

## POEM

### TO INDIA - MY NATIVE LAND

Henry Louis Vivian Derozio

#### In preparation :

This is the outpouring of a twenty year old poet, at a time when India was just awakening to the need for freedom from the British.

What do you feel, about being Indian? What links do you have with this land?



My country! In your days of glory past  
A beauteous halo circled round your brow,  
And worshipped as a deity you were...  
Where is that glory, where that reverence now?  
Your eagle pinion is chained down at last  
And grovelling in the *lowly* dust are you;  
Your minstrel has no wreath to weave for you  
Save the sad story of your misery  
Well – let me dive into the depths of time,  
And bring from out of the ages that have rolled  
A few small fragments of those wrecks sublime,  
Which human eyes may never more behold:  
And let the guerdon of my labour be  
My fallen country! One kind wish from you!

**halo** - A ring of light around holy people.  
**beauteous** - beautiful  
**deity** - image of the divine  
**pinion** - tip of a bird's wing  
**minstrel** - musician, poet  
**grovelling** - crawling on the earth  
**lowly** - humble, not high  
**wrecks** - damages  
**wreath** - flowers garlanded in a circular shape  
**sublime** - something high, supreme  
**guerdon** - reward of some kind

#### Note on the poet

Henry Louis Vivian Derozio [1809 – 1831] was partly of European descent. But he considered himself an Indian, and felt deeply for the freedom of this country. As a young teacher at Calcutta, he deeply influenced many people who took part in India's freedom struggle. He loved teaching – he wrote to his students:

*Expanding like the petals of young flowers,  
I watch the gentle opening of your minds...*

### **LET US REMEMBER :**

Whom is the poet addressing?

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How did the country seem to the poet in the past?

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How does the poet view the country at present?

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Whom does the word 'minstrel' refer to?

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Why does the poet say 'your minstrel has no wreath to weave for you'?

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What do the 'small fragments' signify?

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What does the poet expect from the country?

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### **LET US UNDERSTAND :**

**Discuss in small groups and share your answers in class.**

What do you think the theme of the poem is?

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Why does the poet feel so distressed by what is happening to his country?

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*'Thy eagle pinion is chained down at last'*—Explain the significance of pinion [wings]

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*'And worshipped as a deity you were'* What is referred to as a 'deity'? Why?

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Add rhyming words to the following words

dark - \_\_\_\_\_

most - \_\_\_\_\_

thrill - \_\_\_\_\_

dew - \_\_\_\_\_

### LET US UNDERSTAND:

*Explain with reference to the context*

'Your minstrel has no wreath to weave for you

Save the sad story of your misery'

'A few small fragments of those wrecks sublime,

Which human eyes may never more behold'

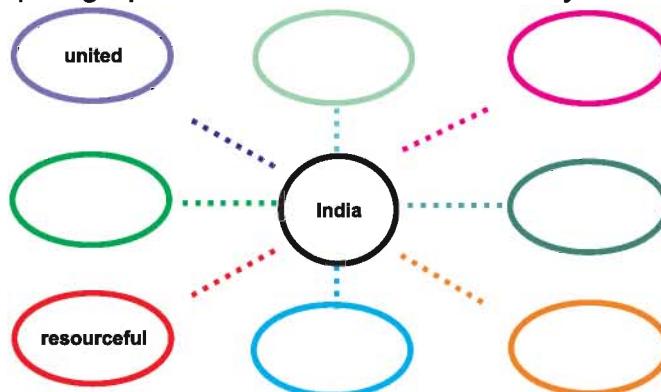
### LET US WRITE - a paragraph on the poet's concern over his country :

### Thinking further

Collect information from your friends to fill up this graphic organizer.

### What would you want our India to be?

Write a report or a paragraph on 'A Vision For Our Country'



## SUPPLEMENTARY READING

### AFTER THE STORM

#### In Preparation

What do you do, when you feel very troubled about situations around you? Here is what one group of children did.

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

"What is that?" she asked her mother.

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

**lofty** - high  
**foraging** - collecting food for cattle  
**wiry** - thin and strong

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

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

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

"So you have been to the forest, girl?"

"Yes, uncle, lots of trees fell down last night."

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



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

"But, Why?" Saruli had asked.

**resin** : a substance  
got from the sap of a  
tree

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

It was a holiday for school. Saruli took her cow to graze in the forest. The sight of the fallen trees-trunks was depressing. Many of the other village children were there too, with their goats and cows. "Come and play hide and seek!" Jaman called. But Saruli shook her head. She sat on a rock, thinking and thinking. How could they save their forest?

"What is the matter?" Jaman asked after a while.

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

"The contractors pay money to the Forest Department to tap the trees. They are allowed to do it," said Jaman in a low voice.



But Saruli was rushing to the nearest pine tree. There she found several gashes which had gone dry. At the end of one, there was a conical tin cup, into which the sticky resin fell, drop by drop. She wrenched off the tin cup and threw it away. "That is what we can do!" She cried triumphantly. Jaman put some clay to seal the gashes.

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

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

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

**thudded:** beat loudly

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

The children looked at each other, not knowing what to say. Then Saruli jumped down from the *kafa*/tree. "We did it," she said.

"Wha-at?" the man seemed unable to understand.

"Yes," Saruli said quietly. "We threw away the containers".

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

**exploded :** words came out in a loud burst

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

"Stop!" Saruli cried, hurling herself at him. He pushed her aside roughly but Jaman and the others joined in too.

"Run, Radhal!" Saruli cried. "Get help from the village. We have got to save the forest!"

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



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

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

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

"She is the ring leader," Lal Singh said accusingly.

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

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

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

**impassioned** : deeply felt

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

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

**gleefully** : happily

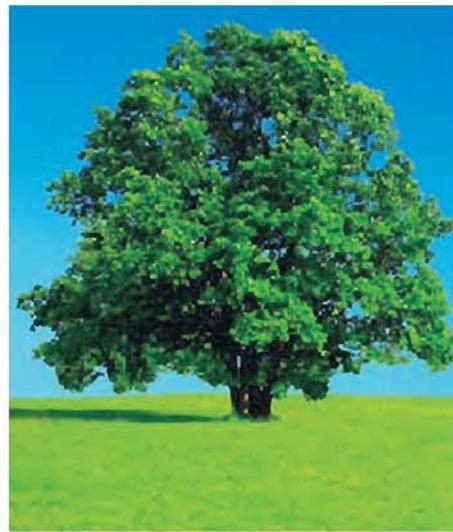
A month went by. The resin-tappers did not come again and the children continued to remove the containers. They had almost finished when the first monsoon showers came down. That evening when Saruli went home, Diwan Singh called out to her, "Girl, the rains have come. Let's plant the deodhars."

She smiled happily up at him. Just then, they saw a familiar jeep. "D.F.O. Sir!" said Diwan Singh.

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

"Thank you, Sir, thank you!" chanted a chorus of voices. The jeep sped down the road. A breeze rustled through the trees making them sound like a distant waterfall. Saruli sighed happily. They would continue to hear that sound. They had achieved their goal. They had saved the forest.

Nothing would destroy their forest now.



### LET US REMEMBER:

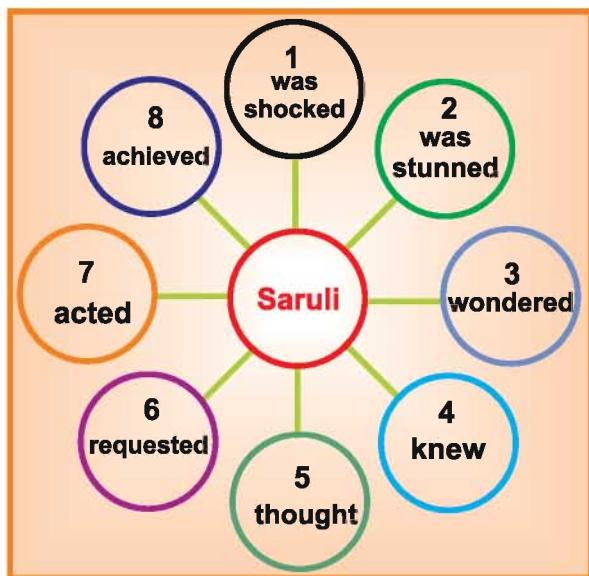
**Discuss with your friend and complete the sentences: (Pair work)**

1. Saruli clung to her mother when \_\_\_\_\_
2. Saruli was stunned to see \_\_\_\_\_
3. Suppose... suppose all the trees fell down \_\_\_\_\_
4. "It was to be expected", Diwan Singh said slowly \_\_\_\_\_
5. "Oaks bring rain and trap water, Pines \_\_\_\_\_
6. Saruli found several gashes which \_\_\_\_\_
7. The tin cups were wrenched and thrown off and \_\_\_\_\_
8. 'Now, we will have to put them again, "Lal Singh continued, " \_\_\_\_\_  
\_\_\_\_\_.'
9. "Yes, Sir, see all the trees are falling down. Once \_\_\_\_\_  
\_\_\_\_\_."
10. "What are you up to now? "Diwan Singh asked. " \_\_\_\_\_  
\_\_\_\_\_"

"answered Saruli.

### LET US UNDERSTAND:

Using this frame, match Saruli's feeling [indicated by the numbers] with the line that communicates it. [Small group work]



\_\_\_\_\_ that they should put an end to this (resin tapping). 5

They had \_\_\_\_\_ their goal.

They had saved the forest.

\_\_\_\_\_ that the contractors got resin by making gashes on the trees.

\_\_\_\_\_ to know that the wind could blow down the trees.

\_\_\_\_\_ her friends to help her put a stop to the unlawful tapping.

\_\_\_\_\_ and wrenched off the tin cups and slapped clay on the gashes.

\_\_\_\_\_ how desolate the forest would be, without the trees!

\_\_\_\_\_ when she saw that many trees had fallen down.

Write a paragraph on how Saruli saved the forest. [Small Group Work]

### ACTIVITY :

Prepare a play, enacting the incidents in the story with your friends.

## UNIT 5

### NOTE TO THE TEACHER

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

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

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

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

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

There is a suggested extension activity on debating and two projects have also been given.

## PROSE

# OUR WINGED FRIENDS

Excerpt of Zai Whitaker's 'Salim Ali For Schools'

### In Preparation

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



**or-ni-tho-lo-gists:** people who study birds      is 

also a part of a project that helps Irula adivasis of Tamilnadu.

**Read and enjoy** Have you watched birds around you? People have done so for centuries! Birds seem to represent the spirit of freedom, because they roam the skies. Birds have also been hunted, used as messengers and caged. Here is a poem by a great Black American poet, about a caged bird.



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

*Paul Laurence Dunbar*

**bruised**  
**carol**

: hurt;  
: sacred song

**bosom**  
**flings**

: chest;  
: throws up

**bars**  
**plea**

: cage  
: request



Many years ago in China, the government decided to kill sparrows. They thought sparrows destroyed crops. But when all the sparrows were killed, there was a huge explosion in the population of insect pests. The Chinese had forgotten that though sparrows eat grain, they also eat insects- many of which are pests

that are the main enemy of the farmer. In the same way, the fishermen gnash their teeth at crocodiles because they eat up fish especially the type we make curries out of. So, like birds, they may do a bit of harm to

**gnash:** to clash the teeth in anger

humans, but also a whole lot of good.

