



Government of Tamilnadu

ENGLISH

VII - STANDARD

**Untouchability
Inhuman-Crime**

Department of School Education

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தேசிய கீதம்

ஜன கண மன அதிநாயக ஜய ஹே
பாரத பாக்ய விதாதா
பஞ்சாப ஸிந்து குஜராத மராட்டா
திராவிட உத்கல பங்கா
விந்திய ஹிமாசல யமுனா கங்கா
உச்சல ஜூலதி தரங்கா
தவ சுப நாமே ஜாகே
தவ சுப ஆசிஸ மாகே
காஹே தவ ஜய காதா
ஜன கண மங்கள தாயக ஜய ஹே
பாரத பாக்ய விதாதா
ஜய ஹே ஜய ஹே ஜய ஹே
ஜய ஜய ஜய ஜய ஹே!

- மகாகவி இராப்பிள்ளை நாத தாகூர்.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhya and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடெத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
துக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழனங்கே!
தமிழனங்கே!

உன் சீரிளமைத் திறம் வியந்து
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– 'மனோன்மணீயம்' பெ.கந்தரனார்.

INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;
Deccan is her brow crescent-like on which the fragrant 'Tilak' is the
blessed Dravidian land.
Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns
Goddess Tamil with renown spread far and wide.
Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires
awe and ecstasy.'

THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature

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UNIT 1

A NOTE TO THE TEACHER

In this unit, through the prose lesson '**Our Tiny Co-travellers**', the child gets a glimpse into the complex world of ants. The attempt has been to create a context for the child to build perspectives on the society he/she lives in. The ants have been on the planet for more than 150 million years. They have built a wide and intricate relationship with resources, and with other species. Through learning about how they organize their lives, the child may be invited to explore and reflect on how human beings have utilized the natural and other resources of this planet, how they interact with each other, and what it truly means, to be human.

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

The story, '**I Can Take Care of Myself**' is an adaptation of a popular folk tale, wherein the mother rat wants her daughter to be married 'well' – to the most powerful being on earth. The passage given, shows a conversation between the mother and her daughter, where the daughter declares that she wants to study and take care of herself. The question asked here is, 'Can a relationship be based on mutual dependence and trust, rather than on the basis of 'power'? A few exercises have been given to help the student.

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

We share our lives with millions of other species on earth. Our lives are connected with theirs in many ways. When we carefully observe another species, we can understand a lot more about our own lives. Shall we look at the ants?



In Preparation:

Ants are called social creatures, like us. In fact they come under the 'eusocial' or 'highly social' category of insects, because they show a high level of willingness to cooperate with each other, and care for their young. Perhaps, this is why, though they are so tiny, 25% of all the animal weight in the tropics is made up of ants! In just variety and numbers, there are few species to beat the ant!

Have human beings learnt to co-exist? Have we learnt to adapt ourselves to nature?

Ants evolved from wasp like creatures around 150 million years ago. In fact, along with wasps and bees, ants belong to an order of insects called **hymenoptera** [hymen: thin film ptera: wings]. They probably shared the world with the last dinosaurs. But they have continued to inhabit this beautiful and



changing earth. The rise in the number of flowering plants greatly increased the number of ant **species**. There are more than ten thousand ant species, each with its own countless 'colonies', or community groups. Each ant species has its own habits and lifestyle. This sounds human, doesn't it?

Ants co-exist and adapt themselves to a range of natural and man-made circumstances. They have learnt to live **harmoniously** on plants and trees, by weaving nests of leaves for themselves, and providing some services for their home plant or tree. They have learnt to live on the ground, by building their nests in old logs or under stones, and also in the **crevices** of buildings.

species: kind, type
harmonious: peaceful
crevices: small gaps

They also live in underground holes, in tunnels with many side 'rooms'. They are the only animals known to build working sewage systems. The average ant's nest will have up to three metres of sewage! They allow many other species to co-exist with them – with **mutual benefit**. The worker ants look after and protect green flies and

What are the places that ants live in?

aphids [plant pests] that live with them in the way that human beings look after cows. When ants touch them with their **antennae** [plural of antenna] these insects give them honey dew. The Rufous woodpecker lays its eggs in a nest made by a species of 'arboreal [tree] ants!'

mutual benefit:
helpful to both
antennae - a pair of
long, thin feelers on
the heads of some
insects.

The ant has the largest brain in proportion to its size. It is said that the processing power of an ant's brain and a Macintosh II computer might be similar! Ants have six jointed legs. Each leg is provided with two claws at the tip of the legs for grip. Ants are very strong, and this helps them to run quickly. They can lift weights 20 times their own body weight! An ant's head is provided with a pair of compound eyes for vision, but it cannot see very well. Ants are mostly omnivorous. They eat other insects like worms and caterpillars, seeds, oils and sweet things such as fruits. Adult ants cannot chew and swallow solid food. They rely on juice which they squeeze from pieces of food.

About 50 million years ago ants started 'fungus farming'. The tropical leaf cutter ant, for instance, uses its sharp outer jaw to cut leaves and make them into pulp.



The pulp is later used to make fungus gardens. These gardens are looked after and harvested for food. In fact they are the forerunners of humanity in farming. They are great seed harvesters. They know how to remove the husk and store the seed. Here too, ants are similar to us. Some trees also love ants because they can be great seed dispersers.

Ants have two antennae which serve as their sense organs. An ant uses its antennae for touch as well as smell. People are learning a great deal about chemical communication, by studying ants.

Ants release chemical substances called 'pheromones' to communicate with each other. One pheromone, or 'scent'[smell] for instance, warns ants when there is danger. Each colony has its own 'scent', and the source of the scent is the queen! Ants 'sense' other ants from their own community, and will protect them selflessly. When they find a source of food, they leave a trail of scent to attract other ants from their colony towards the food. They can also occasionally 'go to war' with another colony of ants, when their food resource is threatened. Most ants sting, when they defend or attack. Black ants and wood ants do not have a sting. Instead, they are able to squirt a spray of formic acid!

One can also note the strange phenomenon of 'enslavement' among ant groups. The **slave-maker** ant raids the nest of other ants and stealing their pupae [plural of pupa, or **cocoon**]. Once

Do all species on this earth have some common qualities? What makes us human?

the pupae hatch, they are made to work as slaves within the colony.

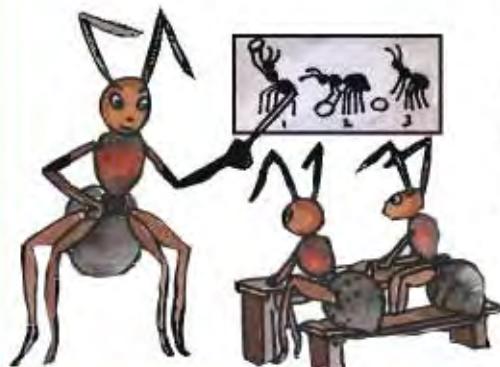
slave: a bonded servant
cocoon - a silky case spun by the larva of many insects. It protects it while turning into an adult.

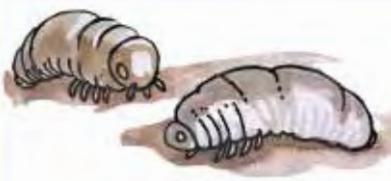
Ants appear in shades of green, red, brown, yellow, blue or purple. They are of very different sizes. The Driver ant of Africa, which is one of the largest ants in the world, is 80 times the size of the Australian Inch ant, which is the size of a pin head! Their normal size ranges from two to seven millimeters in length, but some big ants are almost the size of your middle finger.

An ant colony has three types of ants. There are many worker ants, a few male ants and the queen ant. The amazing thing is, in every batch of eggs laid, their

proportion is the same!

Queen ants are provided with wings at birth. The male ants have wings, too. The flight of the queen ants and the male ants to mate is called their marriage flight. Soon after that, when settle down to start their colonies, they lose their wings. The queen ant lays eggs in the soil.





A few days later, the larva hatches from the egg.

Within 8 days the larva makes a hard cocoon around its body. The workers cut open the cocoon after three weeks, so that the new ant can come out. The queen

is the mother of the entire population in the colony. She lives for fifteen years. The male ants live only for a few months. The workers live for up to five years. So, as you can see, among the worker ants, which do all the work in the nest or colony, there could be an overlap of two generations of looking after the same nest, along with its queen – so the younger worker ants are 'trained' to assist older ones in their work.

In every species, the queen ant is the biggest ant. The workers are the smallest ants. They are half as big as the queen. Worker ants do a range of jobs for the colony in which they live.



Worker ants take care of the nests. The workers hatch and look after the eggs laid by the queen. They also look after the queen and build the nest. Worker ants are always alert. They are always on the look out for predators (enemies who eat them) such as birds and ant eaters. They feed, clean and also carry the larvae for an 'airing'. Different groups of worker ants do different things in a nest. Some work as soldiers. Others work to maintain the nest, and take care of the larvae. Some others do the tough job of collecting food for the whole colony, and also digging new nests.

Over all, the lives of ants throw up many questions for us to look at. How does our society organize itself? As a species, we too have multiplied. Science and technology have developed a great deal. We dream of traveling to outer space, and making contact with other planets. What do we need to learn about ourselves? How can we discover how to be human?

LET US REMEMBER



What do ants build along with their homes?



Which class of insect do they belong to, and why?



For what do ants use their antennae?



Write five lines describing the ant.

How are ants the forerunners of humanity in farming?



What chemical do ants release, to communicate with each other?



Why do ants go to war?



Why do ants steal the pupae of another colony?



What three types of ant does each colony have?



Draw the life cycle of the ant.

What questions and perceptions do you have about ants at the end of this lesson?



LET US UNDERSTAND DISCUSS AND SHARE

1. What do you feel about the division of labour in the ant world?
2. What do we learn from the lives of ants?
3. If you were to organize society, how would you do it?

