when everyone was an enemy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
3. What were the different ways in which the basket weaver and the headman settled quarrels? Write two differences that you see. [Small Group/Pair]

<table>
<thead>
<tr>
<th>basket weaver</th>
<th>headman</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you feel is a good way to settle quarrels?

DO AND SEE:
Let us have fun with words. Fill in the grid using the given clues.

Clues Across
1. One who foretells the future
2. Dramatic

Clues: Down
1. Smiled happily
2. Secretly watches people
3. One who reveals secrets

Compound words are formed by adding two or three words together, to form a single unit.

Read the following compound words, stressing the parts underlined. You can also consult a dictionary to understand how the stress is marked with a dash above and to the left of the syllable.
**Note**: Some compound words are written side by side with a small space, some with a hyphen between and some are joined together.

**Example**:  
*walkie-talkie* (Say ‘*wa*’ more forcefully than other syllables)

1. broad-minded
2. spellbound
3. funny bone
4. keyboard
5. blackboard

**Fun with words: [Pair Work]**
Form antonyms attaching the prefix ‘*dis*’, ‘*im*’, ‘*in*’ or ‘*un*’ to the words given in column A. Write your answers in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>approve</td>
<td></td>
</tr>
<tr>
<td>possible</td>
<td></td>
</tr>
<tr>
<td>courage</td>
<td></td>
</tr>
<tr>
<td>complete</td>
<td></td>
</tr>
<tr>
<td>different</td>
<td></td>
</tr>
<tr>
<td>secure</td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td></td>
</tr>
<tr>
<td>appear</td>
<td></td>
</tr>
<tr>
<td>natural</td>
<td></td>
</tr>
<tr>
<td>moved</td>
<td></td>
</tr>
<tr>
<td>like</td>
<td></td>
</tr>
</tbody>
</table>
LET US RECALL:
State whether true [T] or false [F]:
1. The new headman was a soft gentle man.
2. The basket weaver was loved by all.
3. The village headman changed the village completely for the worse.
4. The old banyan tree came to the rescue of the villagers.
5. The people in the village were sad when the headman left them.
6. There were four children in the woman's army.

DISCUSS AND SHARE:
What do you think the tattletales did for the rest of their lives?

GRAMMAR:
LET US LEARN: THE GERUND
Let us look at the following sentences:
➤ Walking is a good exercise.
➤ Reading story books gives pleasure.
➤ Painting and sculpting are taught by artists here.
➤ She likes swimming.

The highlighted words are known as 'gerunds' or 'verbal nouns'. They are used as simple nouns to function as a subject or an object in a sentence.

Gerunds are formed by adding 'ing' to a verb.

1) Read the following sentences and pick out the gerunds:
1. Watching plays can be fun.
2. Keeping left is always safe.
3. Eating moderately is good for health.
4. Climbing mountains is a good sport.
5. Reading poetry teaches us many things.
2) Read the information usually found on the sign boards and try to form gerunds to complete the sentences:

Don't park the vehicles here! 1. Parking vehicles here is prohibited
Don't trespass - prohibited area 2. ________ is prohibited.
Don't cross the yellow line 3. ________ the yellow line is prohibited.

Match the following:

<table>
<thead>
<tr>
<th>Painting</th>
<th>forbidden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating too much</td>
<td>interesting</td>
</tr>
<tr>
<td>Walking on the roof</td>
<td>dangerous</td>
</tr>
<tr>
<td>Watching television</td>
<td>a good exercise</td>
</tr>
<tr>
<td>Swimming</td>
<td>a pleasant hobby</td>
</tr>
<tr>
<td>Playing on the street</td>
<td>bad for health</td>
</tr>
</tbody>
</table>

LET US LEARN: INFINITIVES

Read these sentences:
1. To err is human.
2. He wants to come up in life.
3. Dhanush likes to read science fiction.
4. To obey the traffic rules is a must.
5. You are invited to attend the party.

➢ The highlighted phrases denote the infinitive form of the verb. Infinitives are used as nouns to function as a subject or object in sentences.

➢ Infinitives are formed when ‘to’ comes before a verb.

1) Underline the ‘infinitives’ in the following sentences:

Example:
1. To get up early in the morning is good for health.
2. David wants to study Biology.
3. To protect the environment is the order of the day.
4. To find fault with others is easy.
5. We should learn to help others.
2) Pick out at least five verbs from the list given here:
Try to form an infinitive with these verbs and write simple sentences:

<table>
<thead>
<tr>
<th>enrich</th>
<th>to enrich</th>
<th>Read newspapers to enrich your knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet</td>
<td></td>
<td></td>
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<tr>
<td>respect</td>
<td></td>
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<td>go</td>
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<td>obey</td>
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<td>help</td>
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<td>drive</td>
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<td>swim</td>
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<tr>
<td>play</td>
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</tbody>
</table>

3) Combine the following pairs of sentences into one, using an infinitive:
1. Sushma walks fast. She must catch the train. (one is done for you)
   Sushma walks fast to catch the train.
2. Kishore works hard. He earns money to build his house.

3. My friend leaves for Trichy next week. He will visit his uncle there.

4. Eat well. You will be healthy.

5. Be positive. You can shape your attitude.

4) Fill in the sentences with suitable infinitives given below:
(to eat, to carry, to wear, to learn, to follow)
★ The parcel was too heavy______________________________
★ These clothes are comfortable_________________________
★ English is an easy language___________________________
★ Her speech was difficult_____________________________
★ Apples are good___________________________________
5) Complete each of the following sentences with an infinitive of your choice.

- He agreed __________________________.
- I forgot ____________________________.
- Would you like ____________________________?
- They allowed her ____________________________.
- The officer ordered his men ____________________________.

LET US LEARN: THE PARTICIPLE

Read this sentence:
Seeing the tiger the man ran away.

- 'Seeing' is a form of the 'verb' and has an object, namely, 'tiger'.
  'Seeing' is also like an 'adjective' as it qualifies the 'noun', 'man'.
  It is, therefore, called a Participle.
- A participle is partly a 'verb' and partly an 'adjective'.
  It is a verbal adjective.

Now, read these sentences:
1. I saw a man running along the road.
2. The child spoke with a girl selling flowers.
3. Hearing a loud sound, they rushed out of the room.
4. The boy cried, thinking that he would be beaten.

In all these sentences, the highlighted words are 'Present Particiles' as they indicate an unfinished action. However, the sentences given are determined by the 'finite' verbs such as 'saw, spoke, rushed and cried'.

Observe these sentences:
1. Driven by heavy rain we took shelter under a tree.
2. We saw a goods train loaded with grain.
3. Stricken with grief she kept herself alone in the room.
4. Time once lost is gone for ever.

In the above sentences, the highlighted words are called 'Past Particiles' as they indicate the completed action. The past participles usually end with -ed,-d,-n,-t or -en'.
Apart from the above, the present participles and the past participles are used as adjectives to qualify the nouns.

Examples:
1. This is a **dancing** doll.
2. Mother bought a **tilting** grinder.
3. These are **rotten** fruits.
4. The police returned the **stolen** jewels to its owner.

   Here the words ‘dancing’, ‘tilting’, ‘rotten’, ‘stolen’ qualify the nouns following them. However, ‘dancing’ and ‘tilting’ are **present participles** and ‘rotten’ and ‘stolen’ are **past participles**.

1) Underline the ‘participle’ in the following sentences and say whether they are present participles or past participles.

For you: **Seeing** the police, the thief hid himself. [Present Participle]

By you:
1. Hearing the noise, I woke up.
2. It was sad to see the house burnt to ashes.
3. Enraged, the leader left the meeting.
4. Furnishing the details, he requested for a job.
5. Seema is a person loved by all.
6. We met a man riding on a donkey.
7. The bus was driven at full speed.
8. She rushed to the bus stand, seeing the bus there.
10. We should not worry about the fallen leaves.
11. Recovering from illness, he was very weak.
12. We saw a man begging in the streets.
2) Pick out the verbs from the box given below: Form a participle and write a sentence.

**For you:**
- Driven by hurry, everyone pushed the car.
- Observing the flower, they all felt happy.

**By you:**

<table>
<thead>
<tr>
<th>enjoy</th>
<th>see</th>
<th>observe</th>
<th>steal</th>
<th>delete</th>
<th>drive</th>
</tr>
</thead>
</table>

1. _________ the ice cream the children went around the park.
2. _________ the balloon vendor, the girl was happy to buy a balloon.
3. _________ the energy of the children, the teacher suggested a game.
4. The police displayed the _________ jewels to the people.
5. We need not study the _________ portions.

**WORD PLAY: Combine words**

Link a participle to a noun; write the words in the third grid and write whether they are the present or the past participles. Make two of your own, as well!

**Example:**

<table>
<thead>
<tr>
<th>broken</th>
<th>furniture</th>
<th>broken furniture</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First grid</th>
<th>Second grid</th>
<th>Third grid</th>
<th>Fourth grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>broken</td>
<td>stone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sparkling</td>
<td>men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wounded</td>
<td>doll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>painted</td>
<td>milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rolling</td>
<td>lights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>split</td>
<td>furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>armed</td>
<td>dog</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TRY THIS AS WELL:

Join the pairs of sentences together using participles. Follow the first example given.

Example:
1. We listened to the radio. It was playing in the next room.
   We listened to the radio **playing** in the next room.

2. We could smell something. It was burning in the kitchen.

3. The farmers heard the boy. He was shouting for help.

4. Look at the policeman. He is controlling the traffic.
YOU CAN’T BE THAT, NO, YOU CAN’T BE THAT

What do you dream to be? Do you feel troubled by what other people think you should or shouldn’t be? Keep your dreams! They make you who you are!

I told them:
   When I grow up
I’m not going to be a scientist
   Or someone who reads the news on TV.
No, a million birds will fly through me.
   I’m going to be a tree.
They said:
You can’t be that, No, you can’t be that.

I told them:
   When I grow up, I’m not going to be an airline pilot, a dancer, a lawyer, or an MC.
   No, huge whales will swim in me, I’m going to be an ocean.
They said:

You can’t be that. No, you can’t be that.

I told them:
   I’m not going to be a DJ, a computer programmer, a musician, or beautician
   No, streams will flow through me, I’ll be the home of eagles;
I’ll be full of nooks, crannies, valleys, and fountains.
   I’m going to be a range of mountains.
They said:

You can’t be that. No, you can’t be that.

I asked them:
   Just what do you think I am?
Just a child, they said.
   And children always become at least one of the things we want them to be.
They do not understand me.
   I’ll be a stable if I want, smelling of fresh hay.
I’ll be a lost glade in which unicorns still play.
   They do not realize I can fulfill any ambition.
They do not realize among them walks a magician.

Brian Patten

(Memoriter - Lines 1-20)
NEW WORDS:

MC: Master of Ceremony; someone whose job is to introduce speakers and performers at a public event

DJ: Disc Jockey; someone who plays CDs and records in a club, restaurant, and so on, or someone who introduces and plays music on the radio

nooks: sheltered spaces

crannies: long narrow holes or openings

unicorn: a mythical white horse like creature with a single horn growing from its forehead

Appreciation

A refrain is a chorus - the repetition of a line or lines through a poem, at given intervals. Find the refrains in the poem. What purpose do they serve?

________________________________________________________

Who is the 'I' in the poem? Who does 'them' refer to?

________________________________________________________

LET US REMEMBER:

1. In the first stanza, what doesn't the young person want to become when he/she grows up?

________________________________________________________

2. What does she/he want to become? Why?

________________________________________________________

3. In the second stanza, what doesn't the young person want to become when he/she grows up?

________________________________________________________
4. What did she/he want to become? Why?

5. In the third stanza, what doesn't the young person want to become when he/she grows up?

6. What did she/he want to become? Why?

7. Why do 'they' feel that she/he can't be 'that'?

8. What did 'they' say when he/she asked them, 'What do you think I am'?

9. Why does he/she say 'They do not understand me'?

LET US UNDERSTAND: Discuss in groups

Work in groups of five. Discuss what each of you would like to be. Let the other group members repeat the refrain from the poem after each person defends their ambition.

Do you sometimes feel that you can't explain a deep thought or dream? Write about it!
A WOMAN OF COURAGE

In preparation

Courage means the ability to do something dangerous or face pain or opposition, without showing fear. There have been people who have stood by what they thought to be right and true, and they provide inspiration for us all. One such person is Saralabehn [behn means 'sister' in Hindi] As a Britisher, she supported India’s struggle for freedom. There were many in England who did so, but not all of them came to India and spent their lives working for justice and equity in the Kumaon Hills.

Let us read about her.

Saralabehn’s name had not always been Saralabehn. Long ago, when she had lived with her parents in England, it had been Catherine Mary Heilman.

One day, young Catherine heard about Mahatma Gandhi and the freedom movement in India. “I must join the Indian people in their struggle,” Catherine said, “for they are fighting for freedom, truth and justice.”

That is how she came to India and met Mahatma Gandhi who spoke to her about the country and its people. Young Catherine was inspired by Mahatma Gandhi’s words. However, he warned her that most of the people of India lived in the villages and were poor.

“Can you live with them and work with them?” asked Gandhiji.

“I can and I will”, answered Catherine.

She made her home in the villages in the Kumaon hills and worked among the people there.

She began to call herself Saraladevi and she started a school for girls where they learnt to care for the earth. They learnt about their environment, the Kumaon hills
in the Himalayas, the rivers and the forest which were their home. They learnt how the forest looked after them.

“The forests look after our needs. We in turn must look after our forests,” she told her students. Years passed, but Saralabehn never lost touch with Gandhiji and the freedom movement.

In August 1942, Gandhiji started the 'Quit India Movement' and decided to launch a non-violent call to force the British to leave India. News reached the village that the people of the country had risen against the British. “Quit India immediately!” they shouted too. The angry British rulers put thousands in jail. Saralabehn led the freedom fighters in the Kumaon district. The hills came alive with the cry of “Quit India”. She went from valley to valley, helping the women whose men had been jailed. This did not please the British and very soon Saralabehn too was put behind bars!

In 1947, India became free and the freedom fighters came out of the jails. There was much joy when India became independent. “Now our problems are over,” sang everyone. But they were wrong. The struggle was not over; there were other battles to fight.

Saralabehn saw selfish people in their greed for money come to the Himalayan forests for their rich timber. They cut down the trees and carried them away in their trucks.

They did not care that when they destroyed the forests, they were destroying the homes of the people. They only thought about the money they would make. Saralabehn saw all this with horror. All her life, she had fought for justice and truth. “It is no different now,” she told herself. “We must fight the evil forces that are destroying our beloved Himalayan forests.”

Once more, she put herself into the struggle- a new kind of struggle this time- a struggle for the earth, its soil, its forests, its rivers and lakes against the greed and stupidity of humans. She wrote many books, articles and letters on the subject and roused the people against the dangers of hurting the environment. With her followers, she went from village to village, working to prevent the traders from cutting down the old and beautiful trees.
“We must never give up”, she cried “We must save our forests, our Himalayas, our environment.” Saralabehn did not live to see the end of her struggle. She became ill and her condition rapidly deteriorated. But through all her pain, her thoughts were about her people and their environment.

“Remember,” she whispered as she lay dying, “the struggle to save the forest is not easy. But we must not give it up. It must go on”. To this day, the people of the Kumaon hills tell their children and grandchildren the story of the brave woman and her wonderful life.

**LET US UNDERSTAND:**

1. Where did Catherine Mary Heilman live?

2. What was she fascinated by and what did she do?

3. Why did she change her name to Saraladevi?

4. What did she do in the Kumaon Hills?

5. What did girls learn in her school?

6. What did Saralabehn do during India's struggle for freedom?

7. What did she find happening in the Kumaon hills after India's freedom?

8. What did she do?

9. What were her last words to the people of Kumaon?
Work in pairs and discuss, share and make sentences using these prepositional phrases:
1. inspired by
2. in close touch with
3. make people aware of
4. moved on

CREATIVE WRITING:
Write a short paragraph about a time when you have had the courage to stand alone and live by what you know to be true.

Language Enrichment - READING COMPREHENSION
Summarising / Sequencing

It's Who You Are, That Matters
“Is it true, Daddy? Will we have to give up all this?” Renu looked around the expensively furnished drawing room. “Please say that it is just a joke!”

“I'm sorry, Renu, but it is true,” her father said. “My business has done badly and I have lost money. So our present lifestyle has to change.”

“Have we really become poor?” Renu whispered.

“No. We haven't become poor. But we must be careful about how we spend money,” her mother explained to her bewildered thirteen-year-old daughter.

Renu's parents had told her that they would be moving to a smaller flat some distance away from their present house.

They all worked to make their small flat cosy and nice. Renu had to use the public bus to go to school as her father no longer owned a car. Renu entered her classroom to put away her bag before joining her friends as usual.

“Hi, Tabu! Have you started your revision for the exams?” Renu asked her best friend. “No, there's plenty of time.” Tabu turned to greet her friend, Sonia.

Renu found it a little odd that the girls stared at her and exchanged whispers. It occurred to her that many girls whom she had thought of as her best friends, were trying to avoid her company. Perhaps they had heard about her father's financial problems.
“Happy Birthday, Renu dear,” her parents greeted her one morning. “We’ve planned a party for you on Sunday. You can invite all your class friends!”

Renu was very touched that despite their troubles, her parents had arranged a party to make her happy. She wrote out the invitation cards and proudly took them to school. After the assembly, she sought out Tabu and the others.

“Do come to my birthday party on Sunday!” She invited them all as she handed them the cards.

“I will come if possible!” Tabu’s voice seemed strained.

Renu looked around the neatly arranged sitting room with satisfaction. Her mother had made the sandwiches, cake and snacks herself. Renu had enjoyed helping her. Everything was in place. Only the guests had to arrive.

The doorbell rang and some girls came in. Renu wasn’t very friendly with them, especially Maya who sat next to her in class. Maya had never been a part of the ‘smart’ set. But a guest is a guest and Renu chatted with the girls pleasantly.

Time passed, but none of Renu’s special friends came. Renu concealed the hurt she felt and decided to cut the cake. She was surprised to find that she enjoyed the evening spent with Maya and the other girls.

“It’s so strange that I never noticed them before,” she thought. Why did I think they were dull?

“Why didn’t you come to my party yesterday?” Renu asked Tabu when the two girls met at school. “My aunt fell ill suddenly and we all went to see her,” Tabu replied.

“Hey, Tabu! Thanks for taking me to the film yesterday evening!” Sonia exclaimed as she came up just then. Maya, who was standing some distance away with Renu, heard this. Both girls showed no reaction. But Maya noted that Tabu looked ashamed of herself.

“Don’t worry,” she said to Renu. “She is the loser.”
A sudden downpour at the end of the day took the girls by surprise as they streamed out of the gates. Maya and Renu covered their heads with books as they walked to the bus stand. A car whizzed by and Renu saw Tabu sitting in the rear seat. She pretended not to see them.

“I was a show off like her,” Renu had the grace to admit.

Renu and Maya spent more time together in the following weeks. Her parents were pleased to see how Renu had adapted herself to the changed situation and had learnt true contentment. She was careful with her things, and never wasted food. Influenced by Maya, she too started to see the beauty of living simple and well.