Have you observed anything unique about any bird?

**Write it down**

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### Crocodile



**Crocodiles** are more than 200 million years old, on this planet! Though disliked, crocodiles play an important role in wetland environments. They help keep the balance in the complex web of life in freshwater and estuarine ecosystems.

Birds have lovely calls and songs, they don't bite and most of them are beautiful to look at. The songs and colours of birds have inspired great poetry, music and art. But birds were not put on earth just for our enjoyment. They are one of the most critical or important links in the complex web of life that we call the environment. They are master pollinators who transfer pollen from place to place. Many seeds do not germinate unless they are first eaten and digested by birds, so they are wonderful seed carriers too. This way, birds help in the growth of forests. Every bird plays a unique part in its habitat. Some birds like living near streams, some in trees and in cities. But many species of birds are perplexed and alarmed

**germinate** : to sprout  
**unique** : special  
**habitat** : animal's home

that human beings seem to encroach [*intrude*] upon their habitats. When we greedily chop down old forest trees, for example, bole-nesting birds become homeless. The Malabar hornbill, one of our most **spectacular** and interesting birds, nests in boles of old, tall trees in evergreen forests. The male hornbill 'locks' his wife and babies in the nest by covering the opening with mud. He leaves a small kitchen - doorway through which he feeds with his family insects, lizards, snakes and other delicious treats.



Iruvaayan

**spectacular** : very impressive  
**bole** : tree trunk

What are some of the reasons for cutting the trees?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

This way, the chicks are safe from **predators** but get their daily meals and snacks on time. But old forest trees are becoming rare. The smugglers are cutting them down for their valuable wood; others are clearing forests for the kind of 'development' we like: crowded cities, dangerous highways, bigger and faster cars, more pollution. Thus we destroy not just birds and other wild creatures, but ourselves as well. It's kind of silly to be chopping down your own home, isn't it?

**predators:** animals that kill and eat other animals



We know so much more today about our birds, largely because of Dr. Salim Ali and his associates. We know about the behaviour of different species: we know their special calls or the song each of them sings. We also know the places they are likely to be found or their distribution. For example, the tern, which looks like an origami [Japanese art of folding papers so as to make different forms] project, is a beach and ocean **freak**, and wouldn't be found in forests. The star singer, the *shama*, however, sticks to its thick forest home.

**freak** : wild enthusiast



**Solai Paadi**

So much is still to be discovered: both for increasing our knowledge as well as to help conserve certain rare species. Because of the criminal overuse of pesticides, some birds are becoming rare. Can you guess why? The chemicals in pesticides 'thin' the egg shell, which breaks before the baby is ready to hatch. Many countries have **banned** the use of certain pesticides which are dangerous to birds. In India,

many birds which were once common in certain areas, are disappearing we need to find out why, and do something about it - *urgently*. If you are interested in birds, you too can help in the very important effort to study and conserve birds. You can do this even if you're a young student-in fact all the better, as you can be more active, and cover more miles than the older bird watchers. Unlike many hobbies, this is not an expensive one, and can be done anywhere. You may live near the sea or in the mountains or near a forest or even in the middle of the city. The good news about birds is that they are always around!

**banned** : prohibited



If you can get a pair of binoculars, great. But a pair of young eyes would suffice. Keep a small notebook and pencil or pen to write down every observation **meticulously**, starting with the date, time and location of the birds you see. And, of course, you need a reference book, and the best

one is 'The Book of Indian Birds'. Make a bird list every time you go on a bird walk. As you become more and more interested try and find other bird watchers you can go out with and learn from. Most Indian cities and even small towns, now have a bird watching club. You can join one and **pursue** your hobby. You will soon be able to identify the **vagaries** of different birds. If you are interested enough, you could well be another Salim Ali. Happy Bird Watching!

<b>suffice</b>	: be enough
<b>meticulously</b>	: carefully
<b>vagaries</b>	: variety in behaviour
<b>pursue</b>	: to continue

### **LET US REMEMBER:**

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

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2. What happened when they did so?

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3. Why do fishermen get angry with crocodiles?

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4. What have birds inspired?

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

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

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7. Why would we need to know more about birds?

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8. How does the pied Hornbill feed his young?

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9. What does the writer feel that every young person can do? Write three sentences.

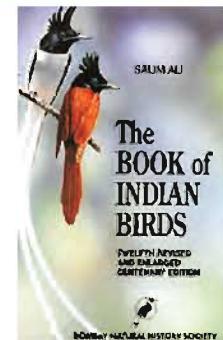
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### **LET US UNDERSTAND: [Discuss and share in small groups!]**

1. Why do we need to coexist with other species on this planet?
2. In what ways have we encroached upon the habitats of birds?
3. Why does the author compare chopping trees to chopping down your own home?



### Have a debate in class

Is there a problem if a species dies out?

### Do you know

The Arctic Tern travels twenty to thirty thousand kms. annually!

### If you are a bird watcher

Summarize what you would do if you become a bird-watcher.

### LET US REVISE:

Choose appropriate antonyms of the words from the list given below and fill up the corresponding boxes.

host  annoyed  excited  prey  triumph

1. pleased    2. bored    3. predator    4. guest    5. defeat

### PROJECT:

This passage speaks of where some birds live – their habitat, and suggests that we can find out more about the birds we observe.

Tabulate species and habitats, like this example given below:

Streams	Forests	Sea	Fields & scrub	mountains
kingfisher	shama	tern	sparrow	eagle

### LET US DO: Semantic Mapping

What are all the words that come to your mind when you think of the word, bird?

Let's try putting them down like this.

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

Characteristics	: beak, wings
History	: migration
Status	: threat
Appreciation	: beautiful
Conservation	: sanctuary
Impact of man	: deforestation
Food	: nuts, insects
Species & Groups	: parrot



We can classify these words because the mind moves in all directions.

The mind also classifies words to make meaning.

Mapping these meanings through words is called Semantic Mapping. A set of words related in meaning are said to belong to the same semantic field.

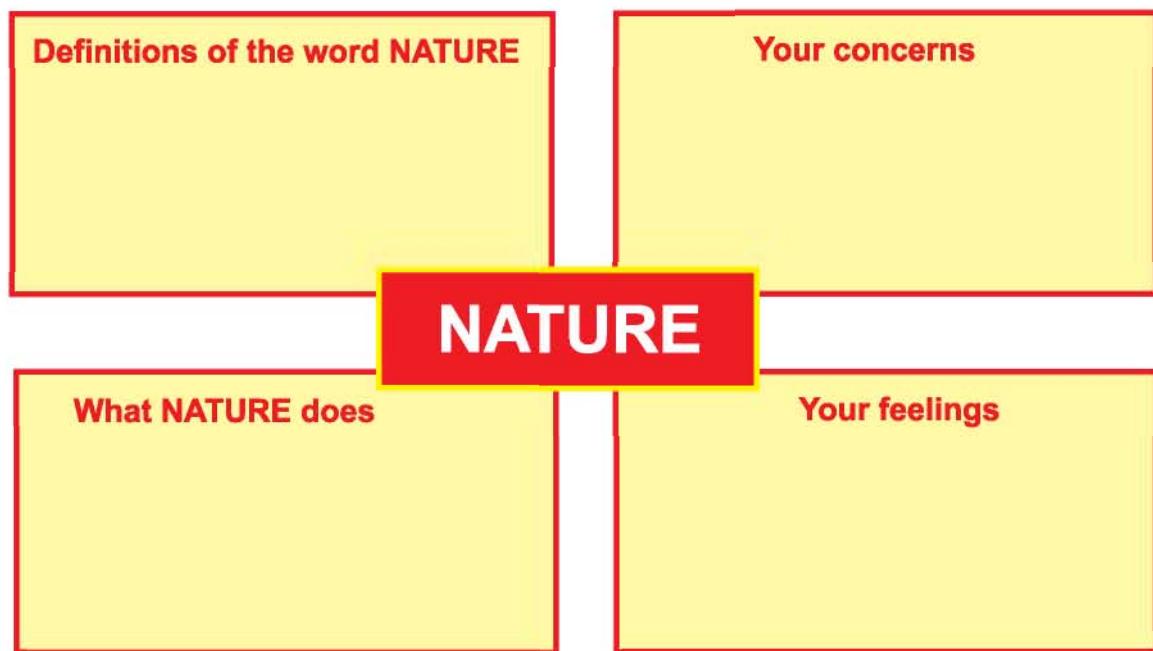
Eg. : cricket (a) fielder (b) bowler (c) stumps

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

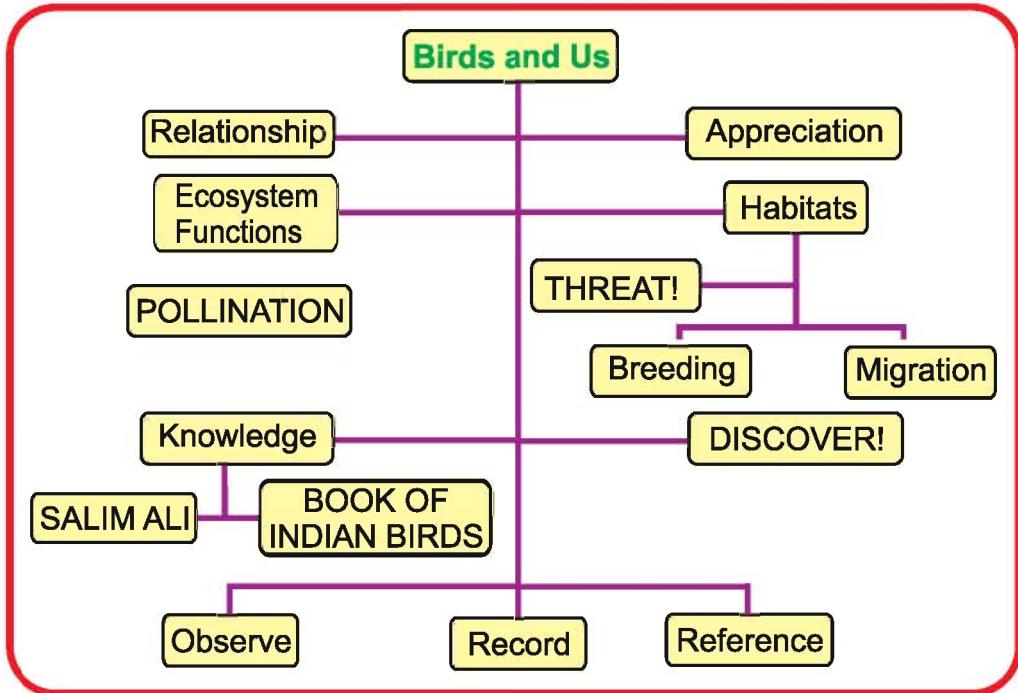
1. space                (a) ..... (b) ..... (c) ..... (d) .....
2. business            (a) ..... (b) ..... (c) ..... (d) .....
3. technology        (a) ..... (b) ..... (c) ..... (d) .....
4. occupation        (a) ..... (b) ..... (c) ..... (d) .....
5. factory             (a) ..... (b) ..... (c) .....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

**Semantic mapping** is a visual strategy for vocabulary expansion. By displaying in categories, words related to one another, we can see the relationship our thoughts have, and that helps us to make meaning out of them.