A. With the help of a dictionary find out the meanings of:

1. observe -
2. Intelligent -
3. discover -
4. peaceful -
5. discipline -



B. Having found out the meanings discuss among yourselves as to how the above words can be used in different situations.

- Eg:
1. The life of an ant shows how **discipline** can make life peaceful.
 2. It is fun, to **observe** ants move in a line.
-
-

C. Connect the opposites

No.	Opposites	
1	tiny	cold
2	hot	brave
3	high	small
4	alert	united
5	cowardly	failed
6	war	huge
7	succeeded	low
8	work	dull
9	large	peace
10	divided	leisure

PREFIXES

D. Let us learn what prefixes are:

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

Here are a few examples.

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

E. Match the given words with the right prefix and fill below:

comfort	loyal	movable	perfect	storey
conscious	reading	mature	Latin Words	

F. What are compound words?

When two words are brought together with or without a hyphen they are called compound words. They mean differently when they exist alone.

Eg: postbox, pinpoint, cowshed, dry-clean.

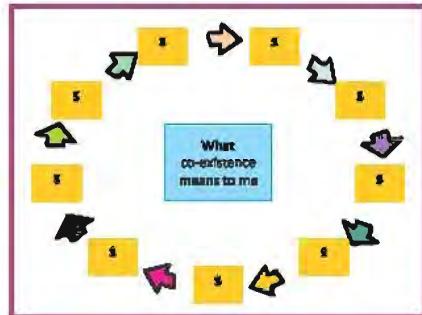
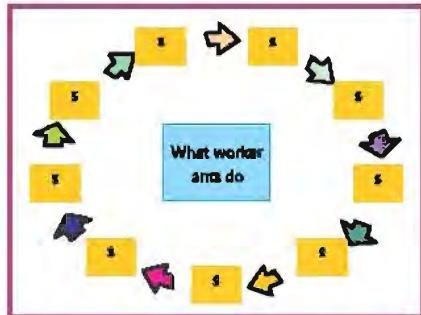
Try this! - Match the following compound words and write them out:

first word	second word	new word
match	hole	
card	pin	
man	board	
safety	fish	
star	box	

F. Complete the given lines with what you have understood from the lesson

1. Ants have antennae to _____.
2. Their homes called _____, and they live in _____.
3. The queen ant _____.
4. The hatched eggs are carried by workers for _____.
5. Different worker ants _____.

LET US UNDERSTAND: FILL IN THINGS WORKER ANTS DO



LISTENING SKILL: PAIR UP AND SHARE!

Listen to the method of preparing any item of your choice. You could try to explain the method of preparing any one of the following:

- ⇒ Tomato soup
- ⇒ Rice
- ⇒ Coconut milk
- ⇒ An envelope
- ⇒ Fried vegetables



READING SKILL:

Read a paragraph from the given text with the right pause, intonation and stress to understand the meaning conveyed in the passage.



PROJECT : OBSERVE, RECORD!

Place something sweet on the ground. Observe how long it takes before the ants find it.

1. Where do they come from? How do they find out where the food is?
2. What do they do immediately after that?
3. Do they eat it? Do they communicate with each other? How?
4. Do they immediately carry it back?
5. How long is it before there is no food left?

WRITING SKILL: LET US REVISE

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

Place:

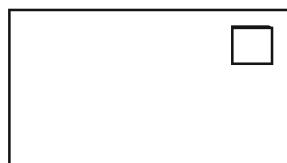
Date:

Dear.....

.....
.....
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.....
.....

Yours affectionately,

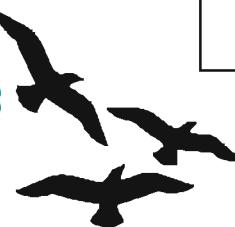
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GRAMMAR - LET US REVISE NOUNS:

What is a noun?

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



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

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

A **collective noun** is the name given to a group of things, for example a **flock** of birds or a **herd** of cows.

An abstract noun is something you can't see, hear, touch or taste. These can be emotions (happiness, sorrow) or states (peace, quiet).

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

Example : cotton, wood, silk etc.



EXERCISE - COMMON NOUNS:

Identify the **Common Nouns** in the following sentences.

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



EXERCISE - PROPER NOUNS:

Use capital letters for **Proper Nouns** in the following sentences.

1. paris is the capital of france.
2. william shakespeare is a famous english author.
3. 'war and peace' was written by leo tolstoy.

EXERCISE - ABSTRACT NOUNS:

Form Abstract Nouns from the following.

Eg. child - childhood

- | | |
|--------------|---------------|
| happy _____ | scholar _____ |
| know _____ | think _____ |
| strong _____ | wise _____ |

strength,
thought,
wisdom,
happiness,
knowledge,
scholarship

EXERCISE - COLLECTIVE NOUNS:

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

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

herd,
pack,
flock

LET US REVISE: VERBS

The verb is the word or words that expresses action or says something about the condition of the subject.

In general, the verb tense expressing action in the present time is known as the **Present Tense**. The **Present Tense** is the tense (that is, the form of the verb) that may be used to express:

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

Example: **She writes**

SIMPLE PRESENT TENSE :

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

1. Children..... (make) a lot of noise.
2. Sarala..... (like) slow music very much.
3. I..... (brush) my teeth twice a day.
4. She..... (do) her homework regularly.
5. Kamala..... (drink) milk for breakfast.
6. They..... (get up) at 7:00 in the morning.
7. My father..... (arrive) home at 7:00 p.m .
8. Saina and Mary..... (go) to bed at 9:00p.m.
9. This train..... (stop) at Chennai.
10. We..... (play) football all the while



CIRCLE THE CORRECT ANSWER :

1. **Susheela / I** like walking in the rain.
2. **Mohan / I** usually comes home at 4:00 pm.
3. **Malar / Suba** and Veena always cleans her room.
4. **Sundar / You** come to the class late.
5. **I / Priya** brushes her teeth every night .



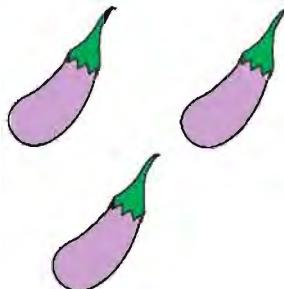
SIMPLE PAST TENSE :

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

Example: I liked the film, she ate the fruit, they played ball

Find the verbs in the following sentences and change them into Past Tense.

1. The teacher _____ (give) instructions.
2. Sheena _____ (post) the letter.
3. The train batch _____ (arrive) late.
4. The vendor _____ (sell) a kilo of brinjals.
5. I _____ (forget) my book.



SIMPLE FUTURE TENSE :

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

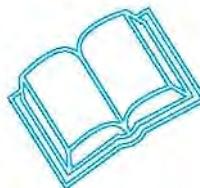
Example: I will eat an apple tomorrow.

We will go out to play in the evening.

They will dance in the festival.

Put the verbs in the correct form (simple future)

1. I _____ (bring) the book tomorrow.
2. People _____ (be) happy to see the winner.
3. The bus _____ (come) in a few minutes from now.
4. Mala _____ (sing) the prayer song in the next programme.
5. Be carefull! The child _____ (break) the glass.



LET US LEARN: THE PHRASAL VERB

Definition: A phrasal verb is a combination of : * a verb and a preposition -
* a verb and an adverb * a verb with both an adverb and a preposition.

The meaning of a phrasal verb is different from the original verb.

Eg: **come across:** to meet or find by chance

We come across many cows in the village

come along: to go with someone else who takes the lead

The man asked his son to come along to carry the things they bought.

come up: to climb

One must work hard to come up in life.

come down to: to lead to a final result

Finally the vendor came down to the price we quoted.

come down with: top contract illness

Somu came down with fever after he was drenched in the rain.

DO AND SEE :

Here are six phrasal verbs with verbs like bring, take, put - make sentences of your own. Add two more!

Phrasal verb	Its meaning	Sentence
bring about	make to happen	
bring along	come with	
take out	go out with	
put in	contribute	
put up with	endure	
come back to	to return to	

POEM

BAT

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

In Preparation:

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

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



soaring: flying high
somersault: do a 'balti'
echo: sound that comes back to you



The mother eats the moths and gnats she catches
In full flight; in full flight

The mother drinks the water of the pond
She skims across. Her baby drinks the milk she makes him
In moonlight or starlight, in mid-air.

Their single shadow, printed on the moon

Of fluttering across the stars,
Whirls on all night; at daybreak
The tired mother flaps home to her rafter.

The others all are there

They hang themselves up by their toes,
They wrap themselves up by their brown wings.
Bunched upside-down, they sleep in air.

Their sharp ears, their sharp teeth, their quick sharp faces
Are dull and slow and mild.

All the bright day, as the mother sleeps,
She folds her wings about her sleeping child.

- Randall Jarell.

ABOUT THE POEM :

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

LET US REMEMBER - ANSWER THE FOLLOWING QUESTIONS:

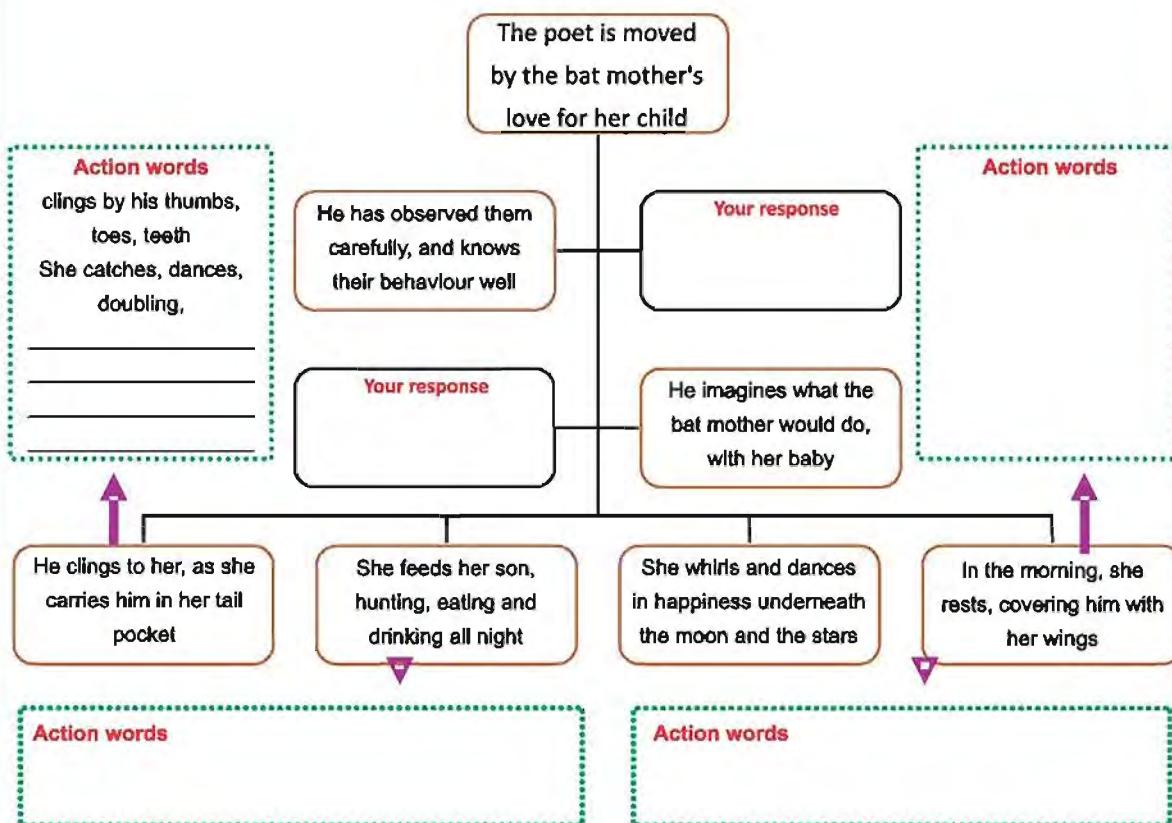
§ Which are the words or phrases that speak about the time when the bat moves around? **Fill in!** Eg: **the mother dances through the night**

§ The bat makes high sharp cries. What are those sounds compared to? What helps the bat to hear?

§ What are all the things that the mother bat does, after her son is born?

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

From the poem, what sense do you get about the poet's attitude towards bats? What does he do to communicate it? Fill in!



LET US UNDERSTAND: DISCUSS IN SMALL GROUPS AND SHARE.

- What is the poem about? What does the poet want to communicate?
- What did you feel about bats? Did this poem affect that attitude? How? Explain.
- What does the mother feel about her baby? How do you know? Which lines or words indicate it? **Study this table.**

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

Explain in a few sentences.

DO AND SEE!

- * Do you like any animal? Name any two animals you love. Say why.
- * Do you have any pet animal at home? If yes, what is its name?
Write a few lines about it.

Read this poem out to your family. Ask people who knew you as a baby about how you were when you were really small. Write a paragraph about what they said.

Write down six pairs of rhyming words from the poem.

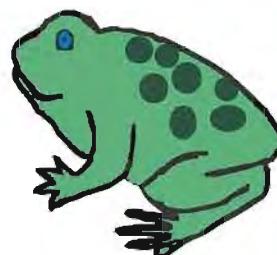
LET US BECOME POETS:

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

POST READING:

The Frog

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



I CAN TAKE CARE OF MYSELF



Once upon a time, there was a mother rat who wanted to get her young daughter married as soon as possible, to the most powerful being that she could find. 'Who is the most powerful being on earth?' she asked herself. She saw the bright sun god, traveling across the sky, and thought, 'Surely, all beings depend on the sun. The sun god is the most powerful being on this earth.' She asked the sun god, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the rain. Without the rain, no crop or tree would grow. There would be no water on earth.'



Just then, it began to rain. She thought, 'How wonderful the rain is! It makes the whole land green. It makes the rivers flow. Surely, the rain god is the most powerful being on this earth.' She asked the rain god, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the mountain. Without the mountain, there would be no protection for the creatures of this earth. The mountain blocks the clouds, and lets the water flow safely for the people and all life in the valleys.'



Just then, she looked around, and saw the beautiful blue mountain. She thought, 'How big and strong the mountain is! It withstands all winds and storms. It protects the earth and its creatures. Surely, the mountain god is the most powerful being on this earth.' She asked the mountain god, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the worm. Without the worm, the earth would be hard and nothing would grow in the soil. The earthworm is the greatest friend that living beings can have.'



Just then, she saw her daughter coming towards her. She asked her mother, 'What are you doing?' 'I am trying to find out who the most powerful being on earth is,' said the mother. 'Why?' asked her daughter. "I want you to marry him and be safe," said the mother.

' Why would I need to marry to be safe?' asked the daughter. 'To be safe, I need to know how to take care of myself.' 'You are small. You need protection,' said the mother rat. 'The best protection is to be able to protect oneself,' said the daughter. 'To protect myself, I need to learn to be strong and work hard.'

' But why would you need to work? If you marry someone rich and powerful, he will support you,' said the mother rat. 'Who is rich and powerful, amma?' asked the daughter. "The truly powerful being is one who can take care of oneself and those she loves. One is truly rich, if one is rich in love. I want to be powerful *myself*, so that I can take care of myself and those that I love.'



The mother rat was confused. 'What will you do?' she asked. 'I will learn to stand on my own feet. I will find work to do that supports me, and my family. For that, I need to learn more about the world, and learn to live in it as a good creature.' 'Let me first learn to take care of myself.' 'But don't you need help?' asked the mother rat. 'Yes, from you, amma!' said the daughter. 'Help me support myself. I am not interested in marrying anybody rich or powerful. Depending on another person's power, position or prosperity does not promise peace and security in the long run. ***One has to depend on the power within oneself to seek the target in one's life.***'

LET US REMEMBER:

1. What did the mother rat want to do?

2. Why did she find the sun god powerful?

1. Why did she find the rain god powerful?

2. Why did she find the mountain god powerful?

3. What two things did she want for her daughter?

4. What did the daughter want for herself?

LET US UNDERSTAND: DISCUSS AND SHARE IN SMALL GROUPS.

What do you think is most important for you to learn? What are the qualities that will be of help to you in your life? **Fill in.**

DEBATE AND LEARN !

Do you agree with the daughter rat or the mother rat? Support your answer with reasons.

UNIT 2

A NOTE TO THE TEACHER

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

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

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

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

This unit also paves way for the children, to revise and remember the Continuous Tenses, through pictures, time and action. Prefixes and Suffixes are also revised. A few spelling rules are given to avoid errors, while forming new words with the help of suffixes. There is also room for suggested extension activity, thinking beyond the text, and projects in this unit.

PROSE

THE NEEM TREE

There are many kinds of dreaming. Is there a difference between dreaming during the day, and at night? Yes, there is! **Discuss this!**

In preparation

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



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

Have you 'forgot yourself' when looking at something? **SHARE IT!**

"Malar! I've called your name twice already and you've not answered." Her thoughts swung back to the classroom.

"Yes, teacher," said Malar.

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



"Sit down," said the teacher and continued the lesson.

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

Is dreaming good or bad? In what ways? FILL IN!	GOOD	BAD
-----------------------------------------------------------	-------------	------------



"Who'd like to participate?" asked the teacher. A few enthusiastic hands went up.

"Malar? You too...?" asked the teacher, raising her eyebrows. Malar nodded, her right hand raised high.

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

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

"Act in a play".



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

"Or...or... dance."

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

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

"Look, Malar," she said. Malar gazed.

"Strange, isn't it?" she said after a

moment. "There are marks on this tree." Malar nodded wordlessly.

There were a few red marks on the neem tree.

The girls continued to run and play.

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

"Why not?" Malar replied briefly.

"But you must remember all the steps," said Nila.

giggled	- laughed in a silly way
evasively	- trying to avoid
disperse	- break up to leave
tiny	- very small

"Yes, I will," said Malar. Her eyes glistened and she controlled her tears silently. "I need help to do that," she thought to herself. "But I don't know from whom I can get it!"

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

Malar was elated and decided to give her best. During the dance practice, the teacher taught the girls to stand in a circle and move inward and outward in step with the music.

The movements were easy and the girls danced joyfully. Malar was very happy. The tempo gradually increased. Suddenly, the teacher cried, "Stop; please stop." The girls froze. "Malar has fallen out of step. Start all over again." Malar looked around in dismay. The girls frowned and looked angrily at Malar. Her confidence had gone. She made many



mistakes. Each time Malar made a mistake, the teacher made the whole group do the dance again. As the girls dispersed, the dance teacher called Malar and said, "I think you should ask your teacher to give you some other role". "Why, teacher?" Malar asked, hurt and annoyed. She had tried so hard!

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

"Why?" enquired Malar, anxiously.

"We are going to build a new toilet here," he replied.

"N... oooo, You can't cut the tree...,"

she cried and put her hands around the tree.



elated - very happy and excited





"Principal's orders," said one of them. He felt sorry for Malar.

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

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

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



"What's that?" asked Malar, puzzled.

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

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

alert: attentive

"Teacher, may I be given another chance?"

"There is no time. Please don't argue."



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

Remember what I have told you. Keep your flag flying high. Don't give up," she said.

The next day, when Malar went to her class she saw her teacher talking to the Principal about the cultural programme. "Come, Malar!" said the Principal kindly. What are you going to do for the Cultural Programme?" she asked. Malar started crying. She remembered her grandmother's words. She looked at her teacher. "Please give me another chance to dance," she said.



"She is not able to **cope** with the steps, Ma'am," said the class teacher.

cope: manage to do

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

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

The teacher agreed.

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



The teacher told Malar's grandmother, "Malar gave her the best. If she hadn't played her part well, the entire show would have been a mess." Malar's face was flushed. She was so happy!

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

bewitching – having a magical spell

During **Ugadi**, a festival to celebrate the Telugu new year, which comes in March/April, the Sun is said to enter the constellation of Aries. People eat the bitter leaves and the roasted flowers of neem with a little jaggery, to symbolize the acceptance of the good with the bad.

Suddenly, Malar felt a hand on her shoulder. She turned round and saw the Principal smiling at her. "Beautiful, aren't they?" she asked. "You are a bright, beautiful blossom too. Remember, Malar, you're a winner – we can all be winners. Nobody has to lose the race." The Principal patted Malar's cheeks and said, "Happy holidays, girl."

Adapted from: Indira Anantha Krishnan

LET US REMEMBER:

What was Malar thinking about while her teacher was taking class?

Malar was _____.