Renu thought how snobbish she had been - how she had earlier used the generous allowance given by her parents to buy the friendship of girls like Tabu and Sonia. But they had spurned her when her father had lost money.

Maya wasn’t impressed either by Renu’s wealth or her lack of it. She had taught her that what mattered in life was not what you had – but who you were.

**Summarising/Sequencing:**
Rearrange the given sentences in logical sequence: Write the corresponding number in the blank.

1. Tabu, Sonia and some others did not attend the birthday party. __________
2. Maya was not concerned about Renu’s status. ____________________________
3. Renu’s father’s business wasn’t doing well, and the family had to face tough times. _________________________________
4. Renu prepared invitation cards for all her friends for her birthday party. 
5. The family moved into a smaller apartment as they had to cut down their expenses. _________________________________
6. Renu and her mother worked hard, to make all the food for the party. __________
7. Maya and some of her other classmates attended Renu’s birthday party. _______
8. Through Maya, Renu learnt that it is not what you have that matters, but who you are. _________________________________
9. Renu’s parents told Renu to invite her friends home for her birthday. __________
LET US REMEMBER:
Choose the correct answer
1. In the beginning __________ was Renu's best friend.
   a) Sonia   b) Tabu   c) Maya

2. Renu travelled to school by __________.
   a) car   b) train   c) bus

3. Renu's mother was pleased to see how her daughter __________ to the situation.
   a) adapted   b) disliked   c) irritated

4. Tabu said that she had not attended the party because __________.
   a) her aunt was sick   b) she went to the movies   c) it was raining heavily

5. Maya taught Renu to value ________________.
   a) what she had   b) her exam performance   c) who she was

LET US UNDERSTAND:
Present it to your class: Dramatisation (Small group)

Form groups and discuss this prose passage. Write a small play using this story. You can adapt it to any similar situation that you have encountered in your class.
UNIT 3

NOTE TO THE TEACHER

The title of the prose passage, 'Living Amicably' is an excerpt taken from Dr. Kalam's autobiography. He writes objectively and dispassionately about his childhood. In describing his boyhood years in Rameswaram, Dr. Kalam paints a rare picture of communal harmony. He had met with discrimination, but because of the influence of broad-minded people like his parents, teachers and elders, he was able to understand what propels positive change. The prose piece, the poem and parallel passages all deal with some facts on global harmony. Use them to teach language, social values and to develop social sensitivity. As suggested, you can role play these incidents, adding more dialogue and enact them in your Literary Association meetings.

The poem, 'No Men are Foreign' expresses how all of us, no matter which country we may belong to, are one in our humanness. We all need the same elements such as air, water and light. We are engaged in similar pursuits. So why should we fight against each other and spoil the earth? Enable the students to appreciate the metaphor used for war and the weapons of war in the last stanza and share the poet's desire for global peace.

The grammar section introduces clauses and phrases, using sentences from the text. You can get the pupils to identify clauses and phrases from other lessons too, both as pair and as group activities, to make it interesting and to maximize their oral use of language.

The parallel passage and supplementary reading are for independent reading by the learners. For the Supplementary passage, an adaptation of Hemangini Ranade's beautiful story, 'Sorry, Best Friend' has been selected. The story inimitably explores the difference between the social and the psychological backgrounds. Two children discover the beauty of friendship, beyond the divisions that money can cause. You could also ask students to assess their reading speed and note their progress.

Translation is a complex skill. Capturing the essence of the original text is more important than word - for - word translation. You can begin with sentences and then give each stanza of Bharathi's poem to each group to translate. The extension activities and the project work can also involve family members. Contribute as much as you can to bring peace, “for blessed are the peacemakers.”
I was born into a middle class family in the island town of Rameswaram. My father Jainulabdeen had neither much formal education nor wealth. Despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother Ashiamma.

My parents were widely regarded as an ideal couple. I was one of their children. We lived in our ancestral house, which was built in the middle of the 19th century. It was a large concrete house, made of limestone and brick at the Mosque Street in Rameswaram. My austere father used to avoid all inessential comforts and luxuries. However I would say mine was a very secure childhood both materially and emotionally.
The famous Shiva temple, which made Rameswaram so sacred to pilgrims was about a ten minute walk from our house. Our locality was predominantly Muslim but there were quite a few Hindu families too living amicably with their Muslim neighbours.

There was a very old mosque in our locality where my father would take me for evening prayers. When my father came out of the mosque after the prayers, people of different religions would be sitting outside, waiting for him. Many of them offered bowls of water to my father, who would dip his finger tips in them and say a prayer. This water was then carried home for invalids. I also remember people visiting our home to offer thanks after being cured. The high priest of Rameswaram temple, Pakshi Lakshmana Sastry was a very close friend of my father. One of the most vivid memories of my early childhood is of the two men, each in his traditional attire, discussing spiritual matters. When I was old enough to ask questions, I asked my father about the relevance of prayer. My father told me there was nothing mysterious about prayer. Rather, prayer made possible a communion of the spirit between people. “When you pray,” he said, “you transcend your body and become a part of the cosmos, which knows no division of wealth, age, caste or creed.

I have throughout my life, tried to emulate my father in my own world of science and technology.

I have endeavoured to understand the fundamental truths revealed to me by my father, and I feel convinced that there exists a divine power that can lift one up from confusion, misery, melancholy and failure, and guide one to one’s true place.
I had three close friends in my childhood, Ramanadha Sastry, Aravindan and Sivaparakasam. All these boys were from orthodox Hindu Brahmin families. As children none of us ever felt any difference among ourselves because of our religious differences and upbringing. One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class.

I used to wear a cap which marked me as Muslim and I always sat in the front row, next to Ramanadha Sastry. He always wore a sacred thread.

The new teacher could not put up with a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the teacher saw it, I was asked to go and sit on the back bench. I felt very sad and so did Ramanadha Sastry. He looked utterly downcast as I shifted to the last row, which left a lasting impression on me.

After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher and in our presence told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school and the island. Not only did the teacher regret his behaviour, but the strong sense of conviction Lakshmana Sastry conveyed, ultimately reformed this young teacher.

My science teacher Sivasubramania Iyer though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers, so that people from varying backgrounds mingled easily.
One day the science teacher invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, instead he served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal.

When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told me not to get upset. “Such problems have to be confronted,” he said. When I visited his house the next week Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands!

**Answer in a word/phrase**
Do you think Kalam relished his first meal in his teacher's house? **YES/NO**

What surprised Kalam during his second visit to his teacher's house?

---

confront - face boldly

For my Higher Studies, I had to leave Rameswaram and study at the District Head Quarters at Ramanathapuram. My father took me to the mosque and recited a prayer from the Quran. He said, “This island may have housed your body, but not your soul. Your soul dwells in the house of tomorrow, which none of us can visit, even in our dreams. May God bless you, my child!” Despite my homesickness, I was determined to come to terms with the new environment, because I knew my father had invested great hopes in my success. My father visualized me as a Collector in the making and I thought it was my duty to realize my father's dream, although I desperately missed the familiarity, security and comfort of Rameswaram. I tried hard to control my thoughts and my mind, to influence my destiny.

*The highest result of education is tolerance.*
- Helen Keller
LET US REMEMBER:
1. Where did Kalam live?

2. How does Kalam describe his locality?

3. What happened when Kalam's father came out of the mosque after prayers?

4. What did the new teacher ask Kalam to do? Why?

5. How did his friend feel?

6. Why did it leave a lasting impression on Kalam?

7. What did Lakshmana Sastry do?

8. Why did Kalam have to leave Rameswaram?

Tick the correct synonyms of the words underlined:
   a) purity    b) unity    c) innocence

2. Jainulabdeen possessed great innate wisdom.
   a) famous    b) inborn   c) sacred

3. Hindu families lived amicably with their Muslim neighbours.
   a) emotionally b) quietly   c) cordially

4. Sivasubramania Iyer was not perturbed.
   a) flustered    b) worried   c) denied

5. Sivasubramania Iyer's wife was very conservative.
   a) traditional  b) ideal     c) liberal

Match the following words with their antonyms:

- wisdom - accepted
- generosity - intolerance
- tolerance - discomfort
- refused - selfishness
- comfort - foolishness
Dr. A.P.J. Abdul Kalam’s memories… Fill in with correct words/phrases!

<table>
<thead>
<tr>
<th>Of his locality</th>
<th>Of his friends</th>
<th>Of the new teacher</th>
<th>Of Ramanathapuram, and his destiny…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of Ramanadha Sastry</td>
<td>Of what Lakshmana Sastry did</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of his father…</td>
<td>Of what Sivasubramaniya lyer did</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of his father’s words…</td>
<td>Of what Sivasubramaniya lyer’s wife did</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LET US UNDERSTAND:**

Let us think more about the lesson.

“When you pray”, he said, “you transcend your body and become a part of the cosmos, which knows no division of wealth, age, caste or creed.”

**What did Kalam’s father mean?**

________________________________________________________________________

________________________________________________________________________

“I have throughout my life, tried to emulate my father in my own world of science and technology.”

**What does Kalam mean?**

________________________________________________________________________

________________________________________________________________________

“Such problems have to be confronted,” he said.

**What did Sivasubramania lyer mean?**

________________________________________________________________________

________________________________________________________________________
“Your soul dwells in the house of tomorrow, which none of us can visit, even in our dreams.”

What did Kalam’s father mean?

__________________________________________________________________________

__________________________________________________________________________

“I tried hard to control my thoughts and my mind, to influence my destiny.”

What does Kalam mean?

__________________________________________________________________________

__________________________________________________________________________

Describe Dr. Kalam’s unforgettable experiences at the Rameswaram Elementary School in about ten lines.

READ AND ENJOY:

The Rainbow

The following is a story about how the rainbow was formed:

Once upon a time, all the colours in the world started to quarrel; each claimed that he or she was the best, the most important, the most useful or the favourite of all.
Violet rose up to her full height and said, "I am the colour of royalty and power. Powerful people have always chosen me to represent them. I am a sign of authority and control."

Indigo spoke quietly, "I am the colour of silence. I represent thought and reflection."

Blue interrupted, "Consider the sky and the sea, the bases of life. The sky gives space, peace and serenity and it is blue."

Green said, "I am the most important one. I am the sign of life and of hope. I make the majority. The whole world has decided to go green!"

Yellow chuckled [made a laughing sound] and said, "I bring laughter, gaiety and warmth. The sun, the moon, and the stars look golden yellow; look at the sunflower; without me there would be no fun."

Orange started next, "I am the colour of health and strength. I carry all the important vitamins. Think of carrots, pumpkins and oranges. I fill the sky at sunrise or sunset."

Red shouted out, "I'm the ruler of you all. Blood is life and it is red. It's the colour of danger and of bravery. I am the colour of passion and of love. Remember the red rose."

And so the colours went on boasting, each convinced that he or she was the best. Suddenly there was a startling flash of brilliant white lightning. Rain started to pour down relentlessly [without pity]. The colours all crouched down in fear, drawing close to one another for comfort.

The Rain spoke, "You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that life made you all? Life will stretch you across the sky in a great bow of colours, as a reminder that to live is to love, and that you can live together in peace. The rainbow is a promise that life is with you. It's a sign of hope for tomorrow." As the rain ceased, the rainbow was formed. Whenever we see a rainbow in the sky remember to appreciate one another.
Let us remember

1. Why did each of the colours mentioned in the passage think it was important?
   a. Violet: __________________________
   b. Indigo: __________________________
   c. Blue: ____________________________
   d. Green: __________________________
   e. Yellow: __________________________
   f. Orange: __________________________
   g. Red: _____________________________

2. Why did the rain call the colours foolish?
   ____________________________________
   ____________________________________
   ____________________________________

3. What does the rainbow symbolise?
   ____________________________________
   ____________________________________
   ____________________________________

ACTIVITY:

Draw a rainbow in the box given above and colour it. Then write what each of the colours means to you.

GRAMMAR: PHRASES AND CLAUSES

In brief: Look at the sentence, Jainulabdeen was Kalam's father.

This sentence has a subject 'Jainulabdeen' and a verb 'was'. It expresses a complete thought.

This is a simple sentence. It can also be called a 'Main Clause'.

In the following sentence, the predicate has more than one verb.
Abdul Kalam lived in his ancestral house, which was old.

In this sentence, “Abdul Kalam lived” is a complete thought – it is a sentence, or a main clause. ‘In his ancestral house’ does not have a subject or a verb, but adds to the meaning of the sentence – it is a phrase. ‘Which was old’ has a subject [the word which refers to ‘house’] and a verb [was], but this part does not stand on its own. This is called a Subordinate Clause.

Let us look at Phrases and Clauses more carefully.

Phrase – Look at the sentences:

In the beginning, I thought he was cruel.

Early in the morning, I wake up and sing.

☆ The highlighted words form a group by themselves. They make sense, but not complete sense.
☆ They cannot stand by themselves, but have to be a part of a larger group of words which makes complete sense.
☆ They have no subject or predicate of their own. Such a group of words is called a phrase.

Discuss in groups and fill in the blanks with apt phrases from below.
1. Despite these disadvantages
2. Observing my hesitation
3. In our presence
4. living amicably
5. with their Muslim neighbours
6. As children
   1. ___________, he possessed great innate wisdom.
   2. There were a few Hindu families, ___________
   3. ___________ none of us felt any difference among ourselves.
   4. ___________ Lakshmana Sastry told the teacher that he should not spread the poison of social inequality.
   5. ___________ he told me not to get upset.

ACTIVITY: [Individual]
Identify the phrases in the following sentences and underline them:
1. An old building stood beside the river.
2. Mithun was in a happy mood.
3. Nanmozhi was shouting at the top of her voice.
4. We shall do it as soon as possible.
5. On her return we asked Keshwari many questions.

**What are Clauses?**

Look at this sentence:

When the cat is away, the mice will play.

It contains two groups of words.

(1) When the cat is away
(2) the mice will play

Each has a subject and predicate of its own but one group of words makes complete sense, and the other doesn’t.

Which group of words makes complete sense?

*The mice will play* makes complete sense. It is a **Main Clause**. *When the cat is away* has a subject [cat] and a verb [is], but does not make complete sense [the word *when* is a conjunction]. So it is a **Subordinate Clause**.

A group of words, which has a subject and a finite verb and makes complete sense is called the **Main Clause**.

A group of words which has a subject and a verb, but makes incomplete sense is called a **Subordinate Clause**.

When the cat is away, the mice will play.

**Sub-ordinate clause**

**Main Clause**

---

Discuss with your partner and fill in the blanks with the subordinate clauses from below:

1. We lived in our ancestral house, ________________
2. He looked downcast, ________________
3. ________________, you become a part of the cosmos.
4. ________________, lyer invited me to join him for dinner again.
5. ________________, lyer's wife served me food with her own hands.
which was built in the 19th century
when I revisited his house
which left a lasting impression on me
when you pray
when I was leaving

**LET US PRACTISE:**

**Match the Phrases with suitable clauses:**

<table>
<thead>
<tr>
<th>On seeing the snake</th>
<th>the teacher appreciated me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Despite his sickness</td>
<td>the ship set sail.</td>
</tr>
<tr>
<td>By working hard</td>
<td>she ran away.</td>
</tr>
<tr>
<td>The tide having turned</td>
<td>he attended school.</td>
</tr>
<tr>
<td>Observing my skill</td>
<td>Kalam became a great scientist.</td>
</tr>
</tbody>
</table>

**LET US DO: (INDIVIDUAL TASK)**

**Identify the main and sub-ordinate clauses in the given sentences.**

1. Shiva showed Petra the bike which he had just bought.
2. The milk man came when the sun rose.
3. If it rains, the match will be cancelled.
4. Though he is thin, he is strong.
5. As Rahim is tired, he takes rest.

**The following is an imaginary dialogue. Read the dialogue with your partner!**

**Kalam**  :  Come on Ram, don't look so sad.
**Ram**    :  Kalam, I just can't bear it. This new teacher should not have asked you to take a seat at the back of the class.
**Kalam**  :  Don't worry Ram. A seat at the back does not mean that I'm dull.
**Ram**    :  No, but haven't we always sat together? I should have joined you!
**Kalam**  :  Perhaps the new teacher doesn't know how friendly we are here. I feel bad too. But we're still friends, aren't we?
**Ram**    :  Yes, we are, But it's not all right! I feel so ashamed! I have to do something! Wait. I'll tell my father. He will not put up with such things.
Now imagine you are Ram. Fill in the dialogue and role play it in the class.

Sastry : Ram, Kalam, what happened? Why are you looking sad?
Ram : Appa, you won't believe what the new teacher did in class today.
Sastry : Really! Did he stand on his head?
Ram : No, He........................................................................................................
Sastry : What? Why?
Ram : ............................................................................................................
Sastry : This is terrible I will not allow it. Ram, go quickly and bring him here this minute.
Kalam : Sir, I'm not upset, please let it go.
Sastry : No, ........................................................................................................

Try this!

Write a dialogue between Sastry and the new teacher.
NO MEN ARE FOREIGN

Countries may go to war, but the people who fight with each other are human beings. Each has the same blood, the same hopes, the same needs, and the same search for a meaning in life. What makes us forget this?

Do you consider all fellow human beings as your brothers/sisters? Why/ Why not?

In preparation

Our species has survived two World Wars – do you know, of the 70 million people dead in World War II, 40 million were civilians – people like you and me? The average age of the soldiers who died was 25! Some countries, like Russia, lost nearly 15 – 20% of their population. Many of those who died were teenagers. Think of young people like you, across the world – and send out a positive thought! You are the future of the human species on this planet!

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours; the land our brothers walk upon
Is earth like this, in which we all shall lie.
They too, aware of sun and air and water,
Are fed by peaceful harvests, by war’s long winter starv’d.

Their hands are ours, and in their lines we read
A labour not different from our own.
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognize and understand.

Let us remember, whenever, we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other.

It is the human earth that we defile,
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own.
Remember, no men are foreign, and no countries strange.

James Kirkup
James Kirkup (1918 - 2009) was an English poet, translator and travel writer. He won the Atlantic Award for Literature in 1950. During the Second World War, he was a *conscientious objector* - that is, he refused to fight, saying that he did not want to kill anyone. He, instead worked as a farm labourer during the period of the war.

**Understanding the poem:**
What do you understand by”beneath all uniforms, a single body breathes like ours”?  
What does the poet convey when he says that our enemies too, are fed by the earth's harvests, and starved by the ravages of war?  
Carefully examine the following phrases from the poem, and write down what they mean to you.

<table>
<thead>
<tr>
<th>hands are ours</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyes like ours</td>
</tr>
<tr>
<td>strength that can be won by love</td>
</tr>
<tr>
<td>common life that all can recognise and understand</td>
</tr>
</tbody>
</table>

*when we are told to hate others, we dispossess, betray and condemn ourselves [consider each word separately]*

**LET US REMEMBER:**

1. This poem is set in the context of war. So pick out words that refer to ‘war’.

2. What is the 'uniform' referred to here?

3. Who does the word 'brother' refer to?

4. Why does the poet compare war to a long winter?

5. List out some experiences common to all people on earth.
LET US UNDERSTAND - DISCUSS AND SHARE:
Why does the poet say that when we hate our enemies, we betray and condemn ourselves?