**TRY THIS :** Do a Semantic Map of the word 'nature'.



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



### Writing an Essay on a Given Topic

Essays generally have three parts – introduction, the body (information, argument, narration, description) and the conclusion.

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

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

## PROJECT TIGER

### *Introduction of the Essay*

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

## **Body of the Essay**

### **Importance:**

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



### **Origin of Project Tiger :**

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

### **Sanctuaries & their benefits:**

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

## **Conclusion of the Essay**

Thanks to the Project Tiger, our national animal has been saved from extinction. So let's pledge to support 'Project Tiger'.

### **ACTIVITIES :**

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

**"Preservation of Forests"**

### **Do you know?**

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

### **WRITING SKILLS :**

You have learnt to write personal / friendly letters in standard VII. Let us here learn to write a Formal Letter. Formal letters are written for official or commercial purposes. Formal letters must be brief and formal in tone. The different parts of the letter have been labelled for you.

**Study the letter to the Director of Vandalur Zoological Park asking him to take charge of an abandoned tiger cub.**

From

Ms. Rumana,  
No.6, River View Colony,  
Maramalai Nagar,  
Chennai (Pin code)

Heading  
(writer's name  
and address)

25 February, 2011.

Date

To

The Director  
Vandalur Zoological Park,  
Chennai (Pin code)

Address of the  
receiver

Dear Sir, ← Salutation

Body or content  
of the letter

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

I wish you would come and take charge of the tiger cub as soon as possible.

Thanking you,

Subscription

Yours faithfully,  
Rumana

Superscription

Address on the Envelope :

To

The Director  
Vandalur Zoological Park,  
Chennai.

**Complete the reply by the Director of Vandalur Zoological Park.**

From

The Director,  
Vandalur Zoological Park,  
Chennai: \_\_\_\_\_.

28 February, 2011

To

Ms. Rumana,  
No.1, River View Colony,  
Chennai: \_\_\_\_\_.

Dear Rumana,

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

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

**Address on the Envelope**

To

**TRY THIS :**

Write a letter to the Commissioner of your area complaining about the in - sanitary conditions there.

**Extension Activities**

**DO AND SEE :**

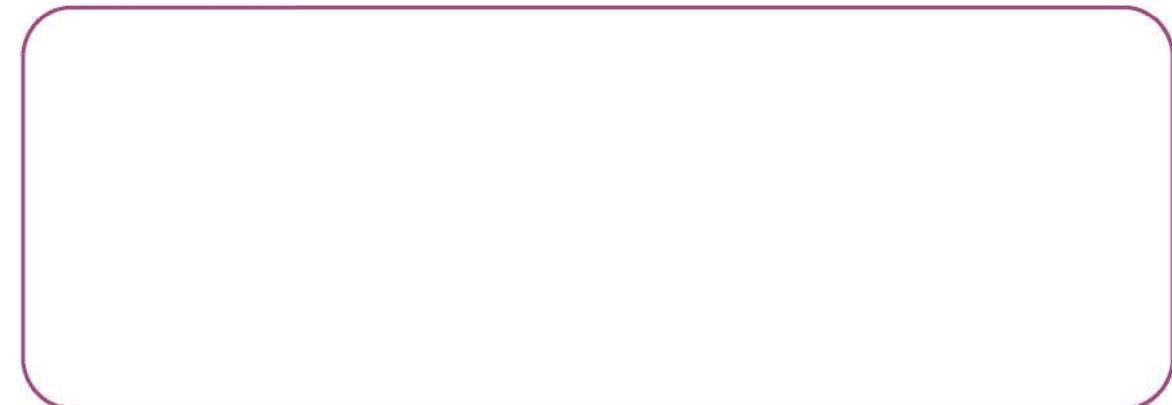
Read this short poem about hunting.

*Hunt for knowledge  
Hunt for adventure  
But hunt not the tiger  
Or any other creature!*

**Slogan on saving tigers:**

**Save the tigers  
before they are  
silenced forever.**

Project: Write small poems or slogans to help save tigers. Send them to the **PROJECT TIGER** authorities. They would publish them to create awareness among the public.



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

### Direct Speech

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

### Indirect Speech

What did Sara say?

Sara said that she was going to see her grandmother the next day.

We often have to inform what people say to others. In order to do this we use.

Direct (or) Quoted speech

(or) Indirect (or) Reported speech

### Direct speech / Quoted speech

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

Eg. Naveen said, "I am very busy".

### Indirect speech / Reported speech

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

Eg. Naveen said that he was very busy.

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

DIRECT SPEECH	INDIRECT SPEECH
"I am going to the cinema", he said.	He said that he was going to the cinema.

### TENSE CHANGE:

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

DIRECT SPEECH	YOUR EXAMPLE	INDIRECT SPEECH	YOUR EXAMPLE
<b>Simple Present Tense</b> Hari said, "I want to buy a new bicycle."		<b>Simple Past Tense</b> Hari said that he <b>wanted</b> to buy a new bicycle.	
<b>Present Continuous Tense</b> The clerk said, "My Manager <b>is writing</b> letters".		<b>Past Continuous Tense</b> The clerk said that his Manager <b>was writing</b> letters.	
<b>Present Perfect Tense</b> Shama said, "I <b>have bought</b> a cycle".		<b>Past Perfect Tense</b> Shama said that she <b>had bought</b> a cycle.	
<b>Simple Past Tense</b> Murali said, "Sarah <b>came</b> at night".		<b>Past Perfect Tense</b> Murali said that Sarah <b>had come</b> at night.	

### EXCEPTION :

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

Eg.

- |                 |   |   |
|-----------------|---|---|
| Direct Speech   | : | He said, "The earth moves round the sun."         |
| Indirect Speech | : | He said that the earth moves round the sun.       |
| Direct Speech   | : | The teacher said 'Honesty is the best policy'.    |
| Indirect Speech | : | The teacher said that honesty is the best policy. |

Your example: \_\_\_\_\_

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

Eg.

**Direct Speech** : He says, "I am happy"

**Indirect Speech** : He says that he is happy."

Your example: \_\_\_\_\_

#### Changes in Pronouns:

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

**Direct Speech** : She said, "I have done my homework."

**Indirect Speech** : She said that she had done her homework.

Modal verb forms also change:

DIRECT SPEECH	INDIRECT SPEECH
may / can	might / could
shall / will	should / would

Eg.

Direct Speech : The teacher said , "Ashok will certainly pass"

Indirect Speech : The teacher said that Ashok would certainly pass.

Direct Speech : My brother said, "I may go to Mumbai."

Indirect Speech : My brother said that he might go to Mumbai.

Your example: \_\_\_\_\_

Your example: \_\_\_\_\_

### **Change in Time and Place words :**

Words expressing nearness in Direct Speech change into words expressing distance in indirect speech.

**Eg.**

**Direct Speech** : He said, "Hari may come tomorrow".

**Indirect Speech** : He said that Hari might come the next day.

Your example: \_\_\_\_\_

DIRECT SPEECH	INDIRECT SPEECH
now	then
this	that
these	those
here	there
thus	so
ago	before
today	that day
tomorrow	the next day
yesterday	the previous day
last night	the previous night

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

In statements 'said' becomes told / stated

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

**Eg.**

**Direct Speech** : The Captain said, "Stand at ease."

**Indirect Speech** : The Captain ordered the soldiers to stand at ease.

Your example: \_\_\_\_\_

### Reporting of Statements

When reporting a statement, the conjunction 'that' can be used.

Eg.

- |                        |   |   |
|------------------------|---|---|
| <b>Direct Speech</b>   | : | Omera said to the Rani, "I will talk to your sister." |
| <b>Indirect Speech</b> | : | Omera told Rani that she would talk to her sister.    |
| <b>Direct Speech</b>   | : | Ramu said, "I shall be here this evening".            |
| <b>Indirect Speech</b> | : | Ramu said that he would be there that evening.        |

Your example: \_\_\_\_\_

### Reporting Commands / Requests:

When reporting commands / requests, the verb takes the form of an infinitive (to + verb).

Eg.

- |                        |   |   |
|------------------------|---|---|
| <b>Direct Speech</b>   | : | "Leave this place", said the teacher to the boys. |
| <b>Indirect Speech</b> | : | The teacher ordered the boys to leave that place  |

Your example: \_\_\_\_\_

Eg.

- |                        |   |  |
|------------------------|---|--|
| <b>Direct Speech</b>   | : | Mohan said to Rita "Please give me a glass of milk". |
| <b>Indirect Speech</b> | : | Mohan requested Rita to give him a glass of milk.    |

Your example: \_\_\_\_\_

### LET US REPORT :

Change the following sentences into **Indirect or Reported Speech** :

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

\_\_\_\_\_

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

\_\_\_\_\_

3. The supervisor said to the man "Don't proceed with the work."

\_\_\_\_\_

4. Vikram said, "Krishna, please lend me your book."

---

5. The captain said to his men, "Stand at ease."

---

6. He said "I am unable to come just now because I am ill".

---

7. The servant said, "I have boiled the milk."

---

8. Sita said, "I came to Chennai two months ago."

---

9. The man asked the counter clerk, "Please give me a ticket to Bangalore."

---

10. The mother said, "Balu, don't touch that live wire."

---

### **Activity:**

Conduct a small imaginary interview with Dr.Salim Ali about what motivated him to study birds. Then report the interview in front of the class.

### **LET US PLAY :**

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

#### **Do you know ?**

Many organizations have been set up to protect animals. One such organization is PETA – People for the Ethical Treatment of Animals.

Expand the abbreviation of this organization setup to protect animals.

**SPCA -**

## POEM

### A TIGER IN THE ZOO

- Leslie Norris

#### In Preparation

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

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

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

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

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

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



stalk	- stride, march
vivid	- bright
rage	- anger
terrorizing	- causing great fear
ignoring	- taking no notice
patrolling	- guarding
lurking	- hiding
snarling	- showing the teeth and growling
fangs	- long, sharp teeth
claws	- long pointed nails

Leslie Norris (1921 – 2006) was a prize winning Welsh poet and short story writer. Here he contrasts the pathetic state of a tiger in the zoo with the grandeur and ferocity of a tiger in its natural habitat.

**LET US REMEMBER:**

Where does the tiger described in the poem live?

---

---

**Translate the following words in Tamil**

zoo	- மிருகக் காட்சிச்சாலை
sanctuary	-
escalator	-
pharmacy	-
subway	-
service centre	-

Where does the poet feel the tiger should be?