Why was Malar's teacher doubtful about Malar's participation in a play?

She felt that _____.

Why did the girls look at Malar angrily?

They felt that _____.

Why had the Principal decided to remove the neem tree?

The principal had decided _____.

What good news did the Principal have for Malar?

The Principal told Malar that _____.

LET'S TALK TOGETHER : (IN SMALL GROUPS)

1. Do you think Malar was right in meeting the Principal to stop chopping down the tree? Why?
2. Have you ever participated in any cultural programme? If so, share your experiences with your group members.
3. Do you feel all children should participate in a cultural programme?
4. In what way did the Principal's attitude help Malar?
5. What was Malar's grandmother's role in making her feel a winner?

Link the opposites

summer	a) common
inward	b) winning
increased	c) winter
assembled	d) decreased
locked	e) dull
losing	g) opened
bright	h) outward
strange	i) dispersed
forget	j) remember

PRESENT YOUR VIEWS IN CLASS!

LET'S UNDERSTAND: WHO SAID THESE WORDS TO WHOM?

"Keep your flag flying high. You will do well."
Who? _____
To whom? _____

"You will never learn anything if you keep on dreaming in the class."
Who? _____
To whom? _____

"Malar has fallen out of step. Start all over again."
Who? _____
To whom? _____

"I appreciate your love for the tree." Who?
To whom? _____

MATCH THE FOLLOWING - WHAT MALAR FEELS AND THINKS - A FLOW CHART:

S.No.	WHAT MALAR FEELS AND THINKS	WHAT MAKES HER FEEL THAT WAY	YOUR FEELINGS AND OPINIONS
1.	dreams	cultural programme	
2.	feels ashamed	principal's words and actions	
3.	feels inspired	dance teacher's disapproval	
4.	wants to participate	the neem tree	
5.	feels sad	grandma's encouragement and support	
6.	feels anxious	Included in the group dance	
7.	feels elated	neem tree to be cut	
8.	feels put down	grandma's words	
9.	speaks her mind	teacher's doubts; laughter in class; wants help	
10.	feels supported and happy	teacher's words	

THINKING BEYOND THE TEXT:

What would happen if we keep on cutting all the existing trees?

Why are deserts unfit to live in?

What role do trees play in keeping our environment pure?

"One family, one tree",

Why is this a good idea?

Trees, the longest living beings on our planet, are crucial to the survival of all other living things on Earth...

WORD POWER: (DO THIS IN GROUPS)

PREFIXES AND SUFFIXES

New words can be formed by adding **prefixes** and **suffixes** with the root word.

Affix is the term used to refer both prefixes and suffixes.

1. read + er = reader

2. im + polite = impolite

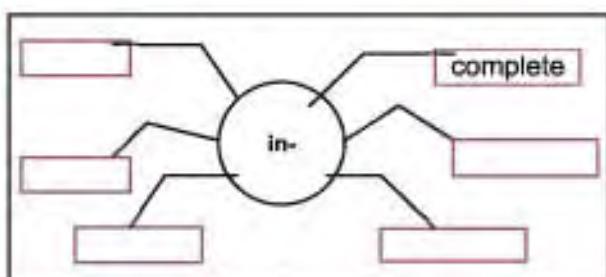
Make new words by adding '**in**' – or – '**ing**' to the following words and fit them in the web chart:
web chart:

efficient	cry	write	animate	run
active	different	discipline	ride	sit

Spider talks!

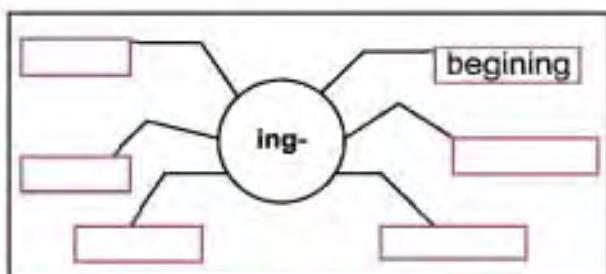
Prefix: in-

Suffix: -ing



Caution!

1. If a word ends with the letter 'e' preceded by a consonant, the 'e' is dropped while adding the suffix '-ing' to the word. **Eg: hide + ing = hiding**



2. If a word ends with a consonant preceded by a single vowel, the consonant will be doubled while adding any suffix to the word.

Eg: spin + ing = spinning
win + er = winner

Create similar webs for the affixes: mis-, -some, im-, un-. Examples may be given.

LET US SCAN THE TEXT:

1. Words/Phrases describing states of mind:

The words/phrases given below against each person describes the state of mind of that person.

Write down the moods of the persons with the help of the words or phrases mentioned against them.

S.No	persons	words / phrases	mood
1.	Nila & Malar	went hand in hand	happy
2.	Malar	rushed	_____
4.	Class Teacher	raised her eye brows	_____
5.	Girls	frowned	_____
6.	The Dance Teacher	stop, stop girls	_____

VOCABULARY CHECK:

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

Fill in the blanks by choosing words from the list given below:

Food is the _____ necessity of life. _____ food man cannot _____ long, so also an _____ or a plant. _____ man has to _____ a sufficient quantity _____ food. If the _____ he eats is _____, his health will _____ and he will _____ ill. Hence every man _____ to sensibly eat _____ food.

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

COMPOUND WORDS:

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

(e.g.) Fire proof

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

Join the following column A and column B to form compound words.

S.No	Column A	Column B	Compound Word
1.	class	a) water	classroom

2.	break	b) white	_____
3.	over	c) room	_____
4.	back	d) time	_____
5.	door	e) heard	_____
6.	snow	f) stage	_____
7.	ground	g) step	_____

LET US REVISE: TENSES

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

- The **Present Continuous Tense [Progressive Tense]** is used for an action going on at the time of speaking and to describe an action which is in progress right now;
 - ⇒ Nila is singing.
 - ⇒ The girls are dancing.
- For an action that takes place in the near future by adding adverbs of time;
 - ⇒ I am going to Chennai tomorrow.
 - ⇒ The Prime Minister is meeting the President tonight.

LET US DO:

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

dance	<u>A girl is dancing.</u>
cook	_____.
walk	_____.
climb	_____.
ride	_____.
play	_____.
write	_____.



TRY THIS IN GROUPS:

- Look at the pictures and answer the questions.

- What is he doing? He is swimming.
- Is he driving a cycle? Yes, _____.

3. What is he doing? _____.
4. What is she doing? _____.
5. Is she eating? _____.



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

Example:

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

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

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

At **9.30 a.m.**, **She was riding her bicycle.**

At **10.30 a.m.**, She _____.

At **11.30 a.m.**, She _____.

At **1.30 p.m.**, She _____.

At **2.30 p.m.**, She _____.

At **3.30 p.m.**, She _____.



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

Examples:

My friend **will be meeting** me by this time tomorrow.

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

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

1	The children	shall be will be	enjoying	in the evenings
2	I		going	to Chennai next month
3	Anitha		playing	Pongal in January
4	We		celebrating	rushing out of the door
5	Ramesh		working	the film
6				to temple today
7				hard tonight for exam.

LET US KNOW MORE:

(Listen to the passage read by the teacher and answer the questions)

What happens when trees are felled?

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



Answer the following questions:

1. In what way forests are useful to prevent global warming?
2. Trees absorb _____.
 - a) carbon monoxide
 - b) carbon dioxide
 - c) nitrogen
3. What is deforestation?
4. Why shouldn't we fell down trees?

THINK AND WRITE: [WRITE TEN SENTENCES]

"Nowadays plastics replace almost everything". Write down your thoughts and feelings about this statement.

Plan! What information do you want to collect about plastics?

What do you know about their use?

Why are plastics useful?—

Why are plastics bad?

How can we regulate their use?

What are alternatives to plastics?

How do you think their use may be encouraged in society?

What are you willing to do, in your own life?



POEM

* WHAT TREES ARE FOR

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



What games do you play under a tree?

What birds have you observed upon a tree?

What insects or bugs have you observed upon a tree?

What trees do you cross, as you come to school?

A Group Poem, By Class VII A,
Avvai Home TVR Girls H.S.S,
Adyar, Chennai



NEW WORDS:

cease – to end

blink – closing and opening one's eyes quickly

swing - seats held by ropes or chains for swinging

LET US UNDERSTAND:



1. Who are the speakers in this poem?

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

Why do the poets say that trees 'fan your mind to make it cool'?

SHARE IN GROUPS:

Have you ever carefully observed a tree? What are the different things you have seen? Are there any interesting experiences that you have had in a tree's shade?

WORD PICTURES:

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

PICK OUT A FEW LINES THAT BRING PICTURES TO YOUR MIND:

1. Trees are to play hide and seek in

When we heal the earth,
we heal
Ourselves

WORD POWER:

Pick out the words from the poem which rhyme with the following words:

friend / _____ think / _____ ground / _____ fly / _____

LET US BE POETS:

Try in groups: (complete the poem)

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

Try this!

Imagine you are a tree!
Write your autobiography!



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

FUNCTIONAL ENRICHMENT ACTIVITY:

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

S.No	Kinds of tree	Botanical name	Where it grows
1	Mango tree	Mangifera indica	
2			
3			
4			
5			

LET US WRITE:

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

NATURE CARES FOR NATURE



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

"Ramana, come", said Lalitha, wiping her sweat. She let loose the bag. His hands went in and took one out of it.

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

"Ramana, what's this?".

"Amma, Don't talk to me"

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

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

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

"What is it, Ramana!" asked Grandma Neelambal.

"Nothing, Grandma, mother pestering me to eat this fruit," plied Ramana irritably.

HOW CAN WE?

The child of nature is a tree

How can we take its life?

The child of the beautiful tree is a flower

How can we take its life?

The child of a flower Is the lovely fruit

We eat it for our need

The lovely fruit of the earth is ours

What have we done with the seed?

G.Sangeetha, Class VII



Not happy with the boy's attitude, Lalitha went to the kitchen to prepare supper.

"Ramana, let me taste it first and tell how it is!" said Grandma. She tasted one and persuaded the boy to taste it.

"Amma, It's tasty, very tasty, please take this one" yelled Ramana, having the half eaten fruit in one hand and a fresh one on the other. After sharing his fruit with his mother, Ramana threw the seed into the garden.