How do we defile the earth during war?

DEBATE
In some countries, military service is compulsory. Argue for and against compulsory military service.

Read and Understand:

The cat that sits at home,
Has white fur, all over
In time, she had a litter,
Amazing! Each kitten - a different colour,
Ash-grey was a little kitten
One dark like tar
Yet another had the colour of a snake,
While a tiny one was white as milk.

Though by colour they differ
Aren't all from the same mother?
Do you a colour to greatness assign?
And consider another of low design?

We differ in colour, indeed -
Yet do we really differ in need?
The lessons from this litter heed!
We're alike in thought and deed.

- Translated version
Supplementary Reading

SORRY, BEST FRIEND
Adapted from the story by Hemangini Ranade

Renu and her thirteen year old daughter Manju had just arrived in Mumbai from Delhi. They were living on the tenth floor of a big apartment in a colony. The schools were still closed. So Manju stayed at home all by herself and her mother went to work. Of course, Manju was not happy when her mother left her alone. But she knew that, for a long time after her father’s death, her mother could not find any work. So she did not argue with her mother.

Her mother always said all sorts of things to her before leaving. “Manju, don’t open the door for anyone except Bai. And when there is a knock, first find out who it is. Don’t climb on anything in the balcony or lean out. Don’t turn on the gas. Be sure to have lunch on time.” She would listen carefully to it all.

But Manju felt terribly lonely. She would watch TV for a while, or read a book in the balcony. Often she would look down to see what was happening below on the road. She would eat her lunch, and then sleep for a while! What else was there to do, all alone?

A little after her mother would leave for work, Bai would come, and when her work was finished the door would close after her too. Everything was silent next door as well. The people who lived there also went away all day.

When her mother returned in the evening, she would take Manju for a walk. She’d be too tired to answer her questions. She would answer one or two and then stop. Manju would understand that her mother was tired and remain silent. But this
made her feel angry within.

One day Bai brought her young daughter along. She told her sternly, “Now sweep and swab the house, and not a word out of you.” Bai began cleaning the vessels. The young girl did her work, silently. She was terribly thin, and not very clean. Manju asked her name. The young girl looked frightened. Then she whispered “Miriam”. “How old are you?” asked Manju. “I am thirteen,” said Miriam, shyly. Manju was shocked. The same age as she was! She looked so thin and small! “Do you go to school?” she shook her head. “Why not?”

Miriam glanced at her mother. “I attended school till the sixth,” she said, and fell silent. “I’ll be going to school soon,” she added. Then Bai said, “She was a good student. How can she go to school, beti? She does all the housework. I need all the help I can get. Her father has left us, and I have to work more, now.” But she needs to study! Manju wanted to take her into her room and show her all the toys and books that she had, but the girl refused to come.

When Bai was ready to go home, Manju requested her to bring Miriam again. When her mother came back, Manju told her about Miriam. “Did you try talking to her?” asked her mother.

“She refused to respond every time,” said Manju in disgust.

“Keep trying,” said her mother.

On Sunday, when Renu was at home, she said something to Bai and after that Miriam came with her mother everyday. She began to come in clean clothes.
Her hair was neatly oiled and plaited. At lunch time they would eat together. Mother was now leaving lunch for both of them. Bai would bring Miriam in the morning and pick her up in the evening after she had cleaned some of the other homes in the colony. Now the time passed by very quickly for Manju.

The girls had so much to share! Manju and Miriam would talk to each other for hours! Manju and Miram were happy together. Miriam in turn talked to her about her life in the chawl, and of her rude cousin Mehrab. She also spoke of her dream of having her own embroidery unit. “Don’t you want to study?” Manju would ask curiously. “Oh, I do,” Miriam would reply. “It’s just that Ammi works so hard!” Her eyes would fill with tears.

Another time, Manju asked, “If you could start studying again, what would you like to become?” “I would become an IAS officer,” Miriam said, resolutely. “I would do a lot of good for the people.” Manju said to her mother, “I’m learning so much from Miriam, amma! And it’s so much fun!”

Three weeks passed like a dream. May was almost over. School was to begin in a week. She was going to a new school, a new class. Manju wondered what it would be like. “Will I have friends like Miriam?” she asked herself. As she looked back at her time with Miriam, she was filled with gratitude. “Miriam didn’t need to come every day,” she thought. “May be she liked me!” Somehow, the thought that Miriam liked her made Manju very happy. It was difficult to say why. Maybe, under other circumstances, she would never have talked to Miriam at all! “And more important, Miriam would never have talked to me!” she realised. Miriam’s trust in her was like a precious jewel in Manju’s heart.

“I’ll never forget these three weeks, never!” she thought.
On the first of June, her mother did something that shocked Manju. She gave some money to Manju as she was leaving, and asked her to give the money to Miriam as her salary. Before Manju could question her, she had left. When Miriam arrived, Manju said in an unfriendly way, “Take the money, you have earned it.” But it was Bai who quickly grabbed the money from her hand. That day Manju did not speak to Miriam or play with her. She went off with her books to her own corner, and when Miriam playfully tried to snatch her book away, she flew at her.

"Leave me alone. You can't read or write, stupid!" Miriam stared at her for a moment. Then she shrugged, and started helping her mother.

The next day was Sunday. Manju's mother wanted to take both the children to the beach, because Manju had to go back to school in a couple of days.

Manju was still angry. She walked ahead of her mother and Miriam, without saying a word. There was a cool breeze blowing, and the waves roared in the background.

The girls played separately in the water, and then settled down on the sand. Manju's mother decided to buy both of them some icecream. "When she was paying for them, Manju said rudely, "Why don't you let Miriam pay for her icecream?" Miriam's eyes filled with tears. She threw down her icecream and ran away.

That evening, her mother wouldn't talk to Manju. She did not give her dinner, and she didn't eat either. When it was time to leave for the office, her mother came to her and said, "I am going to Bai's house to tell her not to bring Miriam here anymore. You are not her friend, you are her enemy. I am ashamed of you."

When Manju heard her mother's voice, She began to cry.

"What is troubling you, Manju?" asked her mother gently.

"Oh, I don't know. Why did you give her money, amma? I thought she was a friend! All the time, I thought ...I thought she was the best friend I had ever had! But she was just doing a job!" Manju started crying again, and she wouldn't stop.
Renu tried explaining to Manju that she had actually spoken to Bai, and given Miriam money so that she could go to school, but it made no difference to her. Finally Renu said, “Come, I want to take you somewhere.”

They went to a cluster of huts right at the end of their lane. It was terribly smelly. There was garbage lying around in heaps. There was a single water-tap and a crowd of thirty or forty women around it. Miriam had talked to her of all this, but this...this was real! The men and women in the chawl stared at them. Manju felt uncomfortable. "Why do they look at me like that?" she thought. They were now entering a tiny house.

It was so dark inside that they could hardly see. Then they saw a small figure at the stove in the smoky corner. It was Miriam, in torn, filthy clothes again. She got up slowly and looked at Manju. Her eyes became red.

“What do you want?” asked Miriam, rudely. “Mother isn’t here.”

“Manju has come to talk to you, Miriam,” said Renu softly. “Give her another chance.”

“What chance?” said Miriam, turning away. “There is nothing I want to say to her. Ever.”

Then Manju understood the unfairness of the world. She went to Miriam and whispered, all of them could hear her say, “Sorry, best Friend!”
LET US REMEMBER:

1. Why did Renu and her daughter come to Mumbai?

2. What instructions did her mother give Manju before leaving for office?

3. How did Manju spend her time at home?

4. Who was Bai? What work did she do?

5. Who was Miriam?

6. Why was Miriam not going to school? Upto which class had she studied?

7. What did Manju share with Miriam?
8. Which act of her mother upset Manju?

9. What happened at the beach?

10. Why had Renu given the money?

11. Why was Manju upset?

12. What was Miriam's locality like?

13. Why did people stare at Manju and Renu?
**LET US DO:**

Pick out the lines / phrases from the story that convey the feelings of the characters:

<table>
<thead>
<tr>
<th>Manju's feeling</th>
<th>Line/Phrase</th>
<th>Miriam's feeling</th>
<th>Line / Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>curiosity</td>
<td></td>
<td>fear</td>
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<tr>
<td>shock</td>
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<td>shyness</td>
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<tr>
<td>concern</td>
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<td>helplessness</td>
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</tr>
<tr>
<td>ease and sharing</td>
<td></td>
<td>ease and sharing</td>
<td></td>
</tr>
<tr>
<td>disappointment</td>
<td></td>
<td>disappointment</td>
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<tr>
<td>anger</td>
<td></td>
<td>withdrawal</td>
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<tr>
<td>rudeness</td>
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<td>hurt and disgust</td>
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</tr>
<tr>
<td>sadness</td>
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<td>sadness</td>
<td></td>
</tr>
<tr>
<td>understanding</td>
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<td>understanding</td>
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</table>

What Manju understood – Explain things that money cannot understand, or take away

the unfairness of the world

love and laughter and good times

a little bit about the nature of friendship

What Miriam understood
LET US UNDERSTAND:
Discuss and write.
Why did she feel disappointed?

Can you find out how Miriam felt on each of these occasions?

a. Miriam’s eyes filled with tears. She threw down her ice-cream and ran away. Feeling:

b. “What chance?” said Miriam, turning away. “There is nothing I want to say to her. Ever.” Feeling:

WRITE:

Do you keep a diary? Write about someone with whom you have made friends recently. Say how you became friends, what qualities make a good friend, etc.
Acknowledgements

The Poem: My Grandmother’s House  
Source: Kamala Surayya's Panorama – A Selection of Poems. Revised Edn. 1986, OUP. Indian Branch Head office 1st Floor YMCA Library Building 1, Jai Singh Road, P.O.Box 43, New Delhi-110 011.

Prose: The Power of Laughter  
Source: From the Literature Reader VI - Connected for Communication.

Poem: You Can’t Be That No, You Can’t Be That by Brian Patten, Orient Longman 3-6-752 Himalaya Nagar - Hyderabad - 500029 AP. e-mail - info@orientblackswan.com

Supplementary Reading: A Woman of Courage

Prose: Living Amicably – Excerpts from ‘Wings of Fire’  
Source: Dr.APJ. Kalam, Wings of Fire, Universities Press (India) Pvt. Ltd. 3-6747/1/A and 754/1 Himalaya Nagar, Hyderabad 568029 – A.P. e-mail: ifor@universitiespress.com.

Poem: ‘No Men Are Foreign’  
Source – James Kirkup’s The Golden Lyre by Michael Shane Calvert. Ever Green Publications LH 4738/23, Ansari Road, Daryaganj New Delhi-110 002. e-mail: opildelhi@gmail.com.

Supplementary Reading: Sorry, Best Friend  
Source: ‘Sorry, Best Friend’ by Hemangini Ranade, Tulika Publishers 13, Prithvi Avenue, 1st Floor, Abhiramapuram, Chennai-600 018. email: kaka@thlikabooks.com
"I can, I did"
Student’s Activity Record

<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>
</tr>
</thead>
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<tr>
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UNIT 1

NOTE TO THE TEACHER

This unit aims to enhance the student's love of her/his country by reading not only about a brave queen in the given prose text but also about everyday heroes and heroines in the supplementary reading section. They make us feel proud of our country and our heritage. This also touches on the theme of women empowerment. The Brave Rani of Jhansi, is adapted from the inspirational narrative by Sandhya Rao. She speaks about the dynamic role that the young Rani Lakshmibai who played an important role during the First war of Indian Independence.

The vocabulary exercises are given to help students enrich their active use of the language. They will have fun in finding out the words hidden in the maze. The activity is a road map that will enable the students to engage with the inspirational nature of the text.

Care has been taken in devising activities to help the students engage themselves in active learning through the interactive method. The students will be introduced to the transitive and intransitive verbs and active and passive constructions through simple exercises.

Before reading aloud Kipling's poem Land of our Birth, please get the children to fill up the pledge as suggested in the preparation part. The words of the poem are very heart warming and can easily be memorized. You can inspire students to take pride in our national heritage and instil in them patriotic zeal. The poem also teaches us how to be good human beings.

The Supplementary Section, After the Storm, adapted from a powerful children's story written by Deepa Agarwal, evokes in young readers a sense, how their attitudes can change any situation for the better.

There are many functional activities such as projects and creative writing to encourage students to think over and use the target language in a real or given situation for enriching their language skills.
In Preparation:

Think of 1857 and you think of the Rani of Jhansi, one of India’s bravest women. That was the year when the Indian soldiers openly turned against their masters, the British. It was the first organized fight back and Indians called it their First War of Independence. It was also known as ‘Sepoy Mutiny’. It was a revolt against the British Government. Lakshmibai too joined that mutiny in 1858 after she had become the Rani of Jhansi.

When Lakshmibai was born in Benaras, the wise ones said she would become a queen. Her parents, Moropant Tambe and Bhagirathibai named her Manikamika after the river Ganga. Her mother told her many stories from the Ramayana and the Mahabharatha, and Manu, as she was called, was very happy. Unfortunately Bhagirathibai died all of a sudden when Manu was only four. Moropant Tambe moved to a place called Bithur. There he worked for Baji Rao II, who had once been the Peshwa. ‘Peshwa’ was the title given to the Maratha ruler. Manu did not feel sad for a long time in Bithur. She quickly made friends with the boys, Nana Sahib and Tantia Tope. Nana Sahib was Baji Rao’s adopted son. With them, she learned to ride and shoot. She also went to school, although in those days girls were not taught to read and write. She was called ‘Chhabili’- the sweet one - by everyone, including Baji Rao.

Because of her charm and wit, Gangadhar Rao, the king of Jhansi, married her after the death of his first wife, Ramabai who had died without a child. When Gangadhar Rao married Manu, she was only 15 and she was a child herself. The bride was given a new name, Lakshmibai, Rani of Jhansi. The people of Jhansi welcomed Lakshmibai into their hearts and she loved them too.
Soon, the people of Jhansi were thrilled to know that their king at last had an heir. Yes, Lakshmibai had given birth to a baby boy in 1851. But this joy and happiness did not last as the baby died after three months and the people were heartbroken.

In those days, it was common for the rulers to adopt a child if they did not have children. So the king, Gangadhar Rao chose five year-old Anand Rao, his cousin’s child, to be his adopted son. On the eve of the adoption, on November 19, 1853, a colourful ceremony was held and Anand Rao was renamed Damodar Rao Gangadhar. The British were informed of the adoption by the king who told them that his queen, Lakshmibai, would rule Jhansi until the boy grew up. Soon after he had made the adoption, the perils began with the death of Gangadhar Rao. The Governor General Lord Dalhousie announced that he was taking over Jhansi, since the British did not accept an adopted child as a legal heir to the throne. This was only a cunning plan on the part of the British to take over the land.

This clever way of acquiring new territories for their Empire was called the Doctrine of Lapse. The British made a law that, if an Indian ruler died without a natural heir, the British simply took over his or her kingdom. The kingdom or state lapsed into the British. But Lakshmibai was determined not to give up Jhansi. However all her efforts became futile and she wept alone in her room the whole night. She was only nineteen years old! She decided to leave the fort as ordered by the British and went to live in a palace in the town with Damodar, her adopted son. The British began to govern Jhansi.
In the palace, Lakshmibai led a quiet life. She taught Damodar to fence and ride, read and write. Even then, she did not stop writing to the British for justice. Three years had passed without any disruption. By 1857, the British occupied India almost completely and their armies had many Indian soldiers. Not everybody, including the sepoys, was happy. They were very hurt because their officers had asked them to grease the new cartridges to be used in the rifles. This grease with fat from pigs and cows was used in order to fire the bullets smoothly.

India has always been a multicultural country. The Muslims did not eat pork. The Hindus did not eat beef. Though they had already faced many problems, the greasing of cartridges was the worst one. On a hot summer day in May, the sepoys of the Bengal Army in Meerut attacked their British officers and some officers were killed. The Sepoy Mutiny had begun! As the news spread across the central and northern India, thousands of soldiers turned against their British officers. Very soon the mutiny spread to Jhansi. The British were helpless to control the mutineers. They appealed to Lakshmibai to advise her soldiers to return quietly to their camps. Instead, she decided to join this fight against the British. Her war for independence had really begun.

First of all, she dug up all the piles of ammunition that had been hidden secretly and set up two new factories to manufacture rifles and swords. Thousands, including women were trained. She had a strong and loyal army, headed by both men and women. Lakshmibai was galloping
from one place to another on a horse to supervise all the activities. She became one of the toughest rulers of Jhansi!

The British, on seeing Lakshmibai’s leadership wanted to capture her. Sir Hugh Rose was given the task. His army reached Jhansi. Though Lakshmibai’s loyal army fought the British furiously, they were pushed back by the enemy’s guns. The British cannons blasted a huge hole in the wall of Jhansi’s fort and the soldiers rushed into Jhansi.

It was a terrible fight. Even though a large number of Lakshmibai’s soldiers were killed, the British could not catch Lakshmibai as she had escaped with Damodar to Kalpi. Accompanied by her faithful followers and friends, she went to Gwalior to seek the support of Scindia of Gwalior. Though Scindia was on the British side, his soldiers deserted him and supported Lakshmibai to fight against the British.

She gained fame far and wide and she asserted, “We must prepare ourselves for another onslaught.” However Rose was back with more men and more arms, and waited outside the Gwalior Fort. Once again there was a terrible battle. Lakshmibai sat on her horse, holding the reins between her teeth and a sword in each hand. Her eyes glittered with fire and her swords caught the sunlight as she fought bravely. But on the third day of the war, she was shot. The brave Rani of Jhansi laid down her life for her people. She was only twenty three years old at that time.