---

Why would the tiger 'lurk in shadow'?

---

What would he do at the jungle's edge?

---

Why do you think the tiger 'ignores visitors' ?

---

What is the last sound that the tiger hears at night?

---

**LET US UNDERSTAND: Answer the following questions. Discuss and fill.**

1. Describe the tiger's natural habitat, as seen in the poem.

---

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

Caged

Free

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

And stares with his brilliant eyes  
At the brilliant stars.

1st:  
2nd:

On pads of velvet quiet  
In his quiet rage

1st:  
2nd:

4. What do you think the tiger feels in the zoo?

---

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

---

---

---

**Roaring Facts about Tiger**

Just like human finger prints no two tigers have identical markings.

**Have a debate**

Organize a class debate on the topic whether zoos are necessary. What is the other alternative to seeing wild animals?

**PARAGRAPH WRITING :**

Bring out the theme of the poem in your own words in about 100 words.

**LET US KNOW :**

Similes are comparisons. Complete the similes with the names of the animal.

As meek as a .....

As fast as a .....

As strong as a .....

As brave as a .....

As stubborn as a .....

As sly as a .....

As clever as a .....

As proud as a .....

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

**SPEAKING SKILLS :**

We love our freedom. Do you think we have any right to take an animal's freedom away?  
Discuss.



## SUPPLEMENTARY READING

### THE ANTEATER AND THE DASSIE

Adapted from 'Tales from Tendai's Grandmother' a collection of stories set in Zimbabwe about the animals of Africa, by Lakshmi Mukundan.

#### In preparation :

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



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

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

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



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

If threatened a pangolin would quickly roll up into a scaly ball and wait for the danger to pass away.

They had a lot of fun together. Dassie would take his friend to visit his colony and Pangolin admired the intricate burrows and network of pathways built between the rocks made by them.

On each of Pangolin's visits, Dassie had observed that it was difficult for his heavy friend to climb up and down among the rocks and pathways. He himself was small and sleek and able to run along easily. One day he had a splendid idea. He decided to ask Pangolin to race against him down one of the paths. He smiled a wily smile to himself because he felt quite sure that he would win!

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

Together they climbed to the very top of the kopje. Dassie's beady eyes shone eagerly as he drew a line in the clay at the beginning of the path. They took positions at the starting line, counted to three and set off, running as fast as they could. Little Dassie soon drew ahead because this was the most familiar of paths to him. He could also run faster than Pangolin who had to carry all his heavy, clattering scales along. When they reached level ground, Dassie was the winner by a clear distance. Pangolin came up puffing and panting, but happily hailed Dassie as the winner. The two friends then had a good laugh together over the day's contest. The next day, Pangolin returned to visit his friend and Dassie challenged him to the downhill race again. Pangolin agreed.



Dassie is an African rat. It is also called a 'rock rabbit', because it lives and breeds among rocks. A noisy and sociable animal, the dassie feeds on grasses and plants.

intricate	: complicated
sleek	: smooth and shiny
wily	: cunning
kopje	: round-topped hill
puffing & panting	: breathless



But this time the scaly one had a special **gleam** in his eye which Dassie did not notice. After the third count, they started racing down the slope to the ground once more. Dassie ran as fast as his legs could carry him. Suddenly he was wondering what was rolling quickly past him now? He was being overtaken by a scaly ball, carried swiftly down the slope by its own weight. It reached the plain long before he did, quite unhurt by the bumps along the way.

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

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

Pangolin straightened himself and got onto all fours again. He laughed delightedly as he carefully smoothed his scales back in place with his long claws. Dassie looked on in amazement

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

**Ralph Waldo Emerson**

**Each of us has unique strengths!**

and asked, "How did you ever think of doing such a clever and unusual thing? The scaly anteater explained," After I lost the race yesterday, I remembered my father's advice. He always said that there is more than one way to do a thing. Last night, I thought very hard and realized that even if I could not run as fast as you, maybe I could try curling up and rolling down faster. As you can see, the new idea worked very well and I am the winner today!"

### **LET US REMEMBER :**

What is the news that Tendai heard?

---

Why was the scaly anteater never harmed?

---

Where did the anteater and the dassie live?

---

---

What did Pangolin and Dassie do?

---

---

Where would Pangolin and Dassie explore?

---

---

What would Dassie show his friend?

---

---

What had Dassie observed?

---

---

Why did Dassie smile to himself?

---

---

What did he tell his friend?

---

---

Why did Pangolin agree?

---

---

What had Pangolin thought about, for the second race?

---

---

What did Dassie notice as he ran?

---

---

What had Pangolin's father advised him?

---

---

What did Pangolin understand about himself?

---

---

### Animals and Us!

Identify the animals associated with the following phrases:

hot days of the year .....

an unbelievable story.....

to shed false tears .....

changing colours.....

[like a chameleon, cock-and-bull story, crocodile tears, dog days]



## SPEAKING :

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

1. A little girl asked her mother for ten rupees to give an old woman in the park. Her mother was touched by the child's kindness.



"There you are, my dear, but tell me, isn't the woman able to work anymore?"

"Oh, yes", came the reply. "She sells sweets".

2. How do bees get to school? By School buzz.

3. Hunters, photographers as well as producers do this. What is it?  
All three shoot.

What occurs once in a minute, twice in a moment and never in 1000 years?

**Ans.: The letter 'm'.**

Hunters shoot animals (unfortunately!) Film producers shoot films. What do photographers shoot? \_\_\_\_\_

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

## READING :

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

## PROJECT :

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

## UNIT 6

### NOTE TO THE TEACHER

Hope your journey this far with your students has been an adventure, perhaps some times an uphill task, but always with its own rich rewards. This lesson The Unforgettable Johnny focuses on learning difficulties, particularly dyslexia and how teachers can make a tremendous difference to students with learning difficulties. You can practice the dialogue, getting pupils to role play as Ishaan, Rajan and develop more dialogues between other characters. Also note the structure of telephonic conversation - how it begins, ends, how each person takes turns, asking and answering, the use of short forms etc.

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

The sensitive poem, Nine Gold Medals, by David Roth should appeal to our sense of appreciation for the special children. The supplementary reading of Charles' letter Dear God, This is Charles; can be followed up by getting your class to write letters about their own issues. In teaching new words, the 4 S's could be borne in mind - how the word sounds, its pronunciation and stress, its spelling, its sense and also its syntax-how it will occur in a sentence.

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

## PROSE

# THE UNFORGETTABLE JOHNNY

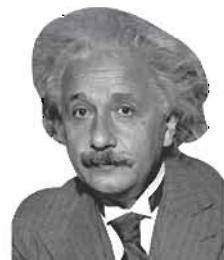
### In Preparation :

Here are four famous people.

And here are a few facts about them.

### Albert Einstein

Albert Einstein couldn't talk till the age of 4. He couldn't write till the age of 9. His teachers thought that he was slow, and a dreamer!



### Thomas Alva Edison

Thomas Alva Edison, the inventor of the electric bulb, was thrown out of school when he was 12, because people thought that he couldn't study! He was poor at Math, and had a difficulty with words.

### Agatha Christie

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



### Leonardo da Vinci

Leonardo da Vinci was a great designer and artist of the 15th century. It is said that he suffered from dyslexia [he wrote his notes from right to left] and ADD – he couldn't focus for too long on any one activity!

**Listen to this dialogue between Ishaan and his friend Rajan.**

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

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

In the beginning of one school year, a **shabby** new boy called Johnny joined her class. He was wearing dirty jeans that hadn't been washed for a long time, and an old shirt that did not have a few buttons. Johnny was 14. He had a loud, gruff voice and was bad-mannered. He never looked at anyone in the eye when he spoke to them. One day he proudly announced to every one in the class that the Physical Education Teacher had told him he was stinking, and sprayed a perfume on him. The other students did not like him. In fact, no one spoke to him. Many of them walked the other way if they saw him, so that they could **avoid** speaking to him.

shabby - dressed untidily  
avoid - shun, stay away from  
neglected - did not take care of or ignored

dys - a prefix, means not working normally;

dyslexia - difficulty with reading and spelling. Guess the meaning of dysfunction, dysgraphia

(graph means writing) dyscalculia

Johnny had problems with reading and writing. He could not correctly write the letters of the alphabet. He could not differentiate between 'b' and 'd', 'g' and 'q' and 'p' and 'b'. But he had a good mind, and could reason things out very well, when he wanted to. But Ms. Davis was puzzled. However much she tried, she was not able to interest him in learning. She decided to read his past school history. His mother was looking after him, and there was no mention of his father. His mother frequently moved from one place to another, because she could not work hard at any job. She was unhappy, and therefore often

**n e g l e c t e d** Johnny.

Ms. Davis was saddened by what she read. She was determined to give him special care but it was not always easy, because Johnny was so easily distracted.

#### Do you know?

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

Researches show that

10% of all school children in the world have difficulty with learning to read and write.

One day, a month after he had joined, a badly **battered** and **bruised** Johnny entered the class. His left eye was swollen and his nose was bleeding. His T shirt was torn, and he was wiping the blood on his face with his torn sleeve, as he entered. Yet he didn't seem to be upset or angry.

For some time, Ms. Davis had suspected that some boys were **bullying** Johnny because of his dirty clothes and lack of manners. She saw that two other boys had bruised knuckles, and guessed that they must have bullied and beaten him up. She lashed out against the bullies, and they admitted to having tried 'to knock some sense into him'. "Why doesn't he fight back?" one of them asked. "What? And make you feel as bad as I do?" Johnny responded. The teacher was deeply moved. Now

battered	- beaten up
bruised	- discoloured skin after being injured
bully	- one who uses is strength to hurt weaker people
humane	- kind, gentle

she knew why she had wanted to help Johnny. There was something about him that was **humane** – something that was gentle and strong and loving, despite the things that he had suffered.

Think of some difficulties that you might have when you attempt to learn something.

---

---

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

What has helped you to learn better?

---

---

The new clothes seemed to give Johnny more confidence. His manners improved. Whenever Ms. Davis sensed that Johnny was **scared** to go out of the classroom for fear of the bullies, she went with him. She spent extra hours after

scared	- frightened
fable, parable	- a short story with a moral
fantasy	- imaginative and unusual story

school, coaching him and helping him with his homework. They also read together. Reading was Johnny's passion, though he didn't read very well. He loved stories of any kind – **fables**, **parables**, short stories,

**fantasies** and novels. Ms. Davis read to Johnny for half an hour everyday after school, before he walked home. They read biographies as well. Wisely, Ms. Davis included stories of people who had experienced difficulties with reading and writing, but had moved on to write their own books.