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

"What are you searching for?" asked Grandma.

"Help me, Grandma, to find out the mango seed"

"Why do you need it?"

"To plant it"

"Plant it!" exclaimed Grandma.

"Yes, If you plant a mango seed now, It will yield mangoes within three or four years. My teacher told us this in the class" said Ramana; "She also talked of the importance of growing trees to save the earth"

"Here it is" said Grandma.

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

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

It was Ramana's routine to look at the spot every morning and sprinkle water there. Ten days passed. Ramana was restless.



"Amma, when will my mango plant sprout?" asked the boy longingly.

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

"Amma, Grandma, please come to the garden, my mango plant has sprouted," shouted Ramana with excitement. Throughout the day he was in the garden.

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

"We will fence the garden soon" said Grandma.

"Amma, will it survive?" asked Ramana sadly.

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

Ramana was eight now and the tree was four and it was some three metres long. Grandma went to the garden and stared at the tree with her spectacled eyes. She called out, "Ramana, come and look at this wonder".

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

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



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

"Ramana, where are you?' Grandma shouted.

She came there and sat by his side.

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



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

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

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

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

"I had better not disturb nature."

A. WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER:

1. Ramana's mother says that her son is _____
a) valuable gift b) a naughty boy c) very playful d) very studious
2. "If you plant a mango seed now, it will yield mangoes within three or four years", this is said by _____
a) Ramana's father b) Neelambal c) Lalitha d) Ramana's teacher
3. The goat ate _____ of the mango tree
only a few leaves b) all the leaves c) the whole tree d) only the fallen leaves
4. Who watered the mango tree daily?
a) Ramana's brother b) Lalitha c) Neelambal d) Ramana
5. The whole family was happy to see _____.
a) the tree b) the mangoes c) the blossoms d) the goat

B. DISCUSS IN SMALL GROUPS: (TEACHER HAS TO INITIATE)

1. In what way do mangoes ripened with chemicals, affect our health?
2. Describe the process involved in planting a sapling, to your group.
3. Design your ideal neighbourhood.
4. What initiatives can you take, to create a green neighbourhood?

DO AND SEE GROW YOUR ECO - FAMILY:

Things you need:

1. Empty cans of various sizes.
2. Different kinds of seeds.
3. Soil. This may be enriched with sand and dried leaves/cow dung/any manure.
4. Water – not much.



Step 1: Fill three-fourths of all the containers with soil.

Step 2: Spread a handful of seeds on the soil. Cover the seeds with another layer of soil.

Step 3: Sprinkle some water over the newly sown seeds. Place the pots in a sunny place. Twice a day, spray water generously on the seeds.

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

Once the grass becomes really thick, keep the containers in the corner of your room to keep your eyes cool.

UNIT 3

A NOTE TO THE TEACHER

In this unit, the prose lesson '**In Quest of India's Freedom**' makes an attempt to give the students an opportunity to understand the landscape in which India's freedom was obtained, through a glance at the life of Subhash Chandra Bose. Certain important episodes in his life have been narrated to inspire and help constructive questioning.

The poem, '**Punishment in Kindergarten**' by the well known Indian poet Kamala Surayya, talks of a painful day at school when she was in Kindergarten. The poem speaks of the feelings of the child from the mindset of the adult. It would help the young adolescent to build relevant perspectives. A range of exercises have been given to help this process.

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

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

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

Do you know who said that?

A very great leader in America called Abraham Lincoln.

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

In preparation :

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

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



place upon	:	require of
to herald	:	to bring in
the dawn of	:	the beginning of
secular	:	independent of religion
follow in the	:	be directed by
footprints of	:	influence
spell	:	
instantaneous	:	in the moment

There were many questions in their minds about how to get that freedom.

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

The mere spell of this slogan 'Jai Hind' – inspires everyone instantaneously and a mood of patriotism surges in every individual. Do you know who that verbal magician is? It was the mighty hero of the Indian War of Independence, Subhash Chandra Bose, or 'Netaji' as he was popularly known.

Write one thing that you know about Swami Vivekananda

Bose was born in Cuttack in Orissa on 23rd January 1897 in a very rich family. His father Janakinath Bose was a famous lawyer. When he was five, he was admitted into a big European School, where he was not taught his mother tongue, Bengali, and wore only Western clothes. At the age of twelve, he was shifted to another school, where his headmaster, Beni Madhav Das, kindled the spirit of patriotism in him. Bose started to respect and wear Indian clothing. He also started to help the poor and

surges	:	rushes forward
mighty	:	strong
verbal	:	spoken
bond	:	the state of being bound, tied up
kindled	:	awakened
patriotism	:	love of the motherland
profound	:	deep and strong

needy. When a village was hit by small pox, Subhash led a group of volunteers, and personally looked after the sick. He did not mind that there was no cure for small pox! Bose looked upon his teacher, Beni Madhav Das as his 'guru'.

When Subhash was 15, he came under the profound influence of an outstanding spiritual leader, Swami Vivekananda, and was deeply impressed with his teachings. He understood how 'Work is Worship'. He also started practicing yoga.

His mother, Prabhavathi made her son aware of the great traditions of India. He joined the Presidency College, Calcutta, after securing the 2nd rank in his Matriculation Examinations. At the College, he was deeply upset by the rude behaviour of one of the British teachers, Professor Oten with Indian students – they were called 'stupid natives' and 'barbarians', or primitive people! The Professor believed that in this ancient land, true civilization had been brought in only by the British! Subhash decided to protest.

More than a thousand students joined him to ask for better treatment from their British teachers. At the end of three days, Professor Oten finally apologized to the

Have you seen two sides in the same person? Share!

boys. Later, as Head of the Department of Public Instruction in Bengal, Professor Oten also appreciated Subhash for his exemplary performance in the University Military Training Corps. This was the forerunner of our NCC training today! He was willing to give credit where it was due.

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

After his graduation at Presidency College, Calcutta, Subhash left for Cambridge in 1919 to appear for the Indian Civil Service Examination (ICS). It is the same as the IAS examination today, except that on passing the exam, he would work for the British! It was at Cambridge that Subhash realized that if India was to be equal with other nations, it had to be a free country. He secured the fourth rank in the ICS examination. But he had made up his mind to devote his life to the service of his country; he resigned from the Indian Civil service and returned to India in 1921.

On landing at Bombay, he called on Mahatma Gandhi and expressed his desire to work for freedom of India. It became clear to the Mahatma that Bose had questions about his principle of 'Non-Violence'. Meanwhile, with his brilliant academic achievements and background, Bose became the Principal of the National College, Calcutta. He was also appointed the Chief Executive Officer of the Calcutta Municipal Corporation. He made khadi, or homespun cloth, the official dress of the Corporation. He also encouraged the production and sale of other goods made in India.

called on	- visited
insurrection	- taking political control with violence
coined	- created
rousing	- full of energy and enthusiasm
comrades	- companions
troops	- army
patriotism	- devotion to the country
posthumously	- after death



Jai Hindh

But the British wanted cloth from England to be bought and sold in India. They also wanted to control Indian trade. They made the sale of homespun cloth and other Indian products illegal. Bose was



arrested and sent to a prison in Rangoon, Burma. The conditions at the jail were horrible. There was no shelter from the sun or the rain. Bose was also upset that he had not even been given a chance to explain his point of view. A huge number of people protested his imprisonment. He was released. Bose started feeling that only an armed struggle would liberate India. He felt too that he would need military help for this difficult task. He went to the extent of seeking help from foreign countries like Japan, Italy and Germany. Bose formed the Indian National Army (INA) in 1941 in Singapore with the help of the Indian prisoners who were released by the Japanese. He inspired the troops to fight against the British to liberate their motherland. They started marching towards India. Bose said, "Every dawn is preceded by a thick darkness. The dawn is therefore close at hand. So cheer up! Hold the Indian flag aloft and fight on!" On 21st October 1943 the Azad Hind Government was set up on foreign soil. It was here that Netaji coined the rousing words of salutation to our motherland – 'Jai Hind'.

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

Let us remember :

1. What did Subhash do as a school student?

2. Who did he accept as his 'guru'?

3. What did Subhash understand from reading Swami Vivekananda?

4. What did Subhash's mother teach him?

5. What did Subhash realize at Cambridge?

6. What did Subhash do, as CEO of Calcutta Municipal Corporation?

7. What did the British want?

8. "Every dawn is preceded by a thick darkness" - who said these words? Comment on this statement.

9. Why is Subhash called as 'Netaji' or leader?

LET US UNDERSTAND:

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

No.	Who / What Subhash encountered	What he learnt / did	What you can learn
1.	<i>Change of school</i>	1.	
		2.	
2.	<i>From his mother</i>		
3.	<i>From Swami Vivekananda</i>		
4.	<i>In College</i>	1.	
		2.	

No.	Who / What Subhash encountered	What he learnt / did	What you can learn
5.	At Cambridge		
6.	As CEO	1.	
		2.	
7.	As 'Neta'	1.	
		2.	
		3.	

LET US UNDERSTAND DISCUSS AND SHARE :

What do I understand by non-violence? Why is it important to be non-violent?
How must each of us fight injustice?

GRAMMAR - LET US REVISE - ADJECTIVES:

Look at Part- A and Part-B

Part - A

Ramya is a girl.

The jasmine is a flower.

Part - B

Ramya is a **cheerful** girl.

The jasmine is a **fragrant** flower.

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

Example :

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



LET US DO :

Underline the adjectives in the following sentences :

Kolkata is a large city.

I am well.

Kamala is a smart girl.



Netaji was a courageous leader.

The clever girl was praised by the teacher.

LET US LEARN :

There are many kinds of adjectives

Adjectives of Quality (Descriptive Adjectives).

They answer the question: **Of What Kind?**

1. The ant is a **tiny** but **wise** creature.
2. He is an **honest** man.
3. The Taj Mahal is a **wonderful** building.



Adjectives of Quantity :

They answer the question: **How much?**

1. She ate the **whole** apple.
2. Babu ate **some** rice.
3. He showed **much** patience.
4. He spent **all** his money.



Adjectives of Number (Numeral Adjectives).

They answer the question : **How many?**

For example, how many children are present in the class?