Her soldiers huddled together in shock. She whispered in her last breath, “Give my jewels to my soldiers and look after little Damodar.” The moment Lakshmibai died, the Peshwa army lost hope and the Sepoy Mutiny came to an end. The history of India is with full of stories of the brave. No doubt, Lakshmibai is probably the most famous Indian woman to defy the British.

defy - refuse to obey
LET US REMEMBER:

1. What was the name given to Lakshmibai by her parents?

2. Who were Manu’s friends in Bithur? What did she learn there?

3. How was Manu called by everyone?

4. Why did Gangadhar Rao choose Manu as his queen? What name did he give her?

5. Why did Gangadhar Rao adopt a son?

6. What was the Doctrine of Lapse? Why did the British evolve it?

7. How did Rani Lakshmibai prepare for the First War of Independence?

8. What was the result of the First War of Independence?

9. Describe how Lakshmibai fought her last battle?

10. What were her last words?
VOCABULARY:

Let us know the new words:

A. Match the following words with their meanings given:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mutiny</td>
<td>1. violent attack</td>
</tr>
<tr>
<td>2. onslaught</td>
<td>2. useless</td>
</tr>
<tr>
<td>3. defy</td>
<td>3. rebel</td>
</tr>
<tr>
<td>4. ammunition</td>
<td>4. disobey</td>
</tr>
<tr>
<td>5. futile</td>
<td>5. weapons</td>
</tr>
</tbody>
</table>

B. Choose the opposites of the words given:

<table>
<thead>
<tr>
<th>A</th>
<th>a) ugliness</th>
<th>b) magic</th>
<th>c) beauty</th>
<th>d) elegance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. charm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. smoothen</td>
<td>a) soften</td>
<td>b) pleasant</td>
<td>c) roughen</td>
<td>d) harden</td>
</tr>
<tr>
<td>3. strange</td>
<td>a) special</td>
<td>b) common</td>
<td>c) usual</td>
<td>d) regular</td>
</tr>
<tr>
<td>4. defy</td>
<td>a) oppose</td>
<td>b) accept</td>
<td>c) consider</td>
<td>d) join</td>
</tr>
<tr>
<td>5. brave</td>
<td>a) bold</td>
<td>b) frightened</td>
<td>c) strongest</td>
<td>d) powerless</td>
</tr>
</tbody>
</table>

C. Fun with words:

Try to find the hidden words in this maze:

```
ozemplirkeuc
e.g.: heir
rueva nel rts
se verminea
meoflsclfmlr
ofgfpllxum
opryqrdepat
tnegarsel
hrtail
ecialdbvrose
nk lastrange
```

A few clues:
- rise against authority,
- make easy,
- apply oil, fat
- danger
LET US UNDERSTAND: (Tick the right answer)

1. This story is about ________________
   a) a kingdom  b) a brave queen

2. “That she learnt to ride, shoot, read and write along with the boys” - speaks of
   a) her rebellious nature  b) her wide interests

3. Rani Lakshmibai said, “I will not give up Jhansi.” This shows her
   a) patriotism  b) selfishness

4. Her preparation for the 1st War of Independence speaks of her
   a) rudeness  b) determination

5. Her last words reveal
   a) her generous spirit  b) her weakness

LET US UNDERSTAND:

1. Discuss with your friends (in small groups)

   This is a roadmap connected with the life of the brave Rani of Jhansi. Discuss with your group what happened to her at each place. Share your views with the class.

---

Benaras  Bithur  Jhansi  Gwalior
THINK FURTHER: (Group Activity) SHARE IN CLASS:
Can you name any other brave woman? Describe the brave thing she has done.

GRAMMAR:
LET US LEARN - Transitive and Intransitive Verbs:

*Read the following sentences:*
1. Sam eats *mangoes*. What does Sam eat? *‘mangoes’*
2. Valli kicked *the ball*. What did Valli kick? *‘the ball’*

The words *‘mangoes’* and the *‘ball’* are the objects of the verbs *‘eats’* and *‘kicked’*. The verbs which have objects are called *Transitive Verbs*. Now, *read these sentences;*
1. The sun shines brightly.
   The sun shines... *WHAT? No answer*
2. Water boils at 100° C.
    Water boils... *WHAT? No answer.*

The verbs *‘shines’* and *‘boils’* do not have objects. Hence they are called *Intransitive Verbs*.

*Say whether the highlighted verbs in the following sentences are transitive or intransitive.*
1. Please, *pass* the salt - ____________________.
2. Don’t *wait* here - ____________________.
3. You *must obey* elders - ____________________.
4. Stars *twinkle* at night - ____________________.

LET US UNDERSTAND:
Only the sentences which have *‘transitive verbs’* will take up the *‘passive forms’*.
Look at these sentences;
What do these two sentences have in common?

[The porter pulled a trolley] [A trolley was pulled by the porter.]

These two sentences have a *similar meaning.*
Each sentence begins with a subject.

- In active voice, the doer is given importance.
- In passive voice, the action is given importance.

**Active Voice**

**Passive Voice**

Discuss in pairs and say whether the verbs given in bold letters are in active or passive forms:

1. They *sing* songs in the assembly. ___________
2. A notice *was sent* by the manager. ___________
3. You *gave* him your pen. ________________
4. He *has built* a house in his hometown. ___________
5. The parcel *was opened* secretly. ______________
6. The teacher *gave* the students an exercise. _______
7. Birds *fly* swiftly in the sky. ________________

**WORK IN SMALL GROUPS:**

Go through the text and pick out the verbs given in active or passive forms;

For example: choose - active voice
             was called - passive voice
             _________ - _________
             _________ - _________
             _________ - _________
             _________ - _________
             _________ - _________
             _________ - _________
**LET US DO:**

**Directions:** Match Column A with Column B and make sentences:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National flag</td>
<td>is filled with gaiety.</td>
</tr>
<tr>
<td>The flag song</td>
<td>are distributed.</td>
</tr>
<tr>
<td>The campus</td>
<td>is presided over by the principal.</td>
</tr>
<tr>
<td>The birds</td>
<td>is hoisted.</td>
</tr>
<tr>
<td>The sweets</td>
<td>is sung.</td>
</tr>
<tr>
<td>The function</td>
<td>are seen in the sky.</td>
</tr>
</tbody>
</table>

**PROJECT:**

Collect information and pictures of your favourite leader/inspirational person from books and magazines. Write a paragraph or an essay pasting suitable pictures beside it and present it to your class.
POEM

LAND OF OUR BIRTH, WE PLEDGE TO THEE

In page VI of this book what do you find after invocation to Goddess Tamil? Do you say the pledge in your school assembly? What do you find below the pledge? Which is your Motherland? Do you love your Motherland? If 'yes', please sign your name, after filling in all the other places in the box. Whenever you open the English reader, read page VI and renew your pledge.

Land of our birth, we pledge to thee our love and toil in the years to be, when we are grown and take our place as men and women with our race.

Father in heaven, who loveth all, O help thy children when they call, that they may build from age to age an undefiled heritage.....

Teach us the strength that cannot seek, by deed or thought, to hurt the weak, that, under thee, we may possess man's strength to comfort man's distress.

Teach us delight in simple things, and mirth that has no bitter springs, forgiveness free of evil done, and love to all men 'neath the sun.

Land of our birth, our faith, our pride for whose dear sake our fathers died; O Motherland, we pledge to thee head, heart and hand through the years to be.

- Rudyard Kipling
NOTE ON THE POET:

Rudyard Kipling, one of the most popular British writers, was born in Bombay in 1865 but was taken to England by his family when he was five. Kipling is best known for his stories and collections such as *The Jungle Book, Just So Stories, Kim* his poems 'If', *Gunga Din* etc. He was awarded the Nobel Prize for Literature in 1907. The given poem was musical. So if you learn the lines, you can sing it for the school Independence and Republic Day celebrations.

LET US UNDERSTAND:

1. Can you find out if one or more than one person speak(s) in the first stanza?
2. Are they young or old? How do you know?
3. Who do you think the speaker is in the second stanza? Why?
4. Who is addressed in the first and last stanzas?
5. Who is addressed in the rest of the stanzas?
6. Can you rejoice at another person’s sorrow?
7. What should we do when people hurt us?

In the last line of the poem the sound “h” is repeated. Such a technique is called alliteration, where the same sound is repeated. Poets use alliteration to add beauty and musicality. Thiruvalluvar uses it often in *Thirukkural*—example

"அஹ் கணித குட்டாக கும்பில்லா..."
LET US REMEMBER:
1. What do the children promise to give the Motherland in the first stanza?
2. What does the poet pray that the children should do for the nation in the second stanza?
3. How should we use our strength?
4. What do the children pray for in the fourth stanza?
5. Who fought for our freedom?
6. What do the children pledge to the nation?
7. Write words in alliteration you find in this poem.
SUPPLEMENTARY READING

AFTER THE STORM

In Preparation
What do you do, when you feel very troubled about the situation around you?
Here is an experience of a group of children.

The storm raged all night. Lightning flashed and the wind howled like a demon. Saruli crawled under the covers and clung to her mother when she heard the thunder. A peculiar crack-crack-crack SNAP was followed by a tremendous crash, as though a giant had fallen to the ground.

“What is that?” she asked her mother.

“The trees,” her mother replied. “The wind is blowing them down.”

“The trees!” Saruli was shocked. The wind was strong, very strong. But was it powerful enough to knock down those enormous pines—so straight and tall?

The next morning she saw it for herself. Row upon row of the lofty pines lay stretched helplessly on the ground. Saruli was stunned. Half the jungle seemed bare. Most of the people from the small hillside village were there, foraging for branches and dragging them away. But Saruli, a wiry girl of thirteen, stood there stunned.

Gripped with fear, Saruli was thinking of the barren hillside across the valley. How desolate it looked! A real contrast to the forest near their village, which was full of fresh grass and shrubs. Suppose… suppose all the trees fell down … wouldn’t the forest disappear? With an effort she dismissed these thoughts and began to collect wood. Fuel is always an important need. Saruli gathered a large bundle. On her way back, she passed Diwan Singh’s house. The old man was seated outside. “You want some wood, uncle?” she asked. Without waiting for an answer she dropped part of her bundle in one corner of the paved courtyard.

“So, you have been to the forest, girl?”

“Yes, uncle, lots of trees fell down last night.
Old Diwan Singh was the headman of her village. “It was to be expected,” he said slowly. “The trees have been totally hollowed by the resin-tappers.” Saruli’s brown eyes opened wide. “I wondered how so many trees had fallen down”. Diwan Singh said, “First they only made one cut on the trees to tap resin. Now they keep on making gashes till the trees are utterly drained. Even a moderately strong wind can blow them over, they are so dry.” “Can’t... can’t someone stop them?” Saruli asked, horrified. Diwan sighed. “Who can stop them, girl? The contractors are rich, influential people. They pay a lot of money to tap the trees.”

Saruli got up to go home. As she stood up, she glanced at Diwan Singh’s strange nursery. He was growing saplings. Not the baby pines which sprang up themselves in the rains, but shoots of oak and deodar – the native trees of the hills. Diwan Singh told Saruli, “When I was a boy this was a forest of oak and deodar. The British Government cut them down and planted pines.”

“But, why?” She had asked. **resin** - a substance got from the sap of a tree

“Because pine trees can be tapped for resin and resin has many uses. But they forgot that oaks bring rain and trap the water. Pines dry out the land.”

It was a holiday. Saruli took her cow to graze in the forest. The sight of the fallen tree trunks was depressing. Many of the children from other villages were there too, with their goats and cows. “Come and play hide and seek!” Jaman called. But Saruli shook her head. She sat on a rock, lost in her thought. How could they save their forest?

“What is the matter?” Jaman asked after a while.

“I am scared,” she replied, after a short pause. “Suppose another storm comes along and all the trees are blown down. What will we do then?”

“The contractors pay money to the Forest Department to tap the trees. They are allowed to do it,” said Jaman in a low voice.
But Saruli was rushing to the nearest pine tree. There she found several gashes which had gone dry. At the end of one, there was a conical tin cup, into which the sticky resin fell, drop by drop. She wrenched off the tin cup and threw it away. “That is what we can do!” She cried triumphantly. Jaman put some clay to seal the gashes.

The other children gathered around curiously. Saruli cried excitedly. “Come on, help me to save our forest!”

She raced around pulling the tin cups off the trees. And Jaman followed with the clay. The others joined in enthusiastically.

A week passed. The little group managed to remove the tin containers from a large portion of the jungle. Then, one morning, four men entered the forest to collect resin. Saruli’s heart thudded. The showdown had come. But she had to stay calm. She could hear their muttered exclamations of surprise which turned into anger to find the trees devoid of the resin containers.

Finally, they came up to the children who were swarming around a tree. “Do you know who has done this?” one of them demanded. Saruli had seen him around. He was called Lal Singh.

The children looked at each other, not knowing what to say. Then Saruli jumped down from the kafal tree. “We did it,” she said.

“What?” the man seemed unable to understand.

“Yes,” Saruli said quietly. “We threw away the containers”.

“You brats! How dare you!” Lal Singh exploded. His companions swore and muttered angrily. “Now we will have to put them again,” Lal Singh continued. “Don’t you dare touch the trees now.”

He produced a chisel-like tool and began to scrape off the mud plaster the children had applied.

“Stop!” Saruli cried, hurling herself at him. He pushed her aside roughly but Jaman and the others joined Saruli.
“Run, Radha!” Saruli cried. “Get help from the village. We have got to save the forest!”

Radha ran fast. But the taller man caught up with her quickly. He was about to grab her. Suddenly, a jeep jerked to an abrupt halt. “What is going on?” a voice spoke from inside.

Lal Singh sprang forward eagerly. Jaman followed. Then his eyes fell on what was written on the number plate. “The D.F.O. Sir!” he muttered nervously.

The District Forest Officer jumped out of the jeep. One of the men who held Radha by the arm was gesticulating and pointing to the trees. Radha looked terrified!

“What is the meaning of all this?” the D.F.O. asked.

“She is the ring leader,” Lal Singh said accusingly.

“Sir, we are only trying to save our forest!” Saruli said vehemently.

Taken aback by Saruli’s impassioned outburst, the D.F.O. followed her to the edge of the forest. He stared at the fallen tree-trunks and frowned.

“It is the resin-tapping, Sir,” Saruli repeated. “If all the trees fall down, what will we do?”

But the D.F.O. was lost in thought. “I shall have to think about it,” he said finally. “Our job is to preserve the forests. Tell your contractor to talk to me.”

Lal Singh’s eyes almost fell out with shock, but the children clapped gleefully. The D.F.O. got into his jeep and drove away.

A month went by. The resin-tappers did not come again and the children continued to remove the containers. They had almost finished when the first monsoon showers came down. That evening when Saruli went home, Diwan Singh called out to her, “Girl, the rains have come. Let’s plant the deodars.”
She smiled happily up at him. Just then, they saw a familiar jeep. "D.F.O. Sir!" said Diwan Singh.

The D.F.O. got off the jeep and smiled at Saruli. "Keep it up," he patted her back. "The resin tappers will not trouble you again."

"Thank you, Sir, thank you!" chanted a chorus of voices. The jeep sped down the road. A breeze rustled through the trees making them sound like a distant waterfall.

Saruli sighed happily. They would continue to hear that sound. They had achieved their goal. They had saved the forest.

Nothing would destroy their forest now.

**LET US REMEMBER:**

*Complete the following sentences:*

1. Saruli clung to her mother when ________________________________
2. Saruli was stunned to see ________________________________
3. Suppose… suppose all the trees fell down ________________________________
4. "It was to be expected", Diwan Singh said slowly ________________________________
5. "Oaks bring rain and trap water, Pines ________________________________
6. Saruli found several gashes which ________________________________
7. The tin cups were wrenched and thrown off and ________________________________
8. "Now, we will have to put them again," Lal Singh continued, ________________________________
    ________________________________
9. "Girl, the rains ________________________________
    ________________________________

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LET US UNDERSTAND:
Using this frame, match Saruli's feelings [indicated by the numbers] with the line that communicates it.

1. was shocked
2. was stunned
3. felt
4. knew
5. thought
6. requested
7. acted
8. achieved

___that they should put an end to resin tapping.
___that they had ___ their goal.
___that the contractors got resin by making gashes on the trees.
___to know that the wind could blow down the trees.
___her friends to help her put a stop to the unlawful tapping.

___ quickly and wrenched off the tin cups and slapped clay on the gashes.
___ how desolate the forest would be without the trees!
___ when she saw that many trees had fallen down.

Write a paragraph on how Saruli saved the forest.

ACTIVITY:
Prepare a play and enact the incidents in the story with your friends.
UNIT 2

NOTE TO THE TEACHER

In this unit, an attempt has been made to make students aware of the importance of coexisting with all species on earth, especially the colourful birds, and the ferocious, magnificent tiger. The prose text Our Winged Friends is an excerpt from Zai Whitaker's biography of Dr. Salim Ali, 'Salim Ali for Schools.' It enlightens the students on different types of birds and their strange and unique behaviour, and also encourages them to take up bird watching as a hobby. There is a poem by the famous poet, Laurence Dunbar, given as extra reading to sensitize children to the deeper dimensions of freedom, using the metaphor of a caged bird.

This unit presents a frame to maximize active learning. There are many language exercises like semantic mapping, which effectively facilitate students in their learning of the language and can be used to motivate them. Students are given tips for essay writing which would enhance their writing skills.

The second part of this unit has a poem A Tiger in the Zoo by Leslie Norris which evocatively portrays the raw feelings of a caged tiger in the zoo. Students learn to respect animals' rights and their freedom. The questions asked here will help them to reflect on this issue.

The Supplementary Unit is an interesting story from Zimbabwe, The Anteater and the Dassie written by Lakshmi Mukundan. The backdrop of this story is a conversation between a boy called Tendai and his grandmother. The story which features a race between two friends, a pangolin and a dassie, communicates how smartness can win over strength.

The activities given, help the students to read, comprehend and interact in small and large groups. The grammar taught in this section is Reported Speech. Rules regarding reported speech are given with examples. Focus is mainly on Statements and Imperatives. Formal letter writing is included in this unit to enable the students to correspond with officials if necessary. Familiarize the students with the format as labelled. Please focus more on the content of letters.

A suggested extension activity on debate and two projects has also been given.
In Preparation

Dr. Salim Ali, the Birdman of India, is one of the world’s most famous ornithologists. He made many discoveries about Indian birds and wrote the “The Book of Indian Birds”, which has become a classic. He also fought for the conservation of many important forests including the Bharatpur Bird Sanctuary in Rajasthan and the Silent Valley in Kerala.

or-ni-tholo-gists- people who study birds

Read and think: Have you watched birds around you? People have done so for centuries! Birds seem to represent the spirit of freedom because they roam the skies. Birds which were once used as messengers are now often hunted and caged. Here is a poem by an African Black American poet about a caged bird.

I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore,
When he beats his bars and would be free;
It is not a carol of joy or glee,
But a prayer that he sends from his heart’s deep core,
But a plea, that upward to Heaven he flings –
I know why the caged bird sings.

*Paul Laurence Dunbar*

<table>
<thead>
<tr>
<th>bruised</th>
<th>hurt</th>
<th>bosom</th>
<th>chest</th>
<th>bars</th>
<th>cage</th>
</tr>
</thead>
<tbody>
<tr>
<td>carol</td>
<td>sacred song</td>
<td>flings</td>
<td>throws up</td>
<td>plea</td>
<td>request</td>
</tr>
</tbody>
</table>
Many years ago in China, the government decided to kill the sparrows. They thought sparrows destroyed the crops. But when all the sparrows had been killed, there was a huge explosion in the population of insects. The Chinese had forgotten that though the sparrows eat grain, they also eat insects—many of which are pests that are the main enemy of the farmer. In the same way, the fishermen gnash their teeth at crocodiles because they eat up fish, especially the type we use to make curries. So, like birds, they may do a bit of harm to the humans, but they also do a lot of good.

Have you observed anything unique about any bird?

Write it down

Birds have lovely calls and songs, they do not bite and most of them are beautiful to look at. The songs and colours of birds have inspired great poetry, music and art. But birds were not put on earth just for our enjoyment. They are one of the most important aspects in the environment. They are master pollinators who transfer pollen from place to place. Many seeds do not germinate unless they are first eaten and digested by birds. So they are wonderful seed carriers too. This way birds help in the growth of forests. Every bird plays a unique part in its habitat.