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

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

The next day just before leaving town Johnny rushed in with his backpack full of children's books. "Miss. Davis, these are my gifts to this class. These have been the only things I have ever asked my mother for," he said. "Thank you, teacher," he added softly. "I can read now." After emptying his bag, he ran to his impatient mother. Ms. Davis looked at the books. They



cordial	- pleasant
thrilled	- excited
cherished	- valued treasured
nurture	- cherish
enkindles	- inspire, stimulate

were mostly children's books that he had carefully collected from the time he was four. He had kept them well. Ms. Davis cherished these books because they were the only good things Johnny had ever had in his life, and he had gifted them to her class. Some of the children had tears in their eyes, and Mrs. Davis realized what a beautiful thing a **generous** heart can be.

Though Johnny had left the school, she knew that a part of him would always be there to **nurture** her when she felt lonely. For truly,

“As one lamp lights another, nor grows less, so nobleness **enkindles** nobleness.”

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

#### **LET US REMEMBER :**

1. What is dyslexia?

---

2. What problems did Johnny have with learning?

---

3. What was Johnny's past history?

---

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

---

5. Who troubled Johnny? What did they do?

---

6. Why did they trouble him?

---

7. What did Ms. Davis do about it?

---

8. What did she notice?

---

9. Why did Johnny not hit them back?

---

10. What did the clothes do for Johnny?

---

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

---

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

---

---

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

---

14. How did Johnny's classmates send him off?

---

15. What did Johnny do before he left?

---

---

### **LET US UNDERSTAND:**

#### **Discuss, write and share. [Pair/Group work]**

When his classmate asks him why he doesn't fight back, Johnny says, "What? And make you feel as bad as I do?" What do you understand about Johnny?

---

Why was Johnny thrilled by Ms. Davis' gift?

---

---

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

---

---

Ms. Davis sees the beauty of a generous heart. How do we know this?

---

---

What is the meaning of the line,  
"As one lamp lights another, nor grows less, so nobleness enkindles nobleness."?

---

---

### Write and share! [Individual Work]

I Write about an unforgettable person in your life. Why is she or he unforgettable?

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

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

How Johnny was	What happened to him	How he responded	How Ms. Davis helped
His appearance	How his classmates responded to him	What he said/did	
His behaviour	What the bullies did	What he said/did	
His school work	What puzzled Ms. Davis	What he said/did	
His passion	His sessions with his teacher	What he said/did – what changed	
Time to leave – what Johnny does	What his classmates do	What he shares with his teacher	

### LET US LEARN WORDS:

A prefix, as you know, is a group of letters added to the beginning of a word to change its meaning or to form a new word. Remember the prefixes you learnt earlier.

Try to form opposites by adding the prefixes given in the box to the words given below.

Il – in – un – ir

tidy \_\_\_\_\_

punctual \_\_\_\_\_

legal \_\_\_\_\_

legible \_\_\_\_\_

ability \_\_\_\_\_

accurate \_\_\_\_\_

responsible \_\_\_\_\_

regular \_\_\_\_\_

clean \_\_\_\_\_

attentive \_\_\_\_\_

Expand the following abbreviations :

PTA		DEO	
TC		CEO	
HM		CM	
AHM		EM	
SSLC		DSE	

### LET US LEARN SPELLING OF PLURAL NOUNS :

English spelling is not always logical but there are some rules to help us. Most plural words are formed by adding –s to the singular word. Here are some words from your lesson for you to practise.

#### 1. Add –s and form plural words.

Singular

Plural

teacher \_\_\_\_\_

book \_\_\_\_\_

letter \_\_\_\_\_

bag \_\_\_\_\_

boy \_\_\_\_\_

Here are some nouns words that end in s, sh, x or z which take an- es mainly because you cannot pronounce them without a vowel sound between the two's' sounds.

## 2. Add – es and form plural words

Singular	Plural
class	_____
dash	_____
box	+es _____
match	_____
dish	_____

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

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

Some objects are used in pairs – though the words 'pair of' may or may not be used -

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

## 3. Can you think of any? other words? \_\_\_\_\_

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

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

## 4. Now use a dictionary and find out what these subjects are about.

### Linguistics – the study of languages

Phonetics \_\_\_\_\_

Statistics \_\_\_\_\_

Mechanics \_\_\_\_\_

Economics \_\_\_\_\_

Electronics \_\_\_\_\_

**Choose the most suitable synonym of the following words, as used in the lesson.**

1. distracted      a) disturbed      b) inattentive      c) disappointed
2. pitiful      a) patient      b) sympathetic      c) pathetic.
3. stink      a) terrible smell      b) lovely odour      c) savings bank
4. Charity:
  - a) A trust formed to promote wealth.
  - b) A good character
  - c) An organization collecting money for a useful cause.
  - d) Being very gracious and kind.

### **LET US TALK TOGETHER: Relay Story**

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

#### **Taare Zamin Par (Stars on Earth)**

1. Ishaan was a sad student who did not know that he was dyslexic.
2. With his parents' and headmaster's permission, Nikumbh helped Ishaan with his studies.
3. Ishaan was even more lonely and unhappy in the new school.
4. Ishaan's father was sorely disappointed with his poor marks and the negative remarks from his teachers.
5. As every one teased him for the time he took to learn, Ishaan began to cut classes, sit in the park and dream about fascinating things.

6. Nikumbh admired Ishaan's aptitude for drawing. He helped Ishaan to express himself, and organized an art exhibition for the school.
7. But when Nikumbh the new art teacher came to Ishaan's class, he understood his difficulty and decided to help Ishaan.
8. So his father admitted him in a residential school to discipline him.
9. His parents were thrilled when Ishaan's painting was widely appreciated.
10. Ishaan blossomed out under Nikumbh's care and his new techniques of teaching.
11. Every one realized that disability is not inability but a different way of learning.

### **LETS US WRITE :**

#### **Collating information**

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

#### **Our Primary Health Centre**

<b>Location</b>	.....
<b>Name of the doctor-in-charge</b>	.....
<b>Name of the nurse / mid wife</b>	.....
<b>Telephone Number</b>	.....
<b>Number of beds available</b>	.....
<b>Working hours</b>	.....
<b>Does it also have a pharmacy</b>	.....
<b>Does it have an ambulance</b>	.....

**What other facilities does it have? Laboratory?  
X-ray? Scan?**

What is done for cases needing specialist care?

**Now write a paragraph using the information above and the clues below.**



## **Our Primary Health Centre**

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

## **WRITING A PARAGRAPH:**

**Paragraphs are made up of sentences which centre around a particular topic.**

**Read the following paragraphs**

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

**PARA 2- A dyslexic child is an intelligent child who fails at school.** He or she would give all answers orally but fail to do a written exam. The child might lose pace when he reads, and sometimes even lines. A child might perform well one day

but badly the next day. He might draw well but feel troubled because he is told that he has bad handwriting. He or she might have spellings that are very wrong, and numbers that are inverted, and yet be capable of cogently arguing a point. So teachers might feel that a dyslexic child is lazy.

**PARA 3** - We live in a read-write world, and therefore a child with these confusions causes a great deal of tension and worry. Actually, however, what life requires is not just the ability to read and write. Life requires the ability to think, to feel, to reason and to act. No two dyslexics are alike, and no two species in nature are totally alike. The diversity in our abilities is what makes us human. **As human beings, we all can learn, we can be helped, and we can enjoy living.**

What is the topic about? It's about .....

Many things can be written about dyslexia, its nature, its impact, the mental pain it can cause, and so on.

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

Here is the topic sentence  
- of the first paragraph –

Dyslexic children have problems only in the area of language.  
- of the second paragraph –

A dyslexic child is an intelligent child who fails at school.  
- of the third paragraph

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

The **topic sentence** tells the reader what the paragraph is about. The topic sentence can be the first sentence, or even the last sentence in the paragraph. Sometimes the same idea is repeated for our benefit in the last or the closing sentence in different words.

When there is a sequence of paragraphs, it would be possible to build a sequence, using the topic sentences. Write the three sentences down.

---

---

---

---

In a good paragraph all the sentences are closely connected. There should be no unconnected or unnecessary sentences. The writer of these paragraphs shares three different related ideas, one after the other.

In each, she presents **details** in support of the topic sentence.

The first one has been done for you.

**PARA 1 - undetected misconceptions estimated ratio**

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

**PARA 2 -**

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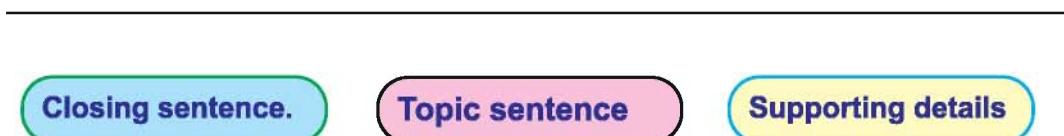
**PARA 3 -**

---

---

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

Now look at the diagrammatic structure of this paragraph.



There are many types of paragraphs, each with its own kind of organization. In a story, or in an episode, there will be a logical sequence or a sequence of time. In a descriptive paragraph, we use the sequence of space [what we describe] from left to right or top to bottom. Depending on the type of the paragraph we use linkers such as, once, first, next, then, at last etc.

**Study the following paragraph on Edison, and pick out the topic sentence, and the supportive sentences.**



Thomas Alva Edison was dyslexic but he had a scientific mind. Edison was curious about everything. One day he saw a hen sitting over her eggs and asked his mother why. She told him that to hatch, the hen was giving the eggs warmth. He asked her how long the hen would sit on the eggs. His mother replied "Until they hatch." Edison thought about this and came up with an idea for the eggs to hatch faster. He chased the hen away and sat on the eggs himself. You can imagine what happened next. All the eggs were broken and the hen and his mother were furious. But this did not stop Edison from trying out new ideas.

### **ACTIVITY:**

Pick out the topic sentence and the closing sentence

### **Telephonic conversation [Pair work]**

Study the telephonic conversation between Ishaan and his mother.

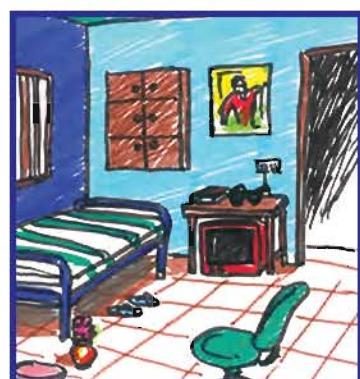
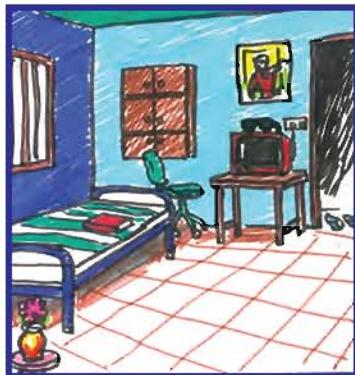
**Write and enact your own conversation, with a person of your choice.**

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

## LET US HAVE FUN : GRAMMAR IN COMMUNICATION

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

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



**Picture A:**

sunglasses,      poster,  
table,    book,      slippers

**Picture B:**

television,      door,  
floor,      window,      chair

**Use as many prepositions as possible!**

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

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

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.