NOTE ON NUMERAL ADJECTIVES :

Numeral Adjectives are of 3 kinds - Definite, Indefinite and Distributive

a. Definite Numeral Adjectives :

They denote an exact number.

1. The hand has **five** fingers.
2. We have **two** eyes to see.
3. She ate **three** bananas.
4. Sunday is the **first** day of the week.
5. Kalpana Chawla was the **first** Indian - born woman to go to space.
6. Manmohan Singh is the **fourteenth** Prime Minister of India.



b. Indefinite Numeral Adjectives :

They do not denote an exact number.

1. I have **many** pencils.
2. He is a man of **few** words. [He doesn't talk much.]
3. He needs **no** introduction. [Everyone knows him.]



Examples : all, no, many, few, some, any, several

c. Distributive Numeral Adjectives :

They refer to each one of a number.

1. Every man has his duties.
2. Each boy must take his turn.
3. Either cycle will do.



Demonstrative Adjectives :

They answer the question: Which?

1. That boy is industrious.
2. This school is famous.
3. I hate such things.
4. Those mangoes are sweet.



Interrogative Adjectives :

They question, What, Which, Whose to receive information

1. What time is it?
2. Which way shall we go?
3. Whose car is this?



Possessive Adjectives

They answer to the question, Whose?

Their relatives came here.

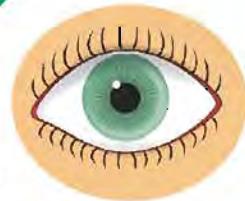
1. His mother loves me as her own son.
2. Our house is in the corner of the street.
3. Your aim must be high.



Emphasizing Adjectives :

The words own and very are used as Emphasizing Adjectives

1. I saw the incident with my own eyes.
2. Man is his own master.
3. This is the very thing I want



Proper Adjectives :

They are formed from proper nouns.

1. An Indian writer.
2. An American dollar.
3. A German dog



ADJECTIVES – A SUMMARY :

Fill in the examples !

No	Names	Types and Examples
1.	Adjectives of Quality	They answer the question: Of What Kind? Eg :
2.	Adjectives of Quantity	They answer the question: How much? Eg :
3.	Adjectives of Number	They answer the question: How many? Eg :
a.	Definite	Eg:
b.	Indefinite	Eg:
c.	Distributive	Eg:
4.	Demonstrative Adjectives	They answer the question: Which? Eg:
5.	Interrogative Adjectives	They question, What, Which, Whose to receive information Eg:
6.	Possessive Adjectives	They answer to the question, Whose? Eg:
7.	Emphasizing Adjectives	The words own and very are used as Emphasizing Adjectives. Eg:
8.	Proper Adjectives	They are formed from proper nouns. Eg:

THINK AND WRITE :

Fill in the blanks in the letter with the right adjectives from the box

glad	wonderful	breathtaking
helpful	clear	friendly
perfect	roomy	curious



15 June, 2009

Dear Priya,

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

Love from,

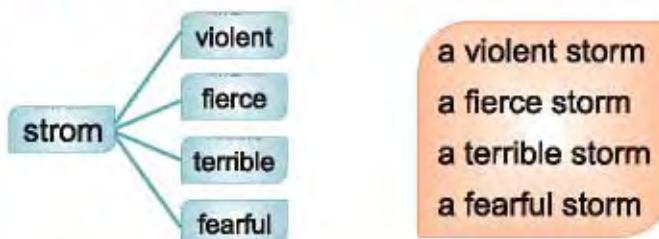
.....

Use each of the following adjectives in a sentence

For you : Mohan is an industrious boy.

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

Have fun by joining the adjectives with the nouns



A diagram where the word "news" is at the center, connected by lines to seven boxes containing the words "good", "sad", "bad", "happy", "pleasant", "dreadful", and "important". To the right of these boxes is a large white box labeled "good news" with five empty lines for writing. To the right of that is a smaller orange box containing a cartoon illustration of a smiling person's head.

LET US REVISE - ADVERBS:

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

Part - A

John walks.
Hema sings.
Madhan writes.

Part - B

John walks **fast**.
Hema sings **sweetly**.
Madhan writes **carefully**.

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

How does John walk? In what manner does he walk?

The word '**fast**' adds something to the meaning of the action word '**walk**'. Hence, the word '**fast**' is an adverb, because it **modifies** the action. Similarly the words '**sweetly**' and '**carefully**' are called adverbs.

Read the following sentences :

1. Ram runs **fast**. 2. This is a **very** tasty apple. 3. Gopal reads **quite** clearly.

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

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

I. Adverbs of Time (which show when)

1. I got a letter **two days ago**.
2. **Tomorrow** will be a working day.
3. Wasted time **never** returns.
4. The train arrived **late**.
5. I have spoken to him **already**.



II. Adverb of Frequency (which show how often)

1. I have told you **twice**.
2. Kala **always** tries to do her best.
3. He **often** makes mistakes.

III. Adverbs of Place (which show where)

1. May I come **in**?
2. Stand **here**.
3. She looked **up**.
4. He walked **forward**.
5. It rained **everywhere** in the District.



IV. Adverbs of Manner (which show how or in what manner)

1. Alexander fought **bravely**.
2. The child slept **soundly**.
3. Shyla speaks English **fluently**.
4. Students work **hard**.



V. Adverbs of Degree or Quantity (which show how much, or in what degree or to what extent)

- | | |
|-------------------------------------|------------------------------------------|
| 1. I had given enough money. | 2. He was too careless. |
| 3. He reads pretty well. | 4. I am rather busy. |
| 5. I am so glad. | 6. He uses the given time fully . |



VI. Adverbs of Affirmation and Negation:

(which strengthen the meaning of the verb)

1. **Surely** you are mistaken.
2. He **certainly** went.

VII. Adverbs of Reason: (which show the 'why' or reason)

1. Sekar, **therefore** does not talk to me.
2. **Since** it is hot, I am very tired.
3. He slept for a long time **because** of tiredness.
4. The bell rang **so** he left the school.
5. Dial 101 **in case** of fire.

VIII. Interrogative Adverbs: (used to ask questions)

1. **Why** are you late?
2. **How** are you?

ADVERBS – A SUMMARY:

Fill in the examples!

No	Names	Types and Examples
1.	Adverbs of Time	(which show when) <i>Eg:</i>
2.	Adverbs of Place	(which show where) <i>Eg:</i>
3.	Adverbs of Manner	(which show how or in what manner) <i>Eg:</i>
4.	Adverbs of Manner	(which show how or in what manner) <i>Eg:</i>
5.	Adverbs of Degree or Quantity	(which show how much, or in what degree or to what extent) <i>Eg:</i>
6.	Adverbs of Affirmation and Negation:	(which strengthen the meaning of the verb) <i>Eg:</i>
7.	Adverbs of Reason:	(which show the 'why' or reason) <i>Eg:</i>
8.	Interrogative Adverbs:	(used to ask questions) <i>Eg:</i>

LET US UNDERSTAND:

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

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

LET US REVISE ARTICLES - LET US LEARN:

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

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

They indicate the coming of a noun 'house'.

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

LET US LEARN - USAGE OF 'a':

Fill in your own examples!

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

- **before a word beginning with a vowel with a consonant sound**
'a university', 'a European', 'a one-eyed man'

- **before a singular countable noun when it is mentioned for the first time**

He bought a book.

- **with an expression of quantity**

a lot of time, a dozen oranges, a great deal of money

- **with certain numbers**

a hundred rupee note, a thousand times

- **before half and when half follows a whole number**

half a litre, two and a half kilos

- Such a mess! What a lovely flower

- **before a stressed 'h'**

a hotel, a hostel, a history student

Usage of 'An': Fill in your own examples!

- In front of singular noun that starts with the **Vowel sound (the sounds of a, e, i, o, u; not the letter)**: an ant, an egg, an umbrella, an ink pot, an orange

- **before a mute 'h' :** an honest man, an hour

- **before individual letters spoken with a vowel sound (f, h, l, m, n, r, s, x) :** an FIR, an HMT watch, an LIC agent, an MBA., an MP., an MLA., an NOC, an STD call, an SMS, an X-ray room

Usage of 'the': Fill in your own examples!

The definite article 'the' is used before,

A particular noun - You met **the man**.

Make a sentence: _____

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

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

Unique nouns - **the sun, the moon, the stars, the earth**

News papers, Magazines - **the Hindu, the New Indian Express, the Week**

Musical instruments - **the veena, the guitar, the violin**

Make a sentence: _____

Superlatives - **the most useful, the brightest**

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

Famous buildings - **the Red Fort, the LIC building**

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

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

Make a sentence:

Adjectives in the comparative degree - **The higher the bird flies the more majestic it looks.**

Make a sentence:

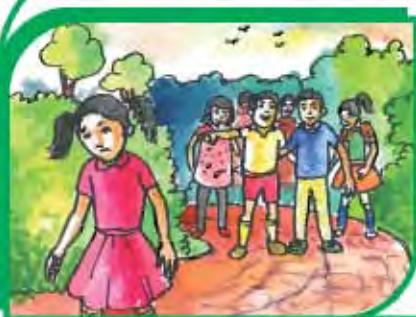
POEM

PUNISHMENT IN KINDERGARTEN

Are there things you remember from when you were in the Balwadi or Pre School? What kind of memories are they? What do these memories make you feel? Are all the memories pleasant? This poem is an honest and evocative expression of one of Kamala Surayya's memories of her Kindergarten. Observe carefully how she shares her thoughts and feelings.

Kindergarten: Pre school, Balwadi

Today the world is a little more my own.
No need to remember the pain
A blue-frocked woman caused, throwing
Words at me like pots and pans, to drain
That honey-coloured day of peace
"Why don't you join the others? What
A peculiar child you are!"



On the lawn, in clusters, sat my schoolmates sipping Sugarcane, they turned and laughed;
Children are funny things, they laugh
In mirth at other's tears, I buried
My face in the sun-warmed hedge
And smelt the flowers and the pain.