Crocodiles are more than 200 million years old. They play an important role in wetland environment. They also have a role in maintaining the balance in the complex web of life.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>germinate</td>
<td>to sprout</td>
</tr>
<tr>
<td>unique</td>
<td>special</td>
</tr>
<tr>
<td>habitat</td>
<td>animal’s home</td>
</tr>
</tbody>
</table>
to encroach upon their habitat. When we greedily chop down old forest trees, for example,bole-nesting birds become homeless. The Malabar hornbill, one of our most spectacular and interesting birds, nests in boles of old, tall trees in evergreen forests. The male hornbill 'locks' his wife and babies in the nest by covering the opening with mud. He leaves a small kitchen - doorway through which he feeds his family with insects, lizards, snakes and other delicious treats.

| encroach | intrude |
| bole    | tree trunk |
| spectacular | very impressive |

This way, the chicks are safe from predators but get their daily meals and snacks on time. But old forest trees are becoming rare. The smugglers are cutting them down for their valuable wood, others are clearing forests for the kind of 'development' like extending cities, widening dangerous highways, plying with faster cars that create more pollution. Thus we destroy not only birds and other wild creatures but also ourselves. By destroying Nature we are destroying ourselves.

What are some of the reasons for cutting down the trees?
1. 
2. 
3. 
4. 

predators- animals that kill and eat other animals

We know so much more today about birds, largely because of Dr. Salim Ali Khan and his associates. We know about the behaviour of different species. We know their special calls or their songs. We also know the places where they are likely to be found. For example, the Tern, which looks like an origami [Japanese art of folding paper so as to make different forms] project, is a beach and ocean freak, and will not be found in forests. The star singer, the shama, however, sticks to its thick forest home.
Yet, so much is still to be discovered; to increase our knowledge as well as to help conserve certain rare species. Because of the overuse of pesticides, some birds are becoming rare. Can you guess why? The chemicals in the pesticides make the egg shell thinner, which breaks before the chick is ready to hatch. Many countries have **banned** the use of certain pesticides which are dangerous to birds. In India, many birds which were once common in certain areas are disappearing. We need to find out why and do something about it - **quickly**.

If you are interested in birds, you too can help in the very important effort to study and conserve birds. You can do this even if you are a young student - in fact all the better, as you can be more active and travel more miles than the older bird watchers. Unlike many hobbies, this is not an expensive one, and can be done anywhere. You may live near the sea or in the mountains or near a forest or even in the middle of the city. The good news about birds is that they are always around!

If you can get a pair of binoculars, that's great! But a pair of young eyes would **suffice**. Keep a small notebook and pencil or pen to write down every observation **meticulously**, starting with the date, time and location of the birds you see. And, of course, you need a reference book and the best one is 'The Book of Indian Birds'. Make a bird list every time you go on a bird walk. As you become more and more interested, try and find other bird watchers you can go out with and learn from them. Most Indian cities and even small towns, now have a bird watching club. You can join one and **pursue** your hobby. You will soon be able to identify the **vagaries** of different birds. If you are interested enough, you could well be another Salim Ali. Happy Bird Watching!

Interested to know more about birds? Log on to **www.birding.in**
LET US REMEMBER:

1. Why did the government of China decide to kill sparrows?

2. What happened when they did so?

3. Why do fishermen get angry with crocodiles?

4. Why are birds important in the web of life?

5. How do we know so much about birds today?

6. How does the Malabar Hornbill feed its young ones?

7. What does the writer feel, it is possible for every young person to do? Write three sentences.

LET US UNDERSTAND: Discuss and share in small groups!

1. Why do we need to co-exist with other species on this planet?

2. In what way have we encroached upon the habitat of birds?

3. Why does the author compare chopping trees to destroying your own home?
Have a debate in classroom
Is there a problem if a species dies out?

Do you know?
The Arctic Tern travels twenty to thirty thousand kms. annually!

LET US WRITE:
What would you do if you become a bird watcher?

LET US REVISE:
Choose appropriate antonyms of the words from the list given below and fill in the corresponding boxes with the number.

<table>
<thead>
<tr>
<th>host</th>
<th>annoyed</th>
<th>excited</th>
<th>prey</th>
<th>triumph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pleased</td>
<td>2. bored</td>
<td>3. predator</td>
<td>4. defeat</td>
<td>5. guest</td>
</tr>
</tbody>
</table>

PROJECT:
The prose passage you have studied in this unit speaks of where some birds live—their habitat and suggests that we can find out more about the birds we observe.

Observe the birds in your neighbourhood and Tabulate species and habitats, following the example given below:

<table>
<thead>
<tr>
<th>Streams</th>
<th>Forests</th>
<th>Sea</th>
<th>Fields &amp; Scrub</th>
<th>Mountains</th>
</tr>
</thead>
<tbody>
<tr>
<td>kingfisher</td>
<td>shama</td>
<td>tern</td>
<td>sparrow</td>
<td>eagle</td>
</tr>
</tbody>
</table>

LET US DO: Semantic Mapping
What are all the words that come to your mind when you think of the word, bird?
Let’s try putting them down like this.

In how many ways can you classify these words? See below!

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>History</th>
<th>Status</th>
<th>Appreciation</th>
<th>Food</th>
<th>Species &amp; Groups</th>
<th>Impact of man</th>
<th>Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>beak, wings</td>
<td>migration</td>
<td>threat</td>
<td>beautiful</td>
<td>nuts, insects</td>
<td>parrot</td>
<td>deforestation</td>
<td>sanctuary</td>
</tr>
</tbody>
</table>
TRY THIS: Do a Semantic Map of the word ‘nature’.

Definitions of the word NATURE

Your concerns

What NATURE does

Your feelings

Now, let’s do a map summarizing the chapter.

Birds and Us

Relationship

Ecosystem Functions

POLLINATION

Knowledge

SALIM ALI

BOOK OF INDIAN BIRDS

Observe

Record

Reference

Appreciation

Habitats

THREAT!

Breeding

Migration

DISCOVER!

Write a brief summary of the chapter using the map given above:
Semantic Field:
A set of words related in meaning are said to belong to the same semantic field.

Eg.: cricket (a) fielder (b) bowler (c) stumps

Write four words that belong to the same semantic field for the words given below:

1. space (a)________(b) _________ (c)________(d) _________
2. business (a)________(b) _________ (c)________(d) _________
3. technology (a)________(b) _________ (c)________(d) _________
4. occupation (a)________(b) _________ (c)________(d) _________
5. factory (a)________(b) _________ (c)________(d) _________

Writing an essay on a given topic:
Essays generally have three parts – introduction, the body (information/ argument/ reflection/narration/description) and the conclusion.

(i) Give an interesting introduction. It should state clearly what one is going to write.
(ii) Organize the matter (main theme) in 2-3 paragraphs in such a way that one paragraph leads smoothly to the next.
(iii) Give an effective conclusion.

Here is a short essay about PROJECT TIGER. Study how it is organized into paragraphs, each conveying a specific issue.

PROJECT TIGER

Introduction to the Essay

The tiger is a magnificent and ferocious animal which inspires fear and awe in us. It is our national symbol. Our forests are devoid of the roar of tigers now. Once there were 40,000 tigers in India. Do you know how many tigers we have in our country now? Why do you think that the number has decreased alarmingly in the past few years?
Body of the Essay

Importance:

The tiger is a symbol of the wilderness and the well-being of the ecosystem. By conserving and saving tigers, the entire ecosystem is conserved.

Origin of Project Tiger:

In 1947, there were about 15,000 tigers in India. But due to continuous hunting and various other reasons, the population of Indian tigers came down to just 1827 in 1972. As the Indian tiger was in danger of becoming extinct, the Government set up the Project Tiger in 1973.

Sanctuaries & their benefits:

Under this, some of the major national parks including Corbett, Kaziranga, Mudumalai and Bandipur came under the Government’s control. A ban on killing tigers was also imposed and whoever violated this was subjected to severe penalties and imprisonment. This saw a dramatic increase in the tiger population which stood at 3,642 in 2002.

Conclusion of the Essay

Thanks to the Project Tiger, our national animal has been saved from extinction. So let us pledge to support ‘Project Tiger’.

ACTIVITIES:

Now attempt an essay on the following topic using the format that you have just learnt;

“Conservation of Forests”

Do you know?

According to the Chinese calendar, the year 2010 was the year of Golden Tiger, which is between Feb 14, 2010 and Feb 2, 2011.

WRITING SKILLS:

You have learnt to write personal / friendly letters in standard VII. Let us learn to write a formal letter here. Formal letters are written for official or commercial purposes. Formal letters must be brief and formal in tone. The different parts of the letter have been labelled for you.
Study the letter to the Director of Vandalur Zoological Park asking him to take charge of an abandoned tiger cub.

From
Ms. Rumana,
No.6, Thendral Street
River View Colony,
Maramalai Nagar, Chennai.

To
The Director,
Vandalur Zoological Park,
Chennai.

Dear Sir,

Sub: To rescue the tiger cub and leave it in his natural home - reg.

I live in an area which is near a small forest. A couple of days ago, on my way home from school, I found a tiger cub among the bushes. Though I was scared, I took him home and fed him. I made a small cage with bamboo sticks and have kept him there safely. He is very restless missing his natural home.

Kindly make arrangements to take charge of the tiger cub as soon as possible.

Thank you,

Yours faithfully,
Rumana

Address on the Envelope:

To
The Director,
Vandalur Zoological Park,
Chennai.
Complete the reply by the Director of Vandalur Zoological Park.
From
The Director, 28th February, 2014
Vandalur Zoological Park,
Chennai.

To
Ms. Rumana,
No. 6, Thendral street,
River View Colony, Chennai.

Dear Rumana,

Sub: Request for rescuing the tiger cub - reg.
Ref: Your letter, dated 25 Feb 2014

We ______________ your letter. I would like ______________ for your_______________. It is a good ______________ Keep it up. We assure you that


Address on the Envelope

To

TRY THIS:
Write a letter to the Commissioner of your area complaining about the insanitary conditions there.

Extension Activity
PROJECT: Think and write slogans.
Slogan on saving tigers:

Save the tigers 
before they are silenced forever.
Write your own slogans or couplets (two lined poems like Thirukural) on any one of the following topics.
- Save Tigers
- Save the Forests
- Global Warming

Eg:

Don’t ask for a carry bag but carry a cloth bag.

---

**GRAMMAR - LET US LEARN:** Direct and Indirect speech

**Direct Speech**

Baskar : Hello, Sara, where are you going tomorrow?
Sara : Hello, Baskar! I am going to meet my grandmother tomorrow.

**Indirect Speech**

What did Sara say?
Sara said that she was going to see her grandmother the next day.

We often have to inform a person of what someone has said to another. In order to do this we use,

Direct (or) Quoted speech or

Indirect (or) Reported speech

**Direct speech / Quoted speech**

Saying exactly what someone has said is called **Direct Speech**. Here what a person says appears within quotation marks (“ ”) and should contain the exact words.

Eg. Naveen said, “I am very busy”.

**Indirect speech / Reported speech**

When we hear a person speak and convey it to a third person, we use **Indirect Speech** or **Reported Speech**.

Eg. Naveen said that he was very busy.
In Reported Speech, the **TENSE** usually changes. This is because when we use Reported Speech, we are usually talking about a time in the past (because the person who spoke originally spoke in the past). The **verbs** therefore usually have to be in the past tense too.

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>INDIRECT SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I am going to the cinema”, he said.</td>
<td>He said that he was going to the cinema.</td>
</tr>
</tbody>
</table>

**TENSE CHANGE:**

Present Tense forms of the verbs in the Direct Speech change into their immediate past forms in the Reported speech.

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>YOUR EXAMPLE</th>
<th>INDIRECT SPEECH</th>
<th>YOUR EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present Tense</td>
<td>Hari said, “I want to buy a new bicycle.”</td>
<td>Simple Past Tense</td>
<td>Hari said that he wanted to buy a new bicycle.</td>
</tr>
<tr>
<td>Present Continuous Tense</td>
<td>The clerk said, “My Manager is writing letters”.</td>
<td>Past Continuous Tense</td>
<td>The clerk said that his Manager was writing letters.</td>
</tr>
<tr>
<td>Present Prefect Tense</td>
<td>Shama said, “I have bought a cycle”.</td>
<td>Past Perfect Tense</td>
<td>Shama said that she had bought a cycle.</td>
</tr>
<tr>
<td>Simple Past Tense</td>
<td>Murali said, “Sarath came at night”.</td>
<td>Past Perfect Tense</td>
<td>Murali said that Sarath had come at night.</td>
</tr>
</tbody>
</table>

**EXCEPTION:**

(a) If the Direct Speech states a universal truth or a habitual fact, then the tense does not change.

**Eg.**

Direct Speech : He said, “The earth moves round the sun.”
Indirect Speech : He said that the earth moves round the sun.
Direct Speech : The teacher said ‘Honesty is the best policy’.
Indirect Speech : The teacher said that honesty is the best policy.
Your example: ____________________________________________________________

(b) If the Reporting verb is in the present tense, the verb pattern remains unchanged in the Reported form. (Reporting verbs are words which come before the inverted commas)

Eg.

Direct Speech : He says, "I am happy"
Indirect Speech : He says that he is happy.

Your example: ____________________________________________________________

Changes in Pronouns:

Pronouns in the first person in the Direct Speech are changed to third person pronouns in the reported speech.

Direct Speech : She said, "I have done my homework."
Indirect Speech : She said that she had done her homework.

Your example: ____________________________________________________________

Modal verb forms also change:

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>INDIRECT SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>may / can</td>
<td>might / could</td>
</tr>
<tr>
<td>shall / will</td>
<td>should / would</td>
</tr>
</tbody>
</table>

Eg.

Direct Speech : The teacher said, "Ashok will certainly pass"
Indirect Speech : The teacher said that Ashok would certainly pass.
Direct Speech : My brother said, "I may go to Mumbai."
Indirect Speech : My brother said that he might go to Mumbai.

Your example: ____________________________________________________________

Your example: ____________________________________________________________
Change in Time and Place words:
Words expressing nearness in Direct Speech change into words expressing distance in indirect speech.

Eg.

Direct Speech : He said, “Hari may come tomorrow”.
Indirect Speech : He said that Hari might come the next day.

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>INDIRECT SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>thus</td>
<td>so</td>
</tr>
<tr>
<td>ago</td>
<td>before</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day</td>
</tr>
<tr>
<td>yesterday</td>
<td>the previous day</td>
</tr>
<tr>
<td>last night</td>
<td>the previous night</td>
</tr>
</tbody>
</table>

Your example: ____________________________

Change in the reporting verb
Reporting verbs need to be changed according to the different types of sentences in the Direct speech.

In statements 'said', becomes 'told / stated'
In commands / requests, 'said', becomes 'commanded / ordered,'
'requested / pleaded'

Eg.

Direct Speech : The Captain said, “Stand at ease.”
Indirect Speech : The Captain ordered the soldiers to stand at ease.

Your example: ____________________________
**Reporting of Statements**
When reporting a statement, the conjunction 'that' can be used.

**Eg.**
- **Direct Speech**: Omera said to Rani, "I will talk to your sister."
- **Indirect Speech**: Omera told Rani that she would talk to her sister.
- **Direct Speech**: Ramu said, "I shall be here this evening."
- **Indirect Speech**: Ramu said that he would be there that evening.

Your example:

---

**Reporting Commands / Requests:**
When reporting commands / requests, the verb takes the form of an infinitive (to + verb).

**Eg.**
- **Direct Speech**: "Leave this place", said the teacher to the boys.
- **Indirect Speech**: The teacher ordered the boys to leave that place.

Your example:

---

**Eg.**
- **Direct Speech**: Mohan said to Rita "Please give me a glass of milk".
- **Indirect Speech**: Mohan requested Rita to give him a glass of milk.

Your example:

---

**LET US REPORT:**
Change the following sentences into **Indirect or Reported Speech**:

1. "We are in some danger" said Miss Mebbin.
   
   __________________________

2. The weatherman said, "It may rain tomorrow."
   
   __________________________

3. The supervisor said to the man "Don't proceed with the work."
   
   __________________________
4. Vikram said, “Krishna, please lend me your book.”

5. He said “I am unable to come because I am ill”.

6. The servant said, “I have boiled the milk.”

7. Sita said, “I came to Chennai two months ago.”

8. The man asked the counter clerk, “Please give me a ticket to Bangalore.”

9. The mother said, “Balu, don’t touch that live wire.”

Activity:

Conduct a small imaginary interview with Dr. Salim Ali asking him what motivated for his study of birds. Then report the interview to the class.

LET US PLAY:

Whisper a secret to your partner. The partner then tells the secret to the other pupils in the class, using Reported Speech — Happy Reporting!

Do you know?

Many organizations have been set up to protect animals. One such organization is PETA — People for the Ethical Treatment of Animals. Expand the abbreviation of this organization set up to protect animals. **SPCA**.
POEM

A TIGER IN THE ZOO

In Preparation
Have you been to a zoo? Which animals fascinated you the most? Do you think the animals looked happy in their cage?

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorizing the village!

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

- Leslie Norris

Leslie Norris (1921 – 2006) was a prize winning Welsh poet and short story writer. Here he contrasts the pathetic state of a tiger in the zoo with the grandeur and ferocity of a tiger in its natural habitat.
LET US REMEMBER:
Where does the tiger, described in the poem, live?
________________________________________________________
________________________________________________________
Where does the poet think the tiger should be?
________________________________________________________
Why would the tiger ‘lurk in shadow’?
________________________________________________________
What would he do at the jungle's edge?
________________________________________________________
Why do you think the tiger is ‘ignoring visitors’?
________________________________________________________
What is the last sound that the tiger hears at night?
________________________________________________________

LET US UNDERSTAND: Answer the following questions. Discuss and fill.
1. Describe the tiger’s natural habitat as given in the poem.

2. Pick out the words and phrases that describe the movements and actions of the tiger at contrasting situations.

Caged

Free

3. Bring out the difference in the meaning of the words underlined in the following lines:

And stares with his brilliant eyes
At the brilliant stars.
1st:
2nd:

On pads of velvet quiet
In his quiet rage
1st:
2nd:

Translate the following words in Tamil:
zoo - பறவை நகரம்
sanctuary -
escalator -
pharmacy -
subway -
service centre -
4. What do you think the tiger feels in the zoo?

5. Where would you like to see the wild animals — in a natural park or in a zoo? Why?

**Roaring Facts about Tigers**
Just like human fingerprints, no two tigers have identical markings on its body.

**Have a debate**
Organize a class debate on the topic “Are zoos necessary?” What is the alternative place for human beings to see wild animals?

**Paragraph Writing:**
Bring out the theme of the poem in your own words in about 100 words.

**Let us know:**
Similes are comparisons. Complete the similes with the names of the animals.

- as meek as a ________
- as fast as a ________
- as strong as an ________
- as brave as a ________
- as stubborn as a ________
- as sly as a ________
- as clever as a ________
- as proud as a ________

[peacock, cheetah, fox, mule, lamb, lion, ox, monkey]

**Speaking Skills: Discuss**
We love our freedom. Do you think we have any right to take an animal’s freedom away?
The Anteater and the Dassie
Adapted from 'Tales from Tendai's Grandmother' a collection of stories set in Zimbabwe about the animals of Africa, by Lakshmi Mukundan.