## POEM

# NINE GOLD MEDALS



**What is winning? Read this poem to find out!**

**In preparation:**

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

**The athletes had come from all over the country**

**To run for the gold, for the silver and bronze**

**Many weeks and months of training**

**All coming down to these games**

**The blocks were all lined up for those who would use them**

**The hundred-yard dash was the race to be run**

**There were nine resolved athletes in back of the starting line**

**Poised for the sound of the gun**

**The signal was given, the pistol exploded**

**And so did the runners all charging ahead**

**But the smallest among them, he stumbled and staggered**

**And fell to the asphalt instead**

**The eight other runners pulled up on their heels**

**The ones who had trained for so long to compete**

**One by one they all turned around and went back to help him**

**And brought the young boy to his feet**

Then all the nine runners joined hands and continued  
The hundred-yard dash now reduced to a walk  
And a banner above that said "Special Olympics"  
Could not have been more on the mark

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

**David Roth**

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

**LET US UNDERSTAND:**

1. When does some one get gold, silver and bronze medals?

---

---

2. Where does the described scene take place?

---

---

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

---

---

4. How many competitors were there for the event?

---

---

5. What happened when the gun was fired?

---

---

resolve	- determine, decide
stumble	- slip, losing footing, hit against
stagger	- sway, unsteady movement
ovation	- round of applause
beaming	- smiling
asphalt	- cement used to cover a road

6. Did all hope to win? How do you know? Why did the eight runners pull up on the heels?
- 

7. In how many ways was this Olympic special? Explain.
- 
- 

8. Who gave the standing ovation? Why?
- 

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

- i) Pick out the words that rhyme. Can you add one more rhyming word?

Example – run, gun, sun....

---

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

S	E	T	E	L	H	T	A	P	F
P	C	R	Z	A	O	O	G	I	I
E	A	A	N	D	L	V	O	S	N
C	R	I	O	E	Y	A	L	T	I
T	U	N	R	M	M	T	D	Q	S
A	N	E	B	O	P	I	S	L	H
T	D	A	S	H	I	O	E	I	I
O	R	E	E	H	C	N	M	N	N
R	E	V	L	I	S	S	A	E	G
S	T	A	R	T	I	N	G	A	O

## SUPPLEMENTARY READING

### GOD, THIS IS CHARLES

Read the following letter by Charles.

Try to guess the meaning of new words - then check with a dictionary.

Dear God,

This is Charles. I turned twelve the other day. If you noticed, I am typing this letter. Sometimes it's hard for me to write, you know. It's this thing called dysgraphia. They say that I also have Attention Deficit Disorder—oftentimes learning disabilities accompany A.D.D. My IQ was tested at 140 but if you graded my cursive, you'd feel that I don't have a mind.

I never could hold a pencil the right way. I never could write in the lines. Every time I would try, but my hand would cramp up and the letters would come out sloppy, the lines would be too dark, and the marker would get all over my hands. Nobody wanted to switch papers with me to grade them, because they couldn't read them. Keith could, but he moved away.

My brain doesn't sense what my hand is doing. I can feel the pencil. But the message doesn't get home right. I have to grip the pencil tighter so that my brain knows that I have it in my hand.

It's much easier for me to explain things by talking than it is to write. I'm really good at dictating but my teachers don't always let me. If I am asked to write an essay on my holiday trip, it's like a punishment. But if I can dictate it, or just get up and talk about it, I can describe the trip so well!

If I got graded on art, I'd fail for sure. There are so many things that I can picture in my mind, but my hands just don't draw those pictures the way I see them. It's okay. I'm not complaining. I'm really doing fine. You see, you gave me a wonderful mind and a great sense of humour. I'm great at figuring things out, and I love to debate. We have some great discussions in class, and that's where I really shine.



I want to be a lawyer when I grow up, a trial lawyer in fact. I know I'd be good at that. I would be responsible for researching the crime, examining the evidence and truthfully presenting the case.

My parents want to help me, so they bought me a laptop to take to school. My teacher is the best this year! I am allowed to do a lot of my work on the computer. We have to do a project every Friday, and guess what? She lets me use my computer for the artwork! For the first time, I'll be able to show everyone some of the things I have in my mind.



God, this is a thank-you letter, just to let you know I'm doing fine. Life's hard sometimes, but you know what? I accept the challenge. I have the faith to see myself through anything. Thanks for making me. Thanks for loving me unconditionally. Thanks for everything.

**Yours lovingly,**

**Charles.**

**LET US REMEMBER:**

1. What learning difficulties does Charles experience?

---

2. Why does he say that God would think he didn't have a mind?

---

3. How does dysgraphia affect Charles writing?

---

4. What is he good at? What does he find difficult to do?

---

5. What does he want to be? Why?

---

---

6. Why does he say his teacher is the best?

---

7. How does the computer help Charles?

---

8. What do you like most about Charles?

---

### LET US REVISE - SUFFIXES :

You learnt about prefixes. The suffix is also a syllable added to the end of a word to form a new word.

er – ly, -ness, -ion, -less are some suffixes.

Here is a table of some common suffixes and their meaning with examples.

Suffix	Meaning	Example	Your example
- er / - or	a person	teacher, player,	
- ful	full of	useful, wonderful,	
- logy	subject of study	zoology, biology	
- less	without	endless, tasteless,	
- ly	makes an adverb from an adjective	joyfully, happily	

There are many more suffixes. Find out words with prefixes, suffixes or both.

**Examples:** dis + able + ity – disability; un + condition + al + ly

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### INFORMATION TRANSFER TASK :

How much power do you use?

Now – a – days we use more and more electrical appliances which consume energy. This energy is measured in watts.

Study the following table and answer the questions given below it.

No	Appliance	Watts
1	Air conditioner	2500-3000
2	Fan	50-100
3	Mixie	450
4	Iron	1000-1500
5	Light bulb	100
6	Microwave oven	1500
7	Photocopier	1500
8	TV	250
9	Vacuum cleaner	800-1400
10	Washing machine	3000-4000

1. Which appliance uses maximum energy? \_\_\_\_\_
2. Which of the above uses the least energy? \_\_\_\_\_
3. Of the above, which appliances are used in your home?  
\_\_\_\_\_
4. Saving energy is the need of the hour. After studying this table, the use of which appliance will you give up?  
\_\_\_\_\_
5. How much energy does the iron, which we wrongly call iron box use? Instead of the iron what can you use?  
\_\_\_\_\_

#### **READ AND ENJOY:**

All over the world today, people are realizing the value of diversity. In education, it has become important to be universal in our approach to learning. The government has set up many centres that can help all children to receive the opportunities they deserve. In Chennai, there are schools that deal sensitively with dyslexia. One of them is Saraswati Kendra, run by the CP Arts Centre, Chennai. Another is Ananya, a school run by the Madras Dyslexia Association. Both schools help children to study with other children in a 'mainstream' school.

Children from both schools have passed out and gone to Colleges and Universities to become productive citizens.

Shall we see what children in these schools feel about learning, and what they dream of?

**I dream of travel and wildlife photography.** - Akshay

**Its fun to study when you can study your way!** - Michael

**When people treat you normally, you can do anything!** - Arvind

**I feel lucky to be in this school. I now know how to help another person when they have a struggle.** - Arjun

**Thanks to my teachers, I now know what I can do!** - Renuka

**I want to catch snakes and frogs, go on a trek in Ladakh, cycle long distances, get my hands dirty in wet mud after rain....** Lakshmi

**Let all schools be special schools!!! – Arun**

**PROJECT:** What is “Special Education”? Collect information on different kinds of special education. How do you learn? What helps you to learn better.

## UNIT 7

### NOTE TO THE TEACHER

The Prose Unit, 'What Is Your Address?' tries to kindle in our students a sense of awe and wonder at our universe, particularly our earth, and the magnitude of its evolution to the present stage. Our students need to be trained to read different types of texts. So, this text is from the genre of popular science. To know the environmental concerns and to transform our earth, children need to be exposed to popular science writing. They need to know how to read and retrieve essential facts from the text, which will have transfer value in reading their science or social studies texts.

The poem 'Footprints' is thought provoking, contrasting the paths of people with the ways of other living creatures. It challenges us humans to wonder why while the ways of other creatures connect to form a web of life the lines drawn by people keep others out and seem so dark.

The word games are interesting while reinforcing spelling and syllable structure. Please remember to check the pronunciation and meaning of unfamiliar words like Andromeda and aborigines and even mispronounced common words like restaurant, explosion and swamps.

The grammar item Prepositions though simple, is essential, as prepositions can make a big difference in meaning. So, enable the students to observe and fill in the graphics before using the right preposition.

The Supplementary Reading text, 'The Sunbeam' is an excerpt from Dr. Neeraja Raghavan's beautiful book for children, 'Curiouser and Curiouser' and records a conversation between a butterfly and a sunbeam. There is also an interesting Australian Aborigine Creation Myth, given as extra reading. Both reinforce the theme of the wonder inherent in all creatures - even in dust particles. This section also presents some of the creation myths prevalent in other cultures and provides activities to functionally extend their practice in using science texts.

## PROSE

# WHAT IS YOUR ADDRESS?

### In Preparation :

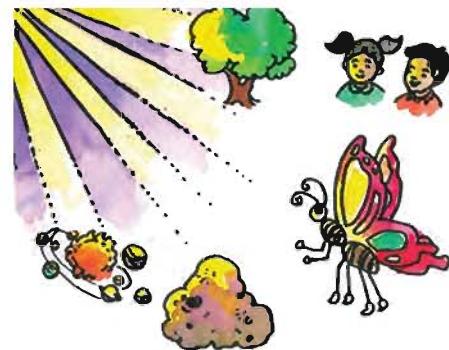
How would you write your address? We know our names, our parents' names, the road, district and state we live in, the country we belong to. Today, we would like to think that we are global citizens. But what is our address in the universe?



Let us look at the address of this beautiful planet we live in...

Have you ever sat quietly on a clear night and looked up at the sky? How many stars there are! At the beginning of time, scientists say, the universe was born when space was filled with an enormous explosion of energy. Today's universe contains countless galaxies, each containing billions of stars. The sun is a medium-sized star in one such galaxy, and we are a small green-blue planet, revolving around it. The universe has continued to expand now for over twelve billion years!

Isn't it wonderful to be part of this grand creation, with its mountains and valleys, rivers, lakes and oceans? It is out of this cosmic soup that life evolved, as a single cell. Some myths call this the birth of life in the waters. Soon the rivers, lakes, and oceans of the world were swarming with a rich variety of life. And behold, it was good! It would be impossible to give a reason for the emergence of land on this planet. Earth acquires its name from the soil that gives us food and sustains the cycle of life. This happened over four hundred million years ago, when the first plants appeared that could survive entirely on the land. Once they had taken their first step, they spread across the empty continents.



Forests had come to the earth! Over fifty to seventy million years later, plants were followed onto the land by creatures with hard protective shells. As they crawled onto the land they evolved into ants, beetles, spiders, and other insects. Soon, some had evolved wings and were able to fly. Fish living in shallow water swamps and wetlands needed to propel themselves through the mud and vegetation. These creatures evolved into reptiles.