Honey coloured: golden yellow
Muffled: not distinct

The words are muffled now, the laughing
Faces only a blur. The years have
Sped along, stopping briefly
At beloved halts and moving
Sadly on. My mind has found
An adult peace. No need to remember
That picnic day when I lay hidden
By the hedge, watching the steel-white sun
Standing lonely in the sky. - Kamala Das / Kamala Surayya



Blur : not clear.
Sped along : moved fast

Note on the poem: Notice the evocative expressions in this poem:

- Little Kamala felt that her teacher 'threw words at her like pots and pans'.
When do people throw pots and pans?

- Kamala remembers the day as honey-coloured.
What kind of day would it have been?

- What feeling does Kamala associate with it?

- Kamala calls children 'funny' because '*they laugh in mirth at other's tears.*'
What does she mean? Are they really funny?

- Kamala says she smelt 'the flowers and the pain' in the sun-warmed hedge.'
What feeling does she create in the reader?

- The word 'flowers' contrasts with the word 'pain'. What has she told you
about the day earlier? What spoils it for
her?

- Kamala talks of the 'laughing faces' of the children being 'a blur'. Why does
she say so?

- Kamala 'hides' behind the sun-drenched hedge and sees the 'steel-white sun'.
What makes her describe the sun that way?

LET US REMEMBER:

- Why does Kamala Suraya say that now, the world is little more her own?

- Why is there no need now, to remember the pain?

→ What makes her teacher call Kamala 'peculiar'?

→ What does it make little Kamala feel?

→ What makes the children laugh at her?

→ What does she feel when they laugh?

LET US READ: SMALL GROUP – ANSWER AND SHARE IN CLASS.

→ Read out the beautiful lines from the poem 'Punishment in Kindergarten'. Does

this poem rhyme? Yes / No. Do poems have to rhyme to be poems? Yes / No.

→ What makes the writing in this poem poetical? Write 3 things that you feel.



LET US UNDERSTAND: SMALL GROUP: FILL IN AND SHARE!

What happens	What little Kamala feels	What the adult Kamala thinks about it

WRITE AND SEE :

Write/paint your own memory of when you were 4 or 5. Is the memory hazy or vivid?

What do you feel about it now?

THE SELFISH GIANT

- Oscar Wilde

"Owning things is human, sharing them is divine".

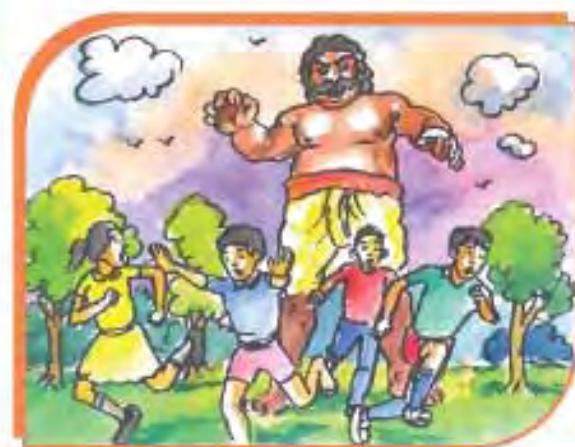
You have heard of giants in stories, haven't you? What makes someone a giant? Are they real or unreal? Do giants really *have* to be tall? They are all large and strong. Some are good, and some are bad. Oscar Wilde's story is a beautiful parable of what makes people bad, and what makes them change.



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

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

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



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

linnet : a small brown and grey bird

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

his heart melted:
it became warm



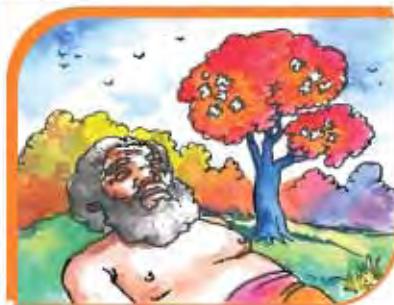
So he opened the door and crept downstairs. But when the children saw him, they were so frightened that they all ran away and the garden became winter once again. But the little boy did not run because his eyes were full of tears. He did not see the giant coming. And the giant stole up behind him and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

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

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

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

One winter morning he looked out of his window as he was dressing. Suddenly he rubbed his eyes in wonder and looked out again. It certainly was a marvelous sight! In the farthest corner of the garden was a tree quite covered with



lovely white blossoms. Its branches were golden and silver fruit were hanging down from them; and underneath stood the little boy whom he had loved so much. The giant ran downstairs in great joy and out into the garden, till he came near the child.

The child smiled and said to the giant, "You let me play once in your garden. Today you shall come with me to my garden, which is paradise". And when the children ran in that afternoon, they found the giant lying dead under the tree, all covered with white blossoms.

LET US REMEMBER:

Put a tick on the right option:

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

DISCUSS AND WRITE:

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

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

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

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

⦿ Which incident melted the giant's heart?

⦿ How did the giant make the children realize that he was no longer wicked?

⦿ Why did the giant love a particular boy the most?

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

Discuss with your classmates and comment upon the following statements:

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

LET US WRITE:

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

Place : _____

Date : _____

Dear Ogre,

P.S.

Yours _____,

_____.

2. Have you visited a park near by your area? Write a paragraph about the pleasant experience you had there.

UNIT 4

A NOTE TO THE TEACHER

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

The poem, '**Our Local Team**' by the well known Indian author Ruskin Bond is a humorous account of a county cricket match. Its light-hearted treatment of the game and its players is sure to help young people build a perspective on this popular sport.

The story, '**Greedy Govind**' is a popular folk tale, and it carries a universal appeal. As with all folk tales, it allows for a range of constructive interpretations. Many exercises have been given to help the student to internalize its simple but strong message.

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

The grammar section extends the student's understanding of subject-verb agreement and question-tags. There is a short exercise on writing a journal, and many opportunities offered for role play. Speaking contexts are given for practicing questions and statements.

PROSE

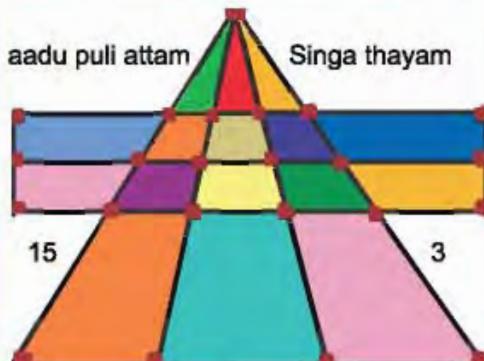
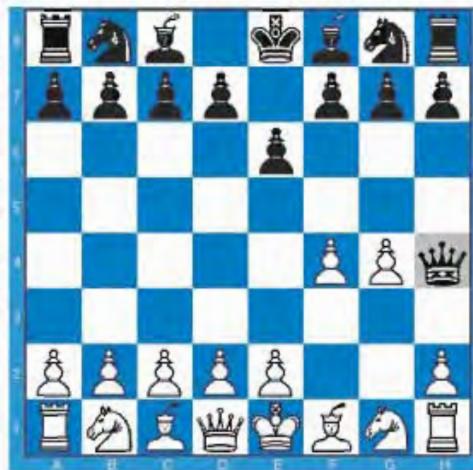
DREAMS CAN COME TRUE

Have you played chess? Try playing it! Ancient Indians from all walks of life played this game. It was used in the Army to teach war strategy, businessmen played it to learn about the market, and students played it to learn mathematics!

In Tamilnadu, everyone played many interesting games to build not only mathematical ability but shrewd thinking power and strategy. One among them is **aadu puli attam**. Another is **pallankuzhi**. There is another very interesting game called '**padaivettu**'. Ask your grandmother!

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

The main end of the game, then and now, is to protect the King. 'Checkmate' comes from the Persian words **shat mat**, which mean, 'The King is dead.'



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

Even when he had been very young, he had spent hours before a chess board, playing. Seeing this, his parents had enrolled him in a place called 'Chess Centre',

- which helped children like Rahul to improve their skills in the game. Rahul loved going there. In May, during his holidays, he had carefully followed the match between World Chess Champion **Viswanathan [Vishy] Anand** and Grandmaster **Veselin Topalov** of Bulgaria. Winning this match gave Anand his 4th World Championship title.



His coach always said that learning what made Anand humble, was more important than learning how he played the game. Anand also visited the Chess Centre when he came down to India after the game. At that time, an adoring Rahul had asked him whether he should leave school and concentrate on chess. Anand had said, 'It is healthy to have a lot of interests and go to school. You don't go to school for just academics, do you? You're **smart**. You can very easily **learn to balance** both academics and chess.' When Rahul asked whether he had other hobbies, Anand had said, "Of course I do. I read, I swim, and I listen to music..."

smart: intelligent
learn to balance: learn to share proportionately

Rahul liked to compare himself to his Chess Hero.

What did the coach mean?

He used to tell his mother that she was like Vishy's 'amma'. He had heard Anand say that his mother had helped him in learning the game. When the family had shifted to Philippines for a year, his mother used to take down the puzzles and games relayed on TV and they used to solve them together when he came back from school. "You don't copy down any puzzles, but you always encourage me, amma," Rahul would say. When she heard this, Rahul's mother would feel both sad and happy, because his teachers always felt that Rahul's parents did not demand enough from their son. Rahul did not stand 1st in class; Rahul did not excel in any field game; Rahul did not win any prize in cultural competitions. He was a little shy, and didn't talk easily to anyone. "You should cut down the time that he spends on chess," they would say.

relayed: broadcast



Khel Ratna, Chess Oscar, Arjuna Award

"National Sub-junior Chess Championship,"

1983 – Age 14

"The World Junior Chess Championship"

"Lightning Kid" – 1984 – Age 15

"International Masters' Title"

"Grandmaster" – 1988 – Age 18

"World Championship Title"

World No.1 – 2000 Also 2007, 2008 & 2010

Padma Bhushan, Padma Vibhushan, Padmashri

"He is not able to do justice to his studies. He has the potential to do better. It is not as if he excels at chess. You should encourage him to take computer classes." But Rahul's father never scolded him or stopped his chess classes. "My son loves playing chess," he would say. Rahul had put up a big poster of his 'Vishy's achievements on the wall.

do justice to: do as well as one can
potential: capacity

"I'm already 12, amma," he said. "I haven't won a single award." His mother would smile a little sadly. She used to sometimes secretly agree with his teachers.