In preparation:
Have you ever felt sad when your efforts do not end up successfully? Do you sit and brood over it? Have you ever pondered on how you could use your own strengths to be successful? Be smart like the Pangolin. Discover and use your own strengths!

Tendai was helping his Grandmother to cook lunch outdoors. He was waiting eagerly to eat the tasty sadza [maize grain] and stew when on their small radio they heard the news bulletin. One news item was about some African farmers who had caught a scaly anteater in their farmlands. They travelled in a group and presented it to the President of Zimbabwe as a token of respect. The President then sent the creature to the National Park where it was safely released into its natural world again.

Grandmother told Tendai that scaly anteaters were never harmed because they were symbols of good luck. While they sat eating their lunch, she narrated to Tendai an amusing anteater tale.

Pangolin, a scaly anteater once lived near the Limpopo river which flows at the border between Zimbabwe and its Southern neighbour, South Africa. Pangolin and little Dassie, an African rat were friends and together explored the bush and tried to find interesting ways to challenge each other with new games and races.

Pangolin is another name for the scaly anteater. It breaks the mud with its long claws and darts its long sticky tongue deep inside to feast on ants and termites.

If threatened, a pangolin would quickly roll up into a scaly ball and wait for the danger to pass away.
They had a lot of fun together. Dassie would take his friend to visit his colony and Pangolin admired the intricate burrows and network of pathways made by them between the rocks.

On each of Pangolin’s visits, Dassie had observed that it was difficult for his heavy friend to climb up and down among the rocks and pathways. He himself was small and sleek and able to run along easily.

One day he had a splendid idea. He decided to ask Pangolin to race against him down one of the paths. He smiled a wily smile to himself because he felt quite sure that he would win!

He called out to his friend, “I have a good idea for a new race. Let us climb to the top of the kopje and run down the main path that goes straight down. The one who can reach level ground first will be the winner”. Pangolin cheerfully agreed since he loved to compete whether he won or lost.

Together they climbed to the very top of the kopje. Dassie’s beady eyes shone eagerly as he drew a line in the clay at the beginning of the path. They took positions at the starting line, counted to three and set off, running as fast as they could. Little Dassie was soon ahead because this was the most familiar path to him. He could also run faster than Pangolin who had to carry all his heavy, clattering scales along. When they reached level ground, Dassie was the winner. Pangolin came up puffing and panting, but happily hailed Dassie as the winner. The two friends then had a good laugh together over the day’s contest. The next day, Pangolin returned to visit his friend and Dassie challenged him to the downhill race again. Pangolin agreed.
This time the scaly one had a special **gleam** in his eyes which Dassie did not notice. After the count, they started racing down the slope to the ground. Dassie ran as fast as his legs could carry him. Suddenly he wondered what it was that was rolling past him quickly? He was overtaken by a scaly ball swiftly down the slope. It reached the plain long before he did, quite unhurt by the bumps along the way.

Dassie could hardly believe his eyes. He was very confused because he did not really understand what had happened. He reached the finishing point and then watched the ball unroll itself.

Pangolin straightened himself and got on all fours again. He laughed delightedly as he carefully smoothed his scales back in place with his long claws. Dassie looked at him on in amazement and asked, “How did you ever think of doing such a clever and unusual thing?” The scaly anteater explained, “After I had lost the race yesterday, I remembered my father’s advice. He used to say, ‘There is more than one way to do a thing.’ Last night, I thought very hard and realized that even if I could not run as fast as you, maybe I could curl up and roll down faster. As you can see, the new idea worked very well and I am the winner today!”

**LET US REMEMBER:**

Where did Pangolin and Dassie live?

__________________________________________________________

Where would Pangolin and Dassie explore?

__________________________________________________________

What did Pangolin and Dassie usually do?

__________________________________________________________

---

**gleam** - a sudden expression of emotion in somebody’s eyes.

**The squirrel said to the mountain, “If I can’t carry forests on my back, Neither can you crack a nut!”**

---

**Ralph Waldo Emerson**

Each of us has unique strengths!
What would Dassie show his friend?

What had Dassie observed?

What was Dassie’s splendid idea?

Why did Dassie smile to himself?

Why did Pangolin agree?

What had Pangolin thought about, for the second race?

What did Dassie notice as he ran?

What advice did Pangolin’s father give him?

What did Pangolin understand about himself?

Answer in a paragraph of 100 words
Summarize the story.

Animals and Us!

Identify the animals associated with the following phrases:
- hot days of the year ______________.
- an unbelievable story ____________.
- to shed false tears ______________.
- changing colours ________________.
  [like a chameleon, cock-and-bull story, crocodile tears, dog days]

SPEAKING:
Sharing jokes, puzzles and riddles is a good way to practise English. Here are a few!

1. A little girl asked her mother for ten rupees to give an old woman in the park. Her mother was touched by the child’s kindness.
   “There you are, my dear, but tell me, isn’t the woman able to work anymore?”
   “Oh, yes”, came the reply. ‘She sells sweets’.
3. Hunters, photographers as well as producers do this. What is it?
   All three shoot.
Hunters shoot animals (unfortunately!) Film producers shoot films. What do photographers shoot?

Work in pairs and narrate jokes, puzzles to each other.

READING:

Have you heard about Mowgli, Bagheera and the tiger Sher Khan. You would find them in Rudyard Kipling’s book ‘The Jungle Book.’ Read and enjoy it.

PROJECT:

Form groups and make a folder. Put in it all the information that you have collected about tigers. Now use this information to make posters/slogans or write essays/articles on the conservation of tigers.

Acknowledgements

Prose : The Brave Rani of Jhansi
Source : Sandhya Rao
Poem : Land of our birth...
Source : Rudyard Kipling
Supplementary Reading : 'After the Storm' (Adapted)

Prose : Our Winged Friends
email : info@orientlongman.com
Poetry : 'A tiger in the zoo' by Leslie Norris
Source : Class X CBSE English Text Book
Supplementary Reading : The Anteater and the Dassie.
email : @tarabooks.com
"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>
</tr>
</thead>
<tbody>
<tr>
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Surely, your journey thus far with your students, must have been an adventure, perhaps, sometimes an uphill task, but always with its own rewards. This lesson *The Unforgettable Johnny* focuses on learning difficulties, particularly dyslexia and the tremendous impact and difference teachers can make to students with learning difficulties. You can practise the dialogue and get pupils to role play as Ishaan and Rajan. You can develop more dialogues among other characters. As an extension of dialogue practice, a telephonic conversation has also been provided. Lead the students to read and understand a telephonic conversation - to begin, end, how each person takes turns, asking and answering, the use of short forms etc.

Reading aloud provides multiple sensory inputs of the eyes, ears and speech organs. During silent reading there is only visual memory but during reading aloud there is, in addition to visual memory, an oral memory when we hear what we read and muscular memory when our speech organs are in action. So use prose passages, especially poems to enjoy their rhythm and rhyme. Not all students can speak spontaneously but all can look at texts and read aloud, thus gain self-confidence and self-esteem. So please make time to read aloud.

*The sensitive poem, Nine Gold Medals*, by David Roth should appeal to our sense of appreciation for the special children. Charles' letter *God, This is Charles* can be followed up by getting your class to write letters about other issues. In teaching new words, the five Cs could be borne in mind - how the word sounds, its pronunciation and stress, its spelling, its sense and also its syntax-how it will occur in a sentence.

The information transfer exercises are based on life skills. In real life, we often have to read tables, graphs and pie diagrams. Only one sample is given. You can think of more such activities. The writing section focuses on paragraph writing with emphasis on identifying topic sentences as a pre-exercise before writing them. You can also get students to condense the supplementary reading passages. Finally, after discussing excerpts from dyslexic children's letters, from Saraswati Kendra and Ananya [Madras Dyslexia Association], you could get the students to reflect on their learning styles, and to do a project on the scope of special education.
THE UNFORGETTABLE JOHNNY

In Preparation:

Here are four famous persons.

And here are a few facts about them.

Albert Einstein

Albert Einstein could not talk till the age of four. He couldn’t write till the age of nine. His teachers thought that he was slow and a dreamer!

Thomas Alva Edison

Thomas Alva Edison, the inventor of the electric bulb, was thrown out of school when he was twelve years old, because people thought that he couldn’t study! He was poor at Mathematics and had difficulty with words.

Agatha Christie

Agatha Christie, the world-famous writer of murder mysteries, was educated at home. She had dysgraphia – a difficulty with written word. She dictated her novels!

Leonardo da Vinci

Leonardo da Vinci was a great designer and artist of the 15th century. It is said that he suffered from dyslexia [he wrote his notes from right to left] and ADD (Attention Deficit Disorder – he could not focus for too long on any one activity)
Listen to this dialogue between Ishaan and his friend Rajan.

Rajan : Hi! Ishaan, you look well.
Ishaan : Hello Rajan, thanks, I feel good.
Rajan : I’m happy to hear that....
Ishaan : Well, it’s something I learnt about myself. I was reading a few biographies. Before I tell you that, can I ask you a riddle?
Ishaan : What do Edison, Einstein, Agatha Christie, Da Vinci and I have in common?
Rajan : Edison, Einstein, Da Vinci - well, all of you are males.
Ishaan : No, Agatha Christie was a woman.
Rajan : Oh, I see – Maybe, they are all millionaires?
Ishaan : Maybe, but I’m not a millionaire. Guess again.
Rajan : Give me a clue.
Ishaan : All right, think of what people say about me.
Rajan : You mean, failing in your tests even though you know all the answers, your dreaming in class – your spelling…?
Ishaan : Yes, yes – well, I have dyslexia.
Rajan : Dyslexia? You mean, all these people Edison, Einstein were dyslexic? Maybe inside you, there is a great man!
Ishaan : Yes! I know that now.
Rajan: : Great! In what subject?
Ishaan: : I’m not sure yet – but I love photography!
Rajan : Fantastic! Then you are also going to be famous – Listen everyone, my friend Ishaan is going to be a famous photographer!
You can touch up my photo and make my nose longer, can’t you?
A little more hair on my face, and a little adjustment of my jaw…
Ishaan : No, I’ll make you look like a dancing monkey. And hey! I don’t know if I want to be famous! I am happy as I am.

Take turns and read the conversation
Ms. Alice Davis from the USA was an eighth class teacher for students with learning difficulties. Some were dyslexic, others dysgraphic, some others had dyscalculia and a few more had ADD - Attention Deficit Disorder. She loved teaching, and the children in her class learnt happily and well. Many of her old students would drop by to greet her and share some of the good things that were happening in their lives.

In the beginning of one school year, a new boy called Johnny joined her class. He was wearing old jeans and an old shirt that did not have some buttons. Johnny was 14. He had a loud and gruff voice and not well mannered. He never looked anyone in the eye when he spoke to them. One day he proudly announced to everyone in the class that the Physical Education Teacher had told him he was stinking and sprayed a perfume on him. The other students did not like him. In fact, no one spoke to him. Many of them walked the other way if they saw him, so that they could avoid speaking to him.

dys – a prefix, means not working normally;
dyslexia – difficulty with reading and spelling.

**Guess the meaning of**
dysfunction ________________
dysgraphia ________________
dyscalculia ________________

Johnny had problems with reading and writing. He could not correctly write the letters of the alphabet. He could not differentiate between 'b' and 'd', 'g' and 'q' and 'p' and 'b'. He had a good mind and could reason things out very well, when he wanted to.

Ms. Davis was puzzled about this. However much she tried, she was not able to make him interested in learning. She decided to read his past school history. His mother was looking after him and there was no mention of his father. His mother frequently moved from one place to another, because she could not work hard at any job. She was unhappy and therefore often neglected Johnny. Ms. Davis was saddened by what she read. She was determined to give him special care but it was not always easy, because Johnny was easily distracted.

**Do you know?**

Alphabet is a plural noun. It means a collection of letters in any language. Other such nouns are **furniture, luggage, news, equipment**. Collective nouns do not take the plural.

Researches show that 10% of all school children in the world have difficulty with learning to read and write.
One day, a month after he had joined school, a badly **battered** and **bruised** Johnny entered the class. His left eye was swollen and his nose was bleeding. His T-shirt was torn and he was wiping the blood on his face with his torn sleeve, as he entered. Yet he didn’t seem to be upset or angry.

For sometime, Ms. Davis had suspected that some boys were **bullying** Johnny because of his dirty clothes and rough manners. She saw that two other boys had bruised knuckles and guessed that they must have beaten Jonny. She lashed out against the bullies and they admitted to having tried ‘to knock some sense into him’. “Why doesn't he fight back?” one of them asked. “What? And make you feel as bad as I do?” Johnny responded. The teacher was deeply moved. Now she knew why she had wanted to help Johnny. There was something about him that was gentle, strong and loving, despite the things that he had suffered.

That evening, Ms. Davis took Johnny to a Charity shop [where second-hand clothes are sold cheap] and together they carefully chose four sets of clean but used clothes. They looked almost new. She asked Johnny to use the dressing room to try one set. When he came out he was grinning from ear to ear. ‘Don’t I look good?’ he asked his teacher. “You look great. You can wear them when you come to school tomorrow,” replied Ms. Davis.

The new clothes seemed to give Johnny more confidence. His manners improved. Whenever Ms. Davis sensed that Johnny was **scared** to go out of the classroom for fear of the bullies, she went with him. She spent extra hours after school, coaching him and helping him with his homework. They also read together. Reading was Johnny’s passion, though he didn’t read very well. He loved stories of any kind – **fables**, **parables**, short stories.

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**Definitions:**
- **battered** - beaten up
- **bruised** - discoloured skin after being injured
- **bully** - one who uses his strength to hurt weaker people
- **scared** - frightened
- **fable** - a short story with animals doing the talking
- **parable** - a narrative of imagined events with a moral
and novels. Ms. Davis read to Johnny for half an hour everyday after school, before he walked home. They read biographies as well. Wisely, Ms. Davis included stories of people who had experienced difficulties with reading and writing, but had later moved on to write their own books.

One day, he told her how much he had enjoyed the Disney film, The Lion King. He also told her how much he missed not having a father to grow up with. “Do you know, Johnny, Walt Disney was a dyslexic?” she said. “Really, teacher?” he asked. Something seemed to open out in him that day. Seeing their teacher’s attitude, gradually his classmates included Johnny in their activities and his grades improved. There seemed to be hope for Johnny after all.

One day Johnny brought a note from his mother. The note said that they were leaving town in two days and asked for his T.C (Transfer Certificate). Ms. Davis was heart-broken. Johnny’s classmates, who had begun to like him, were sad. They asked Ms. Davis if they could hold a farewell party for Johnny and she wondered what they would do, but the event was warm and friendly. Ms. Davis bought him a new set of clothes as a farewell gift. When Johnny saw it he was thrilled.

The next day just before leaving the town Johnny rushed in with his backpack full of children’s books. “Ms. Davis, these are my gifts to this class. These have been the only things I have ever asked my mother for,” he said. “Thank you, teacher,” he added softly. “I can read now.” After emptying his bag, he ran to his impatient mother. Ms. Davis looked at the books. They were mostly children’s books that he had carefully collected from the time he was four. He had kept them well. Ms. Davis cherished these books because they were the only good things Johnny had ever had in his life and he had gifted them to her class. Some of the children had tears in their eyes and Ms. Davis realized what a beautiful thing a generous heart can be.
Though Johnny had left the school, she knew that a part of him would always be there to **nurture** her when she felt lonely. For truly, “As one lamp lights another, so nobleness **enkindles** nobleness.”

Johnny too had known in his heart that for all her strict ways, Ms. Davis had been a wonderful teacher. Truly, she was one in a million, the only star so far, in the dark sky of his life.

**LET US REMEMBER:**

1. What is dyslexia?

2. What problems did Johnny have with learning?

3. What was Johnny’s past history?

4. Why was it not easy for Ms. Davis to help Johnny?

5. Who troubled Johnny? What did they do?

6. Why did they trouble him?

7. What did Ms. Davis do about it?

8. What did she notice?

9. Why did Johnny not hit them back?
10. What was Johnny’s reaction, when Ms. Davis presented him a set of clothes?

11. In what ways did Ms. Davis help Johnny?

12. What was the turning point in Johnny’s life?

13. Why did Johnny’s mother want his T.C.?

14. How did Johnny’s classmates bid him farewell?

15. What did Johnny do before he left?

**LET US UNDERSTAND:**
*Discuss, write and share. [Pair/Group work]*

When his classmate asks him why he doesn’t fight back, Johnny says, “What? And make you feel as bad as I do?” From this what do you understand about Johnny?

Why was Johnny thrilled by Ms. Davis’ gift?

Why did Ms. Davis cherish Johnny’s gift of books?

Ms. Davis sees the beauty of a generous heart. How do we know this?
What is the meaning of the line, "As one lamp lights another, so nobleness enkindles nobleness."?

**Write and share! [Individual Work]**

Write a short paragraph on the change in Johnny's experience. What brought about the change? Use the grid to help you.

**Fill in, to understand how Johnny makes a difference to himself and to others!**

<table>
<thead>
<tr>
<th>How Johnny was</th>
<th>What happened to him</th>
<th>How he responded</th>
<th>How Ms. Davis helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>His appearance</td>
<td>How his classmates responded to him</td>
<td>What he said/did</td>
<td></td>
</tr>
<tr>
<td>His behaviour</td>
<td>What the bullies did</td>
<td>What he said/did</td>
<td></td>
</tr>
<tr>
<td>His school work</td>
<td>What puzzled Ms. Davis</td>
<td>What he said/did</td>
<td></td>
</tr>
<tr>
<td>His passion</td>
<td>His sessions with his teacher</td>
<td>What he said/did – what changed</td>
<td></td>
</tr>
<tr>
<td>Time to leave – what Johnny did</td>
<td>What his classmates did</td>
<td>What he shared with his teacher</td>
<td></td>
</tr>
</tbody>
</table>

**LET US LEARN WORDS:**

A prefix, as you know, is a group of letters added to the beginning of a word to change its meaning or to form a new word. Remember the prefixes you learnt earlier.
Try to form opposites by adding the prefixes given in the box to the words given below.

*il - in - un - ir*

<table>
<thead>
<tr>
<th>tidy</th>
<th>punctual</th>
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</thead>
<tbody>
<tr>
<td>legal</td>
<td>legible</td>
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<tr>
<td>ability</td>
<td>accurate</td>
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<tr>
<td>responsible</td>
<td>regular</td>
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<tr>
<td>clean</td>
<td>attentive</td>
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</tbody>
</table>

Expand the following abbreviations:

<table>
<thead>
<tr>
<th>PTA</th>
<th>DEO</th>
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<tr>
<td>TC</td>
<td>CEO</td>
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<tr>
<td>HM</td>
<td>CM</td>
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<tr>
<td>AHM</td>
<td>EM</td>
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<tr>
<td>SSLC</td>
<td>DSE</td>
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</tbody>
</table>

LET US LEARN MORE ABBREVIATIONS:

Collect from newspapers and magazines
LET US LEARN:
Singular nouns in plural form

There are certain words which look like plural but are singular.