Then, another fifty million years later, a new family of reptiles appeared with legs that were positioned beneath the body to give better support for walking on the land. These new animals, ancestors of mammals, rose to dominate a landscape rich with plant and insect life. The mammals were then threatened by a new kind of reptile that swept the planet – the dinosaur! This happened about 240 million years ago. But this aggressive species became extinct! How did this happen? It is said that a massive rock slammed into the earth with devastating impact. The explosion was so powerful that it burnt up everything within a thousand mile radius. The only dinosaurs to survive were those that were able to fly. Mammals now rapidly evolved into a wide variety of shapes and sizes, safely, due to the extinction of the dinosaurs. Some tree dwelling mammals evolved fingers and thumbs for grasping onto branches.

Around 7 million years ago, some of these ape-like creatures moved away from the forests and began living on the grass covered plains. They began walking upright. These animals were the early ancestors of humans. Around one million years ago, they learned how to keep fires burning and began cooking their meals. They spread across Africa, Europe, and Asia in waves of migration that continued for hundreds of thousands of years.

galaxy	: collection of stars
nutrient	: food
Milky Way	: our galaxy
explosion	: sudden burst
swarming	: flooded with
nurtured	: took care of



Every day the earth is showered by rocks from outer space.. Approximately once every few thousand years, the earth is struck hard enough to destroy an area the size of a small city!

As speech gradually improved, human consciousness was slowly awakening. People used their imagination to help them understand their place in the world. They sensed powerful forces at work around them in the mountains, forests, rivers, seas, and in the sky - both kind and generous, and unpredictable and destructive. People learned common values and gained a common understanding of the world through their shared mythology.

Creation myths developed in oral traditions. In the society in which it was told, it was usually regarded as conveying profound truths.



This cosmic energy that made the earth with its high snow-capped mountains, beautiful deep valleys, thick and dense forests with wild and timid animals, small chirpy birds and big vultures, the vast frozen seas with innumerable fishes, lovely green pastures and tall trees – remains a wonder and mystery.

### What now?

Man has made the earth uninhabitable by denuding forests, killing animals and birds, and polluting air and water, resulting in climatic changes and monsoon failures. We have made our lives cosy and comfortable, watching cricket matches and serials on the TV, using electrical gadgets, travelling in speedy vehicles and flying to far off places, but we send enormous amounts of plastic waste to landfills. We extensively use oils,

 coal and gas to meet our energy needs. These fuels emit carbon dioxide which has been accumulating in the atmosphere. It acts like a blanket around the planet. This is why the temperature around the world is increasing. It is called global warming.



extinction	– when an animal or plant no longer exists.
denuding	– removing
displaced	– forced to leave their place
submerged	– completely under water
refuse	– rubbish.
segregate	– to separate
refrain	– stop doing it.

An increase in global temperature causes sea-levels to rise, displacing thousands of people. There may be floods and famine, lowered agricultural yields and destruction of more species. 400 million people in our country depend directly on natural resources for their food, shelter and livelihood. What will they do? The galaxies will continue to exist. But will human beings go the way of the dinosaurs?



### What should we do?

A carbon foot-print is a term used for emission of carbon-dioxide by an individual.

#### Assess your carbon footprint!

How do you get to school? \_\_\_\_\_

What means of transport does your family use? \_\_\_\_\_

Do you turn off the lights when you leave a room? \_\_\_\_\_

Do you segregate your waste at home? \_\_\_\_\_

Do you have a compost pit at home? \_\_\_\_\_

Do you recycle anything? \_\_\_\_\_

Do you carry a bag to do your shopping? \_\_\_\_\_

How much junk food do you consume in a day?

Soft drink / packed chips / other

How do you get your water? \_\_\_\_\_

How much garbage does your family make in a day? \_\_\_\_\_

Do you have the gadgets listed on the right? How many do you have? How long do you use them per day?

These questions don't measure the footprint but hopefully give you an idea of what you use! Here are a few suggestions!

**1. Walking and cycling:** Walk or ride your bicycle wherever you go and whenever you can. Walking and cycling reduce pollution and gas emission, and also save petrol and money in addition to keeping us physically fit. So use motor vehicles sparingly.

Gadget	Time
Cellphone(s)	
TV	
DVD /Music system	
Computer	
Washing Machine	
Refrigerator(s)	
AC(s)	
Water Heater	
Fans	
Lights	

## **2. Keeping the environment clean:**

Segregate bio-degradable and non-bio-degradable waste. Whenever possible, use kitchen waste to generate compost. Refrain from dumping garbage, plastic into drains, rivers and lakes.

### **An Alarm:**

Cell phone radiation may be one reason why the house sparrow is disappearing and many bee colonies have collapsed! Talking on the cell phone can harm your ears as well!

## **3. Switching over to other kinds of energies:**

Why do we pay for something that nature gives us free? We could switch over to solar energy and wind power. They are renewable and non-pollutant sources of energy.

a) Solar energy: One kilo watt home solar system will approximately generate 1600 kilowatt hours per year in a sunny climate and prevent 300 lbs of carbon dioxide, being released into the atmosphere.

If global temperature were to rise by a mere 2°C, parts of Mumbai and Chennai will be submerged by the rising sea.

b) Wind energy: One of the greatest advantages of wind energy is that it is ample, renewable, widely distributed, cheap and devoid of toxic gas emissions. The wind will exist as long as the sun exists.

## **4. Planting trees:** Plant and care for a tree!

### **LET US REMEMBER:**

How are galaxies formed?



What makes the earth look beautiful?

How were forests created on earth?

---

---

Why did dinosaurs go extinct?

---

---

How did tree-dwelling mammals evolve into early human beings?

---

---

How did early human beings see nature?

---

---

What do myths teach us?

---

What have human beings done to the earth?

---

---

Why is the temperature around the world increasing? Define global warming.

---

---

What are the devastating effects of global warming on our earth?

---

---

What is a carbon footprint?

---

What can you do to preserve this beautiful earth?

---

**DISCUSS & FILL!** In a nutshell....Fill in words and phrases

420 m years      350 m years      300 m years      240 m years      65 m years

300 m years

240 m years

65 m years

7 m years

1 m years

NOW

**LET US REMEMBER – DISCUSS AND FILL!**

Fill up the blanks with suitable words from the passage :

1. Human beings have made life .....
2. Cycling is good because .....
3. Most people depend on natural resources for .....
4. Waste can be divided into ..... and .....
5. The alternatives to electric power are ..... and .....

**MATCH THE FOLLOWING :**

- |                    |                    |
|--------------------|--------------------|
| 1. wind energy     | non-bio-degradable |
| 2. cycling         | gas emission       |
| 3. petrol vehicles | trees              |
| 4. don't cut down  | freely available   |
| 5. plastic         | non-pollutant      |

**Antonyms :**

- |            |   |
|------------|---|
| increase   | x |
| disorder   | x |
| insecurity | x |

**LET US UNDERSTAND :**

Read the following sentences and answer the questions that follow them  
(Refer to the prose passage to find answers).

1. "These fuels emit carbon dioxide"
  - a) What are the fuels which emit carbon dioxide?

- 
- b) How can we minimize the use of fuels?

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c) What alternate sources of energy could we switch to? Why?

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2. "Most of the people live in coastal areas."

a) How many people will be affected by the impact of sea-rising,?

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---

b) Why would so many people be affected by it?

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3. "Plant and care for a tree!"

a) Why do trees play such an important role in our lives?

---

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b) Why is it important to plant trees and care for them, today?

---

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### **LET US 'SERVE' & PRESERVE! INDIVIDUAL / PAIRWORK -FILL IN :**

Find out the meaning of the following 'serve' words from a dictionary

1. preserve - .....

2. conserve - .....

3. reserve - .....

4. observe - .....

### **READING AND WRITING PAIR/GROUP WORK:**

**Read the following passage and answer the following questions:**

There are many factors that affect our carbon footprint. One is the transportation that we use. There is a great deal of nature that is converted into road area as a result of the increase in our travel, and the kinds of vehicles we use. A lot of energy, land and water are required to grow our food, and many vehicles are used to transport the food to our plates. Most of us use LPG gas, a fossil fuel, to cook our food. So, the type of food that we eat can also affect our carbon footprint. A lot of waste is generated by the packaging material used to wrap what we buy, whether it is a food item or a gadget!

The kind of energy that we use to cool our home, the amount of water our lifestyle requires, and the waste we produce, are some areas that we can examine, in order to become eco friendly.

There are many alternatives and choices that we have, to make our lives eco-friendly. Some of them are very simple, but require a great deal of care. For example, switch off the lights when you leave a room! Close a tap properly!



### LET US UNDERSTAND :

1. List five things that you can do, to be eco friendly.

---

---

2. What makes it difficult for us to change our lifestyles?

---

---

3. Plan an **electricity/water/waste** audit. Find out how much water is used / electricity is consumed/waste is produced in a day/week by your school/home. Give suggestions to make things more eco friendly.

**Share your answers with the class!**

### GRAMMAR - PREPOSITIONS :

The word 'Preposition' means that which is placed before. It is used to show the relationship of a noun or pronoun to some other word in the sentence.

#### Read these sentences

1. The ball is **under** the table.
2. The ball is **on** the table.
3. The ball is **in** the box.
4. The ball is **near** the box.
5. The dog is **behind** the girl
6. The house stands **between** two trees.

#### Prepositions

**under**

**on**

**in**

**near**

**behind**

**between**

### **How are prepositions used?**

The words 'under', 'on', 'in', 'near', 'behind', 'between' etc; show the relation of one thing to another, in space.

at - a place can be seen as a point in space. Examine the following sentences

### **Write your own examples!**

A man is standing at the bus stop. \_\_\_\_\_

A stranger is standing at the door. \_\_\_\_\_

There is a house sparrow at the window. \_\_\_\_\_

Write your name at the top of the page. \_\_\_\_\_

Sign at the end of the page. \_\_\_\_\_

There is a car at the end of the street. \_\_\_\_\_

**Here are a few more prepositions that tell us where one object is, in relation to another.**

### **Write your examples, too!**

The river is below the bus. \_\_\_\_\_

There are clouds above the bus. \_\_\_\_\_

The road is under the bus. \_\_\_\_\_

A man is standing by the side of the bus. \_\_\_\_\_

The road stretches in front of and behind the bus. \_\_\_\_\_

### **Different aspects of the usage of prepositions can be pictured as follows:**

Here is another thing for you to try! The same subject and object – namely, the train and the tunnel, are connected by a range of prepositions, and each gives us a different relation that they have to each other.

You may try to form your own sentences in the space provided, using man and subway instead of train and tunnel.