His father never felt sad. He would ask, "Why do you want so badly to win awards, Rahul?"

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

killer instinct – an expression used to say that the person has great focus, like animals do, when they stalk their prey

One day in July, after completing his chess training, Rahul went back home. He had not done very well in the math test – only 76 %. He had to get his paper signed by his parents. When he saw his mother, Rahul felt anxious. Of late, his mother had begun to be worried about his performance in his tests.

He had overheard her telling his father, "It is not as if we had any wealth to give him. How will he get a college seat?"

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

figure out: understand
cried himself to sleep: went to sleep crying

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

logic: reasoning
concentration: focus

Would you agree with what Anand is saying?

"Then just play it," said Anand. "The most important thing is to enjoy playing chess. I don't believe you can only motivate yourself with titles or tournaments or achievements. Of course, these are goals that are necessary. They give you a direction. But the motivation comes from the game."

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

electron: particle in a cell

"So you think I might win a tournament sometime?" asked Rahul, shyly.

What is a strategy?

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

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

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

strategy: plan of work or action

What do you understand by the term, 'killer instinct'?

go by: judge by
mental balance: capacity to think rightly
impatience: inability to wait

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



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

LET US REMEMBER:

1. What was chess called in ancient India?

2. What was it called in Persia?

3. What did the four groups in the army that the coins represented?

4. What are those coins called today?

5. How does the game end?

6. Which match did Rahul watch in May?

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

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

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

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

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

LET US UNDERSTAND:

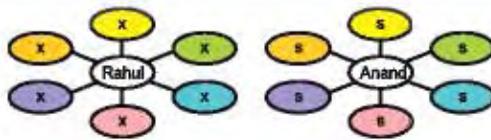
1. Discuss in small groups and share.

- ➔ Do you think it is a good idea to balance your interests and your academics?
- ➔ What do you understand by Anand's statements on motivation?
- ➔ Do you believe that planning and strategy are necessary for your life?

In what areas?

2. Individual Work

- ➔ What kind of a person is Rahul? What kind of a person is Rahul's 'Dream' Anand?



Rahul's Qualities	Why I think so	What I feel about it	Anand's Qualities	Why I think so	What I feel about it

LISTENING:

Read aloud the following passage in the small group..

Young Raghu was a mischievous lad. One day, unable to think of any more pranks to play, he decided he was hungry. So, when his mother was too busy to notice what he was doing, he began searching the cupboard. He was looking for the tin in which he had seen his mother put away some delicious chocolates. Just as he was opening the right tin, his father came home and caught him in the act.

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

'No, Dad,' answered Raghu. 'I am helping myself.'



Answer the following questions:

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

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

3. What was Raghu searching for in the cupboard?

4. Who caught him in the act?

5. What was Raghu's answer to his father?

LET'S TALK!

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

You :

?

Passer-by 1:

You :

?

Passer-by 2:

You :

?

Passer-by 3:

You :

?

Passer-by 4:

You :

?

Passer-by 5:

You :

!

TRY THIS, TOO !

- ➔ Form two groups in class and speak in favour or against the topic given below:
- ➔ To play fair is more important than to win.
- ➔ To be truly happy, you don't need to be an 'achiever'.

Questions and statements - Read the conversation below:

- Tourist** : How far is the railway station from here?
- Kanthy** : It's about two kilometres.
- Tourist** : Can I get a bus to the station?
- Kanthy** : Yes, you can. But you have to wait an hour for the next bus.
- Tourist** : Oh! How long will it take me to walk to the station?
- Kanthy** : How can I say? It depends on how fast you walk, doesn't it?
- Tourist** : That's true! Thank you.

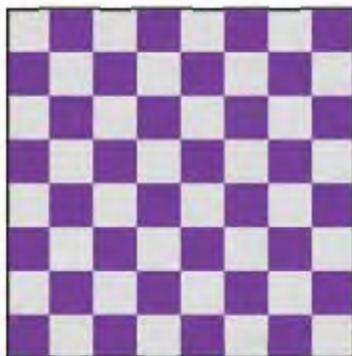
In the dialogue, the tourist uses questions to seek some information, and Kanthy uses statements to give him information. Questions and statements are the most common ways we use to ask for and supply information.

ACT AND SEE!

You want to go to play ground to play football. Your friend wants to go to a library. Develop the conversation between two of you. Where do you finally go? How do you decide? Act it out!

POST - READING - KNOWING CHESS :

Chess is an indoor game and is purely mental. It plays a vital role in improving concentration and the ability to plan.



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

Placing: Coins are ranged facing each other in a specific order.

Each coin has its own role: - that is,

- King** – has the ability to move in all directions but with one step ahead.
- Queen** – has the ability to move in all directions with any number of steps.
- Bishop** – has the ability to move diagonally with any number of steps.
- Knight** – has the ability to move in an 'L' shape.
- Rook** – has the ability to move vertically and horizontally.

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



A player who defeats the opponent king is declared the winner.

Try playing chess!

Try other ancient games of Tamilnadu!

GRAMMAR - AGREEMENT OF THE VERB WITH THE SUBJECT :

[Concord]

We have already learnt that the verb agrees with its subject in number and person; as,



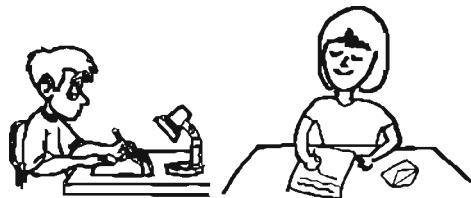
The bird flies.



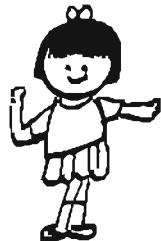
The birds fly.



She is writing.



They are writing.



I am a girl.



You are a boy.

Now, read carefully and fill in your example.

1. Two or more singular subjects joined by 'and' usually take a verb in the plural as,

- Raman and Harry **work** hard.
- Pinky, Lilly and Sheela **go** to the same school.

Your example: _____

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

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

Your example: _____

2. Words joined to a singular subject by 'with' or 'as well as' do not affect the number of the verb. Therefore it takes singular verb as,

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

Your example: _____



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

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

Your example: _____

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



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

Your example: _____

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



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

Your example: _____

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



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

Your example: _____

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

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

Your example 1: _____

Your example 2: _____

Your example 3: _____

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

- The committee **has** decided this. **or** The committee **were** divided in their opinions.
- The jury **has** given its verdict. **or** The jury **were** divided in their verdict.

Note: 'The committee have decided this' means 'the members of the committee have decided this'.

9. Some nouns which are plural in form but singular in meanings take a singular verb as,

- Mathematics is a difficult subject. → No news is good news.



Your example: _____

10. When a plural noun is the name of one thing it takes a singular verb as,

- 'The Arabian Nights' is an interesting book.
- The United States of America has a big army.



Your example: _____

11. When the subject of the verb is a relative pronoun, the verb must be made to agree in number and person with the antecedent of the relative as,

- I, who am your friend, will help you.
- You, who are my friend, should not blame me.



Your example: _____

TRY THIS :

In the following sentences, fill up the blanks by using the Present Tense of the verbs shown in brackets:

1. Two and two _____ [make] four.
2. Shantha with all her sisters _____ [be] here.
3. Every passenger _____ [have] a ticket.
4. Each first class ticket _____ [cost] a hundred rupees.
5. Either Samy or Bhoopalan _____ [be] on time.
6. The jury _____ [be] divided in their opinions.
7. Iron as well as copper _____ [be] found in India.

TRY THIS, TOO!

In each of the following sentences, put the verb in agreement with its subject:

1. Neither of us _____ there.
2. None of these boys _____ passed.
3. Good news _____ always welcome.
4. Mathematics _____ an intellectual subject.
5. Not one of you _____ done his work properly.
6. The quality of these apples _____ not good.
7. Neither you nor I _____ to drop this project.
8. Each of these boys _____ passed.

LET US LEARN : QUESTION TAGS

During conversation we use some statements and it is our custom to ask for confirmation as,

Example: This is a very difficult subject, isn't it?

The underlined part is a question tag.

► I am coming. ► He has finished. ► I didn't see them.

In the sentences mentioned above 'am', 'has', 'didn't' are auxiliary verbs. They help in forming question tags. Auxiliary verbs are helping verbs.

Example: The boy is running, isn't he?

auxiliary verb [is] + n't + pronoun [he]

Try it out! _____

1. When the sentence is positive, the tag will be negative in sense. The pattern will be auxiliary verb + n't + pronoun

Example: They have not done their work, have they?

auxiliary verb [have] + pronoun [they]

Try it out! _____

2. When the sentence is negative, the tag will be positive in sense. The pattern will be auxiliary verb + pronoun

Example: Susi doesn't play chess, does she?

auxiliary verb [does] + pronoun [she]

Try it out! _____

3. When the sentence has no auxiliary verb, the tense of the principal verb is made note of and the auxiliary verb such as do, does or did is used.

Present Tense - do and does

Past Tense - did

Your example	Auxiliary Verb	Negative Form	Your example
1. is she?	1. is 2. was 3. were 4. should 5. could 6. are 7. will 8. shall 9. can 10. had 11. did 12. does 13. do 14. has 15. have	isn't wasn't weren't shouldn't couldn't aren't won't shan't can't hadn't didn't doesn't don't hasn't haven't	1. isn't she?

TRY THIS :

Supply suitable question tags for the following sentences:

1. She is driving a car, _____?
2. Rajan should be on time to school _____?
3. They weren't listening to the lesson, _____?
4. He broke the jar, _____?
5. Sheela wasn't afraid to be alone, _____?
6. I have completed my painting, _____?
7. We speak softly, _____?
8. Hari could help us in our work, _____?
9. She must not be rude, _____?
10. I can dance well, _____?

TRY THIS, TOO!

Choose the correct tag from the given box and fill in the blanks:

wasn't , hasn't, was, Is, aren't, couldn't, will, can

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

WRITING A JOURNAL:

A journal is a personal preparation of what you did, felt, thought or saw. It is a possessive record of any individual who maintains a diary, but it is not just a record of events. When Rahul thinks things out, and sets his priorities in life, he will probably record his experiences in a journal.