**Example:** Pants are plural, but refer to a single object.

Some objects are used in pairs — though the words ‘pair of’ may or may not be used —

**Example:** jeans — (a pair of) jeans, spectacles — (a pair of) spectacles

**Can you think of any other words?**

There are certain other words, mostly names of subjects which end in ‘s’ but are only singular. You cannot leave out the ‘s’.

**For example:** it is always Mathematics, but Arithmetic does not have an ‘s’!

**Now use a dictionary and learn about these subjects.**

*Linguistics — the study of languages*

- Phonetics
- Statistics
- Mechanics
- Economics
- Electronics
- Civics
Choose the most suitable synonym of the following words, as used in the lesson.

1. distracted  a) disturbed  b) inattentive  c) disappointed
2. pitiful  a) patient  b) sympathetic  c) pathetic.
3. stink  a) stench  b) fragrance  c) flavour
4. charity  a) service  b) behaviour  c) compassion

LET US TALK TOGETHER: Relay Story

The following is a short summary of the Hindi film “Taare Zamin Par” about Ishaan, a dyslexic boy and his teacher Nikumbh. The first is one jumbled. Get into groups. Read all the sentences aloud in each group, then discuss the right order of the sentences and number them. The group which gets the right sequence first, can read the story to the class.

Taare Zamin Par (Stars on Earth)

Eg: Ishaan was a sad student who did not know that he was dyslexic.

1. With his parents’ and headmaster’s permission, Nikumbh helped Ishaan with his studies.

2. Ishaan was even more lonely and unhappy in the new school.

3. Ishaan’s father was very disappointed with his poor marks and bad remarks.

4. As every one teased him for the time he took to learn, Ishaan began to cut classes.
5. Nikumbh admired Ishaan’s aptitude for drawing. He helped Ishaan to express himself and organized an art exhibition for the school.

6. Nikumbh, Ishaan’s new art teacher understood Ishaan’s difficulty and decided to help him.

7. So his father admitted him in a residential school to discipline him.

8. His parents were thrilled when Ishaan’s painting was widely appreciated.

9. Ishaan blossomed out under Nikumbh’s care and his new techniques of teaching.

10. Every one realized that disability is not inability but a different way of learning.

LET US WRITE:

Collate information

Now you are going to collect information about the Primary Health Centre (PHC) in your village, or a hospital in your town or city. Use the following table.

<table>
<thead>
<tr>
<th>Primary Health Centre</th>
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</thead>
<tbody>
<tr>
<td>Location of the centre</td>
</tr>
<tr>
<td>Name of the doctor</td>
</tr>
<tr>
<td>Name of the nurse / midwife</td>
</tr>
<tr>
<td>Telephone Number of the clinic</td>
</tr>
<tr>
<td>Number of beds available</td>
</tr>
<tr>
<td>Working hours</td>
</tr>
<tr>
<td>Does it have a pharmacy?</td>
</tr>
<tr>
<td>Does it have an ambulance?</td>
</tr>
</tbody>
</table>
What other facilities does it have? Laboratory? X-ray? Scan?

What is done for those cases that need specialised care?

Write a paragraph using the information you have gathered.

Primary Health Centre
Our village/town/area has an excellent Primary Health Centre/clinic/hospital

writing a paragraph:

Paragraph 1- Firstly, dyslexia can go undetected throughout a child’s academic years and adulthood. There are several misconceptions about dyslexic children - that they are slow learners, emotionally disturbed, totally unfit for learning and so on. This is not true. Dyslexic children have problems only in the area of language - reading, writing, spelling and sometimes arithmetic - not in thinking. It is estimated that in India, as in the world, about 10% of all school going children are dyslexic. It is more prevalent among boys than among girls in the ratio of 4:1.

Paragraph 2- A dyslexic child is an intelligent child who fails at school. He or she would give all answers orally but fail to do a written exam. The child might lose the place when he reads words and sometimes skit lines. A child might perform well one day but badly the next day. He might draw well but feel troubled because he is told that he has bad handwriting. He or she might have spellings that are very
wrong and numbers that are inverted, and yet be capable of cogently arguing a point. So teachers might feel that a dyslexic child is lazy.

**Paragraph 3** - We live in a world which uses the written or printed language such as SMS, books, newspapers etc. These threaten a dyslexic child who develops a great deal of tension and anxiety. Actually, what life requires is not just the ability to read and write. Life requires the ability to think, feel, reason and act. No two dyslexics are alike. The diversity in our abilities is what makes us human.

What do the paragraphs talk?

The paragraphs discuss dyslexia, its nature, its impact, the mental pain it can cause to the person who suffers from it.

**A sentence in a paragraph which summarizes the main idea is called the topic sentence.**

Here is the topic sentence - of the first paragraph

*Dyslexic children have problems only in the area of language.*

- of the second paragraph

*A dyslexic child is an intelligent child who fails at school.*

- of the third paragraph

*As human beings, we all can learn, we can be helped and we can enjoy living.*

The **topic sentence** tells the reader what the paragraph is about. The topic sentence can be the first sentence, or even the last sentence in the paragraph. Sometimes the same idea is repeated for our benefit in the last or in the closing sentence in different words.
When there is a sequence of paragraphs, it would be possible to build a connection, using the topic sentence. Write down the three sentences.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In a good paragraph, all the sentences are closely connected. There should be no unconnected or unnecessary sentences. The writer of these paragraphs shares three different but related ideas, one after the other. In each, she presents **details** to support the topic sentence. The first one has been done for you.

**PARA 1** - **undetected misconceptions estimated ratio**

Look at example one and fill in the key supporting points of the other two paragraphs. This exercise will also help you to write a précis.

**PARA 2** - ____________________________________________________________

**PARA 3** - ____________________________________________________________

The writer uses linkers or connecting words to create a well-knit paragraph. Pick out the connecting words and underline them – firstly, and, but, therefore, actually, however, yet. Are there more? _____________________________________

Now look at the diagrammatic structure of this paragraph.

```
Topic sentence

Supporting details

Closing sentence.
```
Study the following paragraph on Edison and pick out the topic sentence, the supportive sentences and closing sentence.

Thomas Alva Edison was dyslexic but he had a scientific mind. Edison was curious about everything. One day he saw a hen sitting over her eggs and asked his mother why it was doing so. She told him that it was sitting on the eggs to hatch them. It was giving the eggs the required warmth to hatch.

He asked her how long the hen would sit on the eggs. His mother replied “Until they hatch.”

Edison thought about this and came up with an idea for the eggs to hatch faster. He chased the hen away and sat on the eggs himself. You can imagine what would have happened next. All the eggs were broken and the hen and his mother were furious. But this did not stop Edison from trying out new ideas.

Telephonic conversation [Pair work]

Study the telephonic conversation between Ishaan and his mother.

Write and enact your own conversation, with a person of your choice.

Ishaan : Hello Ma! How’re you?
Mother : I'm fine, my dear. How’re you? How's your new school?
Ishaan : The school is O.K. but I miss you ma. I miss your hugs and bedtime reading.
Mother : I too miss you very much. How’s the food?
Ishaan : Ma, I suppose it’s all right but not at all like your cooking.
Mother : How about your studies?
Ishaan : My new teacher Mr. Nikumbh is helping me.
Mother : Ok, I'm so proud of you. Bye-bye Ishaan. Take care.
Ishaan : Bye Ma. Please take care of my cat. I love you mum.
GRAMMAR

In this lesson let us do the reverse activity of changing sentences in Reported Speech into Direct Speech.

Study the following examples of Direct Speech changed from Reported Speech. Note the change in the tense, in person, words referring to time and place and the deletion of the reporting verbs and addition of proper punctuation marks and capitals. Here are four examples.

Indirect speech:
The teacher told the class that stars seem smaller than the sun.

Direct speech:
The teacher said to the class, “The stars seem smaller than the sun.”

(Note the changes in the underlined parts. As the above sentence in the reported speech is a universal truth, the present tense is used both in the Direct and Indirect speeches.)

The policeman ordered the boy to stop his scooter and show him his licence.
The policeman said to the boy. “Stop your scooter. Show me your licence.”

Abishek asked Sameer when he was going to the park.
Abishek said to Sameer, “When are you going to the park?”

Rani told David that she was going to the market then.
Rani said to David, “I am going to the market now.”

Change the following into direct speech
1. Vimal told Anita that her brother had sent her a watch that day.
2. Raju told Meera that he was going to Delhi the next day.
3. Kala asked Varam if he was feeling tired then.
4. The teacher asked the class if they had all paid their fees.
5. The captain ordered the soldiers to march quickly.
6. The woman begged the tourist to help her little child.
7. My mother advised me not to leave my things everywhere.
LET US HAVE FUN: GRAMMAR IN COMMUNICATION

Take two similar pictures. One of you should hide picture B and the other picture A. Each of you should write five things that are in your picture and show them to the other. Ask questions to each other to find out what the differences are.

**B:** Where are the sun glasses in your picture?
**A:** They are on the table below the poster.
**B:** Fine, where’s the television in your picture?
**A:** Strange! The television is on the floor.
**B:** Where is the chair in your picture?
**A:** The chair is near the television!

**Picture A:** sunglasses, poster, table, book, slippers

**Picture B:** television, door, floor, window, chair

*Use as many prepositions as possible!*

Now you continue with your partner. Just to make this game learning oriented, you can write down the sentences with the preposition in your note book.

**Example:** A. The sunglasses are on the TV. B. The sunglasses are on the table.

1. ________________________________________.
2. ________________________________________.
3. ________________________________________.
4. ________________________________________.


POEM

NINE GOLD MEDALS

What is winning? Read this poem to find out!

In preparation:
The Special Olympics are an international competition held once in every two years for people who have intellectual difficulties. Find out in how many ways the word ‘special’ in this poem can be understood.

The athletes had come from all over the country
To run for the gold, for the silver and bronze
Many weeks and months of training
All coming down to these games.

The blocks were all lined up for those who would use them
The hundred-yard dash was the race to be run
There were nine resolved athletes in back of the starting line
Pulsed for the sound of the gun.

The signal was given, the pistol exploded
And so did the runners all charging ahead
But the smallest among them, he stumbled and staggered
And fell to the asphalt instead.

The eight other runners pulled up on their heels
The ones who had trained for so long to compete
One by one they all turned around and went back to help him
And brought the young boy to his feet.
Then all the nine runners joined hands and continued  
The hundred-yard dash now reduced to a walk  
And a banner above that said "Special Olympics"  
Could not have been more on the mark.

That's how the race ended, with nine gold medals  
They came to the finish line holding hands still  
And a standing ovation and nine beaming faces  
Said more than these words ever will.

David Roth

David Roth is a musician, song writer, playwright and a singer.

**LET US UNDERSTAND:**

1. When does one get a gold medal?

2. Who gets a silver medal?

3. Where does the described scene take place?

4. Who do you think were the competitors? How do you know? Which is the event mentioned?

5. How many competitors were there for the event?

6. What happened when the gun was fired?

resolve - determine, decide  
stumble - slip, losing footing, hit against  
stagger - sway, unsteady movement  
ovation - round of applause  
beaming - smiling  
asphalt - a black sticky substance used to cover a road
7. Did all hope to win? How do you know? Why did the eight runners pull up on their heels?

8. In how many ways was this Olympic special? Explain.

9. Who gave the standing ovation? Why?

10. What would you have done if you were one of the eight runners?

i) Pick out the words that rhyme. Can you add one more rhyming word? Example – run, gun, sun....

ii) In the following scatter diagram, words from the poem related to games are scattered. Try to find them, by drawing circles around them. You can go in any direction. There are at least 20 words scattered around.
SUPPLEMENTARY READING

GOD, THIS IS CHARLES

Read the following letter written by Charles.

Try to guess the meaning of new words - then check with a dictionary.

Dear God,

This is Charles. I turned twelve the other day. If you noticed, I am typing this letter. Sometimes it is hard for me to write, you know. It is this thing called dysgraphia. They say that I also have Attention Deficit Disorder—often learning disabilities accompany A.D.D. My IQ was tested at 140 but if you graded my cursive, you would feel that I don’t have a mind.

I never could hold a pencil the right way. I never could write on the lines. Every time tried, but my hand would cramp up and the letters would come out sloppy, the lines would be too dark and the marker would get all over my hands. Nobody wanted to switch papers with me to grade them, because they could not read them. Keith could, but he moved away.

My brain does not sense what my hand is doing. I can feel the pencil. But the message does not get home right. I have to grip the pencil tighter so that my brain knows that I have it in my hand.

It is much easier for me to explain things by talking than it is to write. I am really good at dictating but my teachers do not always let me. If I am asked to write an essay on my holiday trip, it is like a punishment. But if I can dictate it, or just get up and talk about it, I can describe the trip so well!

If I got graded on art, I would fail for sure. There are so many things that I can picture in my mind, but my hands just do not draw those pictures the way I see them. It is okay. I am not complaining. I am really doing fine. You see, you gave me a wonderful mind and a great sense of humour. I am great at figuring things out and I love to debate. We have some great discussions in class and that is where I really shine.
I want to be a lawyer when I grow up, a trial lawyer in fact. I know I would be good at that. I would be responsible for researching the crime, examining the evidence and truthfully presenting the case.

My parents want to help me, so they have bought me a laptop to take to school. My teacher is the best this year! I am allowed to do a lot of my work on the computer. We have to do a project every Friday and guess what? She lets me use my computer for the artwork! For the first time, I will be able to show everyone some of the things I have in my mind.

God, this is a thank you letter, just to let you know I am doing fine. Life is hard sometimes, but you know what? I accept the challenge. I have the faith to see myself through anything. Thanks for making me. Thanks for loving me unconditionally. Thanks for everything.

Yours lovingly,
Charles

LET US REMEMBER:
1. What learning difficulties does Charles experience?
2. Why does he say that God would think he didn’t have a mind?
3. How does dysgraphia affect Charles’ writing?
4. What is he good at? What does he find difficult to do?
5. What does he want to be? Why?
6. Why does he say his teacher is the best?
7. How does the computer help Charles?

8. What do you like the most about Charles?

LET US REVISE - SUFFIXES:

You learnt about prefixes. The suffix is also a syllable added to the end of a word to form a new word.

-er, -ly, -ness, -ion, -less are some suffixes.

Here is a table of some common suffixes and their meaning with examples.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>Your example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>a person</td>
<td>teacher, player,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>full of</td>
<td>useful, wonderful,</td>
<td></td>
</tr>
<tr>
<td>-logy</td>
<td>subject of study</td>
<td>zoology, biology</td>
<td></td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>endless, tasteless,</td>
<td></td>
</tr>
<tr>
<td>-ly</td>
<td>makes an adverb from an adjective</td>
<td>joyfully, happily</td>
<td></td>
</tr>
</tbody>
</table>

There are many more suffixes. Find out words with prefixes, suffixes or both. Examples: un+lawful+ly- unlawfully; un + condition + al + ly

INFORMATION TRANSFER TASK:

How much power do you use?

Nowadays we use more and more electrical appliances which consume energy. This energy is measured in watts.

Study the following table and answer the questions given below it.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Appliance</th>
<th>Watts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Air conditioner</td>
<td>2500-3000</td>
</tr>
<tr>
<td>2</td>
<td>Fan</td>
<td>50-100</td>
</tr>
<tr>
<td>3</td>
<td>Mixie</td>
<td>450</td>
</tr>
<tr>
<td>4</td>
<td>Iron</td>
<td>1000-1500</td>
</tr>
<tr>
<td>5</td>
<td>Light bulb</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Microwave oven</td>
<td>1500</td>
</tr>
<tr>
<td>7</td>
<td>Photocopier</td>
<td>1500</td>
</tr>
<tr>
<td>8</td>
<td>TV</td>
<td>250</td>
</tr>
<tr>
<td>9</td>
<td>Vacuum cleaner</td>
<td>800-1400</td>
</tr>
<tr>
<td>10</td>
<td>Washing machine</td>
<td>3000-4000</td>
</tr>
</tbody>
</table>

1. Which appliance uses maximum energy?

2. Which of the above uses the least energy?

3. Of the above, which appliances are used in your home?

4. Saving energy is the need of the hour. After studying this table, the use of which appliance will you give up?

5. How much energy does the iron, which we wrongly call “iron box” use? Instead of the iron what can you use?

READ AND ENJOY:

All over the world today, people are realizing the value of diversity. In education, it has become important to be universal in our approach to learning. The government has set up many centres that can help all children to receive the opportunities they deserve. In Chennai, there are schools that deal sensitively with dyslexia. One of them is Saraswati Kendra, run by the CP Arts Centre, Chennai. Another is Ananya, a school run by the Madras Dyslexia Association. Both schools help children to study with other children into mainstream.
Children from both schools have passed out and gone to colleges and universities to become productive citizens.

Shall we see what children in these schools feel about learning and what they dream of?

I dream of travel and wildlife photography. - Akshay

Its fun to study when you can study your way! - Michael

When people treat you normally, you can do anything! - Arvind

I feel lucky to be in this school. Now I know how to help another person when they go through a struggle. - Arjun

Thanks to my teachers, now I know what I can do! - Renuka

I want to catch snakes and frogs, go on a trek in Ladakh, cycle long distances, get my hands dirty in wet mud after rain! - Lakshmi

Let all schools be special schools!!! - Arun

PROJECT: What is “Special Education”? Collect information on different kinds of special education. How do you learn? What helps you to learn better?
UNIT 2  

NOTE TO THE TEACHER

The Prose Unit, 'What Is Your Address?' tries to kindle in our students a sense of awe and wonder about our universe, particularly our earth and the magnitude of its evolution over the years to the present. Our students need to be trained to read different types of texts. So, this text is from the genre of popular science. To know about the environmental concerns and to transform our earth, children need to be exposed to popular science writing. They need to know how to read and retrieve essential facts from the text, which will have transfer value when they read science or social studies texts.

The word-games are interesting to the reinforce spelling and syllable structure. Please remember to check the pronunciation and meaning of unfamiliar words like Andromeda and aborigines and even mispronounced common words like restaurant, explosion, swamps and environment.

In grammar, Prepositions, though simple, are essential to learn good English. Prepositions can make a big difference in meaning. So, enable the students to observe and fill in the graphics before using the right preposition.

The poet Elizabeth Barrett Browning expresses the cure she found in nature for her worries. Her words are so evocative that we can experience the sounds and scenes she enjoyed during her walk as the poem is onomatopoeic. You can take your students for a nature walk and ask them to describe what they see and hear.

The Supplementary Reading text, The Sunbeam is an excerpt from Dr. Neeraja Raghavan's excellent book for children. 'Curiouser and Curiouser', records a conversation between a butterfly and a sunbeam on the theme of wonder inherent in all creatures.
In Preparation:

How would you write your address? We know our names, our parents’ names, the road, the district and the state we live in and the country we belong to which. Today, we would like to think that we are global citizens. Have you thought of our address in the universe?

Let us look at the address of this beautiful planet we live in...

Have you ever sat quietly on a clear night and looked up at the sky? How many stars there are! At the beginning of time, scientists say, the universe was born when space was filled with an enormous explosion of energy. Today’s universe contains countless galaxies, each containing billions of stars. The sun is a medium-sized star in one such galaxy and we are a small green-blue planet, revolving around it. The universe has continued to expand now for over twelve billion years!

This small-green-blue planet is grand creation, with its mountains and valleys, rivers, lakes and oceans. It is learnt that life evolved, as a single cell. Some myths call this the birth of life in the waters. Soon the rivers, lakes, and oceans of the world were swarming with a rich variety of life. And behold, it was good! It would be impossible to give a reason for the emergence of land on this planet. The earth acquires its name from the soil that gives us food and sustains the cycle of life.
This happened over four hundred million years ago, when the first plant appeared and that could survive entirely on the land was discovered. Once it had taken the root, it spread across the continents.

Forests had come to the earth! Over fifty to seventy million years later, plants were followed onto the land by creatures with hard protective shells. As they crawled onto the land they evolved into ants, beetles, spiders, and other insects. Soon, some evolved wings and were able to fly. Fish living in shallow water swamps and wetlands needed to propel themselves through the mud and vegetation. These creatures evolved into reptiles.

Then, another fifty million years later, a new family of reptiles appeared with legs that were positioned beneath the body to give better support for walking on the land. These new animals, ancestors of mammals, rose to dominate a landscape rich with plant and insect life. The mammals were then threatened by a new kind of reptile that swept the planet—the dinosaur! This happened about 240 million years ago. But this aggressive species became extinct! How did this happen? It is said that a massive rock slammed into the earth with devastating impact. The explosion was so powerful that it burnt up everything within a thousand mile radius. The only dinosaurs to survive were those that were able to fly. Mammals now safely and rapidly evolved into a wide variety of shapes and sizes, due to the extinction of dinosaurs. Some tree-dwelling mammals evolved fingers and thumbs to grasp onto branches.

Around 7 million years ago, some of these ape-like creatures moved away from the forests and began living on the grass covered plains. They began walking on two feet. Slowly they learnt to balance and walk upright. These animals were the early ancestors of humans. Around one million years ago, they learned how to keep
fire burning and began cooking their meals. They spread across Africa, Europe and Asia migrating in waves that continued for hundreds of thousands of years.

As speech gradually improved, human consciousness was slowly awakened. People used their intelligence to help them understand their place in the world. They sensed powerful forces at work around them in the mountains, forests, rivers, seas and in the sky - both kind and generous and at the same time unpredictable and destructive. People learned common values and gained an understanding of the world through their shared mythology.

What now?

Today, man has made the earth uninhabitable by denuding forests, killing animals and birds beyond need, and polluting air and water. This has resulted in climatic changes and monsoon failures. We have made our lives cosy and comfortable, watching cricket matches and serials on the TV, using electrical gadgets, travelling in speedy vehicles and flying to far off places, but we send enormous amounts of plastic waste to landfills.

We extensively use oil, coal and gas to meet our energy needs. These fuels emit carbon dioxide which accumulate in the atmosphere. It acts like a harmful blanket around the planet. This is why the temperature around the world is increasing. This is called global warming.

An increase in global temperature causes sea-levels to rise, threatening us with storms and tsunami, floods and
famines and destruction causing natural loss of lives.

However, everyone of us can do our part, by planting trees, reducing the use of electricity, gas and other fuel, thus promoting a better environment.

What should we do?

A carbon foot-print is a term used for emission of carbon dioxide by an individual.

Assess your carbon footprint!
How do you get to school? __________________________
What means of transport does your family use? _______
Do you turn off the lights when you leave a room? ______
Do you segregate your waste at home? _______________
Do you have a compost pit at home? _________________
Do you recycle anything? __________________________
Do you carry a bag to do your shopping? ____________
How much junk food / packed chips / others
do you consume in a day? _________________________
How do you get your water? _________________________
How much garbage does your family make in a day? _____

Do you have the gadgets listed on the right?
How many do you have?
How long do you use them per day?

These questions do not measure the footprint but hopefully it will give you an idea of what you use! Here are a few suggestions!

1. **Walking and cycling:** Walk or ride your bicycle wherever you go and whenever you can. Walking and cycling reduce pollution and gas emission. You also save petrol and money besides keeping us physically fit. So use motor vehicles sparingly.
2. Keeping the environment clean:

Segregate bio-degradable and non-bio-degradable waste. Whenever possible, use kitchen waste to generate compost. Refrain from dumping garbage, plastic into drains, rivers and lakes.

3. Switching over to other kinds of energies:

Why do we pay for something that nature gives us free? We could switch over to solar energy and wind power. They are renewable and non-pollutant sources of energy.

a) Solar energy: One kilo watt home solar system will approximately generate 1600 kilowatt hours per year in a sunny climate and prevent 150 Kgs of carbon dioxide, being released into the atmosphere.

b) Wind energy: One of the greatest advantages of wind energy is that it is ample, renewable, widely distributed, cheap and devoid of toxic gas emissions. The wind will exist as long as the sun exists.

4. Planting trees: Plant and care for a tree!

Think and write a few sentences on the above heading.

LET US REMEMBER:

1. How are galaxies formed?

2. What makes the earth look beautiful?
3. Why did dinosaurs go extinct?

4. How did tree-dwelling mammals evolve into early human beings?

5. What have human beings done to the earth?

6. What is global warming?

7. Why is the temperature around the world increasing?

8. What are the effects of global warming on our earth?

9. What is a carbon footprint?

10. What can you do to preserve this beautiful earth?
DISCUSS & FILL IN! in a nutshell, ‘Evolution’ - Fill in words and phrases

<table>
<thead>
<tr>
<th>400 m years</th>
<th>350 m years</th>
<th>300 m years</th>
<th>240 m years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 m years</td>
<td>1 m years</td>
<td>NOW</td>
<td></td>
</tr>
</tbody>
</table>

LET US REMEMBER

FILL IN THE BLANKS WITH SUITABLE WORDS FROM THE LESSON:
1. Human beings have made life ________________
2. Cycling is good because ____________________
3. Most people depend on natural resources for ____________________
4. Waste can be divided into ___________ and _________________
5. The alternatives to electric power are ________________ and _________________

MATCH THE FOLLOWING:

1. wind energy non bio degradable
2. cycling gas emission
3. petrol vehicles global warming
4. plastic freely available
5. carbon dioxide non-pollutant

\[\text{Antonyms:}
\begin{align*}
\text{increase} & \quad \times \\
\text{disorder} & \quad \times \\
\text{insecurity} & \quad \times
\end{align*}\]

LET US UNDERSTAND:

Read the following sentences and answer the questions that follow them
(Refer to the prose passage for answers).

1. “These fuels emit carbon dioxide”
   a) What are the fuels which emit carbon dioxide?

   b) How can we minimize the use of fuels?
c) What alternative sources of energy could we switch to? Why?

2. “Most of the people live in coastal areas.”
   a) What will happen to the people living in coastal areas, if there is an increase
      in the global temperature?

   b) Why would so many people be affected by it?

3. “Plant and care for a tree!”
   a) Why do trees play an important role in our lives?

   b) Why is it important to plant trees and care for them?

**LET US 'SERVE' AND PRESERVE! INDIVIDUAL / PAIR WORK - FILL IN:**
Find out the meaning of the following 'serve' words from a dictionary

1. preserve - ____________  2. conserve - ____________
3. reserve - ____________  4. observe - ____________

**READING AND WRITING: PAIR/GROUP WORK**
Read the following passage and answer the following questions:

There are many factors that affect our carbon footprint. One is the transportation
that we use. There is a great deal of nature that is converted into road area as a result
of the increase in our travel and the kinds of vehicles we use. A lot of energy, land and
water are required to grow our food, and many vehicles are used to transport the food
to our plates. Most of us use LPG gas, a fossil fuel to cook our food. So, the type of
food we eat can also affect our carbon footprint. A lot of waste is generated with the
use of packaging material to wrap the things we buy, food items or other products.
The kind of energy that we use to cool our home, the amount of water our lifestyle requires and the waste we produce are some areas that we can examine in order to become eco-friendly.

There are many alternatives and choices that we have, to make our lives eco-friendly. Some of them are very simple, but require a great deal of care. For example, switching the lights off when one has to leave a room! Turning a tap off properly!

**LET US UNDERSTAND:**
1. List five things that you can do, to be ecofriendly.

2. What makes it difficult for us to change our lifestyles?

**PROJECT:**
Plan an electricity/water/waste audit. Find out how much water is used/electricity is consumed/waste is produced in a day/week by your school/home. Give suggestions to make things more eco-friendly.

**Share your answers with the class!**

**GRAMMAR - PREPOSITIONS:**
The word ‘preposition’ means that ‘which is placed before a noun or a pronoun’. It is used to show the relationship of a noun or pronoun to another word in the sentence.

**Read these sentences**
1. The cat is under the table.
2. The book is on the table.
3. The pen is in the box.
4. The ball is near the box.
5. The dog is behind the girl.
6. The house stands between two trees.
Definition:
The words 'under', 'on', 'in', 'near', 'behind', 'between' etc show the relation of one thing to another in these sentences.

Examine the following sentences!

A man is standing at the bus stop.

A stranger is standing at the door.

There is a house sparrow at the window.

Write your name at the top of the page.

Sign at the end of the page.

There is a car at the end of the street.

Here are a few more prepositions that tell us where an object is, in relation to another.

Write your examples too!

The river is below the bridge.

There are clouds above the car.

The car is on the road.

A man is standing by the side of the car.

The road stretches in front of and behind the car.

Here is another thing for you to try! The same subject and object—namely, the train and the tunnel, are connected by a range of prepositions, and each gives us a different relation that they have to each other.
You may try to form your own sentences in the space provided, using man and subway instead of train and tunnel.

The train is going towards the tunnel. The train is going into the tunnel.
The train is going through the tunnel. The train is going along the tunnel.
The train is going away from the tunnel. The train is going out of the tunnel.

Fill in the blanks with correct prepositions:

1. Where is the ball? The ball is __________ the box. [on, in, into]
2. Where is the cat? The cat is __________ the table. [above, in, under]
3. Where is the box? The box is __________ the table. [between, in, beside]

Fill in the blanks to make a meaningful sentence, choosing an appropriate preposition from the box:

between, under, in, below, on, among

1. The girl is standing __________ two pillars.
2. There is a pencil __________ the box.
3. She placed the dishes __________ the table.
4. Water flowed __________ the bridge.
5. The cat was sitting __________ the table.
Different aspects of the usage of prepositions can be pictured as follows:

<table>
<thead>
<tr>
<th>In relation to a line – one dimension</th>
<th>Your example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>on</strong> the road</td>
<td><strong>beside</strong> the road</td>
</tr>
<tr>
<td><strong>across</strong> the road</td>
<td><strong>along</strong> the river</td>
</tr>
</tbody>
</table>

In relation to a surface – two dimensions

| **upon** the platform               |
| **off** the platform                |
| **beyond** the field                |
| **through** the room                |

In relation to a space – three dimensions [length, breadth, height]

| **inside** the house               |
| **outside** the house              |
| **climb up** the mountain          |
| **climb down** the mountain        |
| **jump over** X                    |
| **crawl under** X                  |
| **over** the river                 |
| **underneath** the river           |

At the front, at the back, at the side, or facing

| X **in front** off/before Y        |
| Y **behind** X                     |
| X **beside** Y                     |
| Y **opposite** to X                |

On more than one side

| **around** the park                |
| **belt round** my waist            |
| X **between** Y and Y              |
| **among** friends                  |
| X **walks** with Y                 |
| Y **walks** with X                 |
PREPOSITIONS EXPRESSING RELATIONSHIP IN TIME

1. **BEFORE** = earlier than; **AFTER** = later than, as in—
   Come before or after 8 o'clock.

   **Your example:**

2. **AT** is used with a point of time, as in—
   I'll meet you at 8 o'clock. [at sunrise, at dinner]

   **Your example:**

3. **BY** = not later than, as in—
   We must leave by 4 o'clock, or we shall not arrive in time.

   **Your example:**

4. **DURING** = While the period of time or event is in progress, as in—
   Nobody was allowed to go out during the examination.

   **Your example:**

5. **FOR** denotes time during which an action or state continues, as in—
   I walk (for) two hours everyday and then I take rest (for) an hour.

   **Your example:**

6. **FROM** marks the beginning of a period, as in—
   The bank will be open from 10 o'clock (onwards).

   **Your example:**

7. **IN** is used for a specific period of time, as 'in the morning'[in the evening, in January, in (the) summer].

   **NOTE:** We met in June last and shall meet again in January next.
   Or, we may say: We met last June and shall meet next January.

   **Your example:**

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8. **IN** marks the end of a period of time, as in—
   I'll call again in five minutes. (i.e. after an interval of 5 minutes)

   **Your example:**

9. **ON** is used before days of the week, and dates, as in—
   We will meet again (on) Friday (next).
   NOTE: No preposition is used in: We met last Friday and will meet again next Friday.

   **Your example:**

10. **AROUND** = about, as in—
    I will see you around 5 o'clock.

    **Your example:**

11. **THROUGH (OUT)** = from the beginning to the end of a period, as in—
    The play went on throughout [through, all through] the night.

    **Your example:**

12. **UNTIL** (always replaceable by till ) marks the end of a period, as in—
    We waited [did not leave] until 12 o'clock.

    **Your example:**

13. **WITHIN** suggests that the performance of an action is limited to a certain period, as in—
    We must be back within [in] fifteen minutes.

    **Your example:**
The little cares that fretted me
I lost them yesterday,
Among the fields above the sea,
Among the winds at play,
Among the lowing of the herds,
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what might happen,
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the husking of the corn,
Where drowsy poppies nod,
Where ill thoughts die and good are born,
Out in the fields with God.

-Elizabeth Barrett Browning.

fretted - worried
lowing - call of animals
herds - animals that live and feed together in groups
rustling - the sound made when the wind passes through the leaves
cast away - throw away
new-mown - recently cut
husking - remove the outer covering of grains.
drowsy - sleepy
LET US UNDERSTAND:
1. Where did the poet go for a walk?
2. Was she happy or worried? How do you know?
3. The poet heard many sounds during her walk. Fill in the blanks in the table given below.

<table>
<thead>
<tr>
<th>Living things</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>winds</td>
<td>play</td>
</tr>
<tr>
<td></td>
<td>mow</td>
</tr>
<tr>
<td>trees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sing</td>
</tr>
<tr>
<td>bees</td>
<td></td>
</tr>
</tbody>
</table>

4. Fill in the blanks with the poet’s description of plants.

______________________________grass
new __________________________
______________________________com
______________________________poppies

Have you ever heard the sound of a cuckoo? It calls out cu…ck…oo. The sound made by the cuckoo gave the bird its name. Such words which echo the sounds are called **Onomatopoeic** words. **Example:** boom, buzz.

List the onomatopoeic words in the poem.

__________________________
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LET US REMEMBER:
1. What was the mood of the poet when she went for the walk?
2. What changed her mood?
3. How was she able to throw away her fears?
4. Do you have fear about our world, our environment? List out them.

   Example:  water scarcity
            global_________
                   ________
                   ________
                   ________

6. What can you do to get rid of them?
It grew darker as the butterfly flew into the thick forest, for the tall and leafy trees formed a canopy above the ground and there were only a few brightly lit spots. The fresh smell of the leaves and the crackle of the wind as it blew through the trees made the butterfly feel like humming a song.

Whom should it talk to here? Oh, what was that?

A broad shaft of sunlight came slanting down through the branches of the tree. The butterfly could see lots of tiny particles dancing inside the beam. They looked happy!

"Hello, sunbeam! Whom do you bring dancing down?" asked the butterfly.

"Why, I simply move along without bringing or taking anybody. What you see are dancing dust particles. They are everywhere. It is just that you can not see them unless there is a beam like me," the sunbeam answered in a matter-of-fact tone.

"But what makes them dance? Why can't they be still?" asked the butterfly.

"The entire universe is one big dance. What seems to be still may not really be so. Do you think the rocks are still just because you can not see them move?"
There are dancing atoms and whirling particles inside them which never stop moving. These dust particles are visible to the eye because they are large. But the world is incredibly vibrant. Not all know this, because they can not see the movement."

"Does that mean that there are dancing atoms in that solid rock over there which looks so heavy and still?" asked the butterfly, puzzled.

"Indeed, there are dancing atoms inside all matter. The entire universe is made up of atoms and molecules which have in them constantly whirling particles. In that sense, nothing is static. The very earth that you live on is whirling through space and spinning on its own axis. Planets in outer space are revolving continuously around the sun. Everything is charged with energy," said the sunbeam.

Looking at the sunbeam, that was not at all difficult for the butterfly to imagine.

"But what makes these planets and atoms move? How come they never get tired and stop moving?" asked the butterfly.

"The energy of the cosmos is eternal and can never be destroyed. It is this energy which goes into making me so bright and it is this energy which, in a different form, allows atoms to remain in motion in that rock," said the sunbeam.

"That means energy takes different forms," said the butterfly, thinking hard.

"Yes, energy takes many, many forms. It is light energy that allows you to see things and causes things to shine. It is the heat energy that warms you up. The energy of a fast-flowing river can be used to make yet another form of energy – electricity. However the sum total of all the energy in the universe is constant. It cannot be increased or decreased. It has always stayed the same and it will always remain the same. Now do you see that everything has to be linked to everything else?
All events that happen in the universe require energy and there is a fixed amount of energy in the universe. Somebody has to give, for the other to take. If you fold your wings, you use energy from the same source that I draw upon to shine!" The butterfly was silent. It seemed that the entire universe was dancing in step with itself! Surely, the dance of the atoms in the rock was connected in some way to the flight of the butterfly?

The butterfly began to feel more and more a part of what was around it.

*From 'Curiouser and Curiouser', by Dr. Neeraja Raghavan*

**LET US REMEMBER:**
1. What made the butterfly feel like humming a song?

2. What did the butterfly see in the broad shaft of light?

3. What does the sunbeam tell the butterfly about the particles?

4. What is the butterfly's question about stillness?

5. How does the sunbeam answer it?

6. What is the butterfly's next question?

7. What was the sunbeam's answer?

8. What did the butterfly feel about itself after listening to the sunbeam?
Acknowledgements

Prose: The Unforgettable Johnny – adapted
Source: Chicken Soup for the School, Canfield & Housen P.O. Box 700, Co5, Co6 CT 06807-0700.
Poem: Nine Gold Medals by David Roth
Source: Chicken Soup for the School, Canfield & Housen.
Supplementary Reading: God, This is Charles
Source: Dr. Beula Jayaseeli

Poem: Out in the fields with God
Source: Elizabeth Barrett Browning
Supplementary Reading: The Sunbeam
Source: Excerpt from Curiouser and Curiouser by Dr. Neeraja Raghavan, Full Circle Publishing House, 3-40, Jor Bagh Lane, New Delhi-110 003.
Email: fullcircle@vsnl.com
'I can, I did'
Student's Activity Record

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