The train is going towards the tunnel. \_\_\_\_\_

The train is going into the tunnel. \_\_\_\_\_

The train is going through the tunnel. \_\_\_\_\_

The train is going along the tunnel. \_\_\_\_\_

The train is going away from the tunnel. \_\_\_\_\_

The train is going out of the tunnel. \_\_\_\_\_

**Fill in the blanks with correct prepositions:**

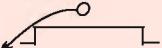
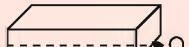
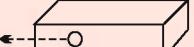
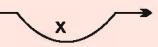
1. Where is the ball ? The ball is .....the table. [on, in, into]
2. Where is the cat? The cat is..... the table. [above, in, under]
3. Where is the pen? The pen is.....the pencil. [between, in, beside]

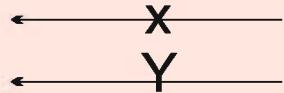
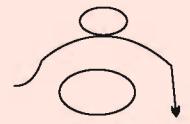
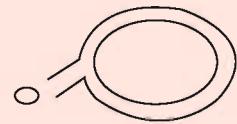
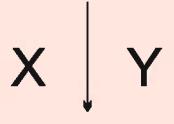
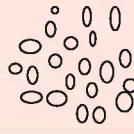
**Fill in the blanks, choosing the correct prepositions given in the box :**

between, under, in, below, on, among

1. The girl is standing ..... two pillars.
2. There is a pencil ..... the table.
3. She placed the dishes ..... the table
4. Water flowed..... the bridge.
5. The cat sat ..... the table.



In relation to a line – one dimension		Your example
	<b>beside the road</b> 	
<b>on the road</b> 		
In relation to a surface – 2 dimensions		
<b>upon the platform</b> 	<b>off the platform</b> 	
<b>beyond the field</b> 	<b>through the room</b> 	
In relation to a space – 3 dimensions [length, breath, height]		
<b>inside the house</b> 	<b>outside the house</b> 	
climb <b>up</b> the mountain 	climb <b>down</b> the mountain 	
<b>jump over X</b> 	<b>crawl under X</b> 	
<b>over the river</b> 	<b>underneath the river</b> 	

In relation to a line – one dimension	Your example
<b>At the front, at the back, at the side, or facing</b>	
X <b>in front of/before</b> Y	X <b>behind</b> Y
	
X <b>beside</b> Y	X <b>opposite</b> to Y
	
<b>On more than one side</b>	
around the park	belt <b>round</b> my waist
	
between X and Y	among friends
	
X walks <b>with</b> Y	Y walks <b>with</b> X
	

## PREPOSITIONS EXPRESSING RELATIONSHIP IN TIME

1. **BEFORE** = earlier than; AFTER = later than, as in—

Come before or after 8 o'clock.

**Your example:** \_\_\_\_\_

2. **AT** is used with a point of time, as in—

I'll meet you at 8 o' clock, [at sunrise, at dinner, at Deepavali]?

**Your example:** \_\_\_\_\_

3. **BY** = not later than, as in—

We must leave by 4'o'clock, or we shall not arrive in time.

**Your example:** \_\_\_\_\_

4. **DURING** = While that period of time or event is in progress, as in—

Nobody was allowed to go out during the examination,

**Your example:** \_\_\_\_\_

5. **FOR** denotes time during which an action or state continues, as in—

I walk (for) two hours everyday and then I take rest (for) an hour.

**Your example:** \_\_\_\_\_

6. **FROM** marks the beginning of a period, as in—

The bank will be open from 10 o'clock (onwards)

**Your example:** \_\_\_\_\_

7. **IN** is used with a specific period of time, as ' in the morning'[in the evening, in January, in (the) summer].

**NOTE:** We met in June last and shall meet again in January next.

Or, we may say: We met last June and shall meet next January.

**Your example:** \_\_\_\_\_

8. **IN** marks the end of a period of time, as in—

I'll call again in five minutes. (I.e. after an interval of 5 minutes)

**Your example:** \_\_\_\_\_

9. **ON** is used before days of the week, and dates, as in—

We will meet again (on) Friday (next).

NOTE: No preposition is used in: We met last Friday and will meet again next Friday.

**Your example:** \_\_\_\_\_

10. **AROUND** = about, as in—

I will see you around 5 o'clock.

**Your example:** \_\_\_\_\_

11. **THROUGH (OUT)** = from the beginning to the end of a period, as in—

The play went on throughout [through, all through] the night.

**Your example:** \_\_\_\_\_

12. **UNTIL** (always replaceable by till) marks the end of a period, as in—

We waited [did not leave] until 12 o'clock.

**Your example:** \_\_\_\_\_

13. **WITHIN** suggests that the performance of an action is limited to a certain period, as in—

We must be back within [in] fifteen minutes.

**Your example:** \_\_\_\_\_

## POEM

# FOOTPRINTS

- Anonymous

**In preparation:** Why does man make permanent pathways?

All birds find pathways in the sky,  
All insects, on the tree,  
The stars in boundless space do fly  
And fishes share the sea.

The trees and winds themselves create  
Their patterns in the mind  
The web of life their ways relate  
To those that seek to find!

On the tree and on the ground,  
In the sea and in the air  
Across the earth, so vast and round,  
There are footprints, everywhere!

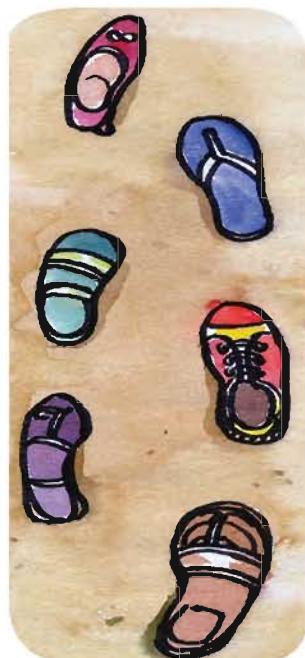
These mazy paths cannot be seen  
But wind themselves about  
The line each draws has never been  
To keep the others out.

But great men said 'Let each man leave  
A road that's straight and narrow  
A path that lasts eternally -  
A trail that people follow!

So humans toiled, hungered, wept  
For name and fame and glory  
And paths were made and tarred and kept  
To write each different story.

On such an earth my footprints lie  
But I cannot reason why  
All human roads are dark and dry  
And all the other creatures die.

- Anonymous



### LET US REMEMBER:

What do you think 'those that seek to find' means?

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Whose footprints are seen everywhere?

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What is the significance of a straight and narrow road?

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'All human roads are dark and dry' – explain

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Name some of the stars that you know.

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Name some of the species that fly in the air.

---

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Name some species that crowd on the trees.

---

---

Name some species that walk or creep on the ground.

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---

Name some species that swim in the sea.

---

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### WORD DISCOVERIES :

Select a word from the passage that contains a lot of letters. See how many smaller words you can make using only the letters in your chosen word.

### RULES

1. The words you find must contain three or more letters.
2. Do not use proper nouns.
3. Plurals are allowed only if the letter 'S' appears in your spelling word.
4. You may use a letter only the number of times it appears in your spelling word.

**Example:** spelling word = establishment

table is allowed but tennis is not allowed because there is only one 'n' in the word establishment.

**cosmological**

**spelling word**

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Try Word Discoveries for other words on your spelling list. Work together with a classmate to reach one hundred words for each spelling word you try.

### **Write a poem!**

Here is an interesting poetic form:

This is a syllabic form. Syllables are the number of sounds in any word.

This is called the Diamante, because after it is written, it looks like a diamond.

Here are the number of syllables in each line, with an example.



Each line describes people and each line adheres to the number of syllables needed.

### **Now write your poem!**

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## SUPPLEMENTARY READING

### THE SUNBEAM

#### In preparation:

Is the rock really hard? Is the water really soft? What moves? What stays still? These are the questions a young butterfly asks. In this fascinating excerpt, the butterfly, talks to the sunbeam.

It grew darker as the butterfly flew into the thick forest, for the tall and leafy trees, formed a canopy above the ground, and there were only a few brightly lit spots. The fresh smell of the leaves and the crackle of the wind as it blew through the trees made the butterfly feel like humming a song.

Whom should it talk to here? Oh, what was that?

A broad shaft of sunlight came slanting down through the branches of the tree. The butterfly could see lots of tiny particles dancing inside the beam. They looked happy!

"Hello, sunbeam! Whom are you bringing dancing down?" asked the butterfly to the sunbeam.

"Why, I simply move along without bringing or taking anybody. What you see are dancing dust particles. They are everywhere. It is just that you can't see them unless there is a beam like me," the sunbeam answered in a matter-of-fact tone.

"But what makes them dance? Why can't they be still?" asked the butterfly.

"The entire universe is one big dance. What looks still may not really be so. Do you think the rocks are still just because you can't see them move?"



There are dancing atoms and whirling particles inside them which never stop moving. These dust particles are visible to the eye because they are large. But the world is incredibly vibrant. Not all know this, because they can't see the movement."

"Does that mean that there are dancing atoms in that solid rock over there which looks so heavy and still?" asked the butterfly, puzzled.

"Indeed, there are dancing atoms inside all matter. The entire universe is made up of atoms and molecules which have in them constantly whirling particles. In that sense, nothing is **static**. The very earth that you live on is whirling through space and spinning on its own axis. Planets in outer space are revolving continuously around the sun. Everything is charged with energy," said the sunbeam.

Looking at the sunbeam, that was not at all difficult for the butterfly to imagine.

"But what makes these planets and atoms move? How come they never get tired and stop moving?" asked the butterfly.

"The energy of the cosmos is **eternal**, and can never be destroyed. It is this energy which goes into making me so bright, and it is this energy which, in a different form, allows atoms to remain in motion in that rock," said the sunbeam.

sunbeam	: a single sun ray
canopy	: tree cover
shaft	: ray of light
vibrant	: full of energy
incredible	: unbelievable
static	: still
eternal	: always there
in step with itself	: to its own rhythm

"That means energy takes different forms," said the butterfly, thinking hard.

"Yes, energy takes many, many forms. It is light energy that allows you to see things, and causes things to shine. It is the heat energy that warms you up. The energy of a fast-flowing river can be used to make yet another form of energy – electricity. But the sum total of all the energy in the universe is constant. It cannot be made more, it cannot be made less. It has always stayed the same, and it will always remain the same. Now do you see that everything has to be linked to everything else?

For all events that happen in the universe require energy, and there is a fixed amount of energy in the universe. Somebody has to give, for the other to take. If you fold your wings, you use energy from the same source that I draw upon to shine!" The butterfly was silent. It seemed that the entire universe was dancing in step with itself! Surely, the dance of the atoms in the rock was connected in some way to the flight of the butterfly?

The butterfly began to feel more and more a part of what was around it.

**From 'Curiouser and Curiouser', by Dr. Neeraja Raghavan**

**LET US REMEMBER :**

1. What made the butterfly feel like humming a song?

---

2. What did the butterfly see, in the broad shaft of light?

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3. What does the sunbeam tell the butterfly about the particles?

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4. What is the butterfly's question about stillness?

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5. How does the sunbeam answer it?

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6. What is the butterfly's next question?

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7. How does the sunbeam answer it?

---

---

8. How does the sunbeam connect itself with the butterfly? What does it say?

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**Let us understand Discuss and share.**

**What does the sunbeam mean, when it says that energy takes different forms?**



### **Read and Enjoy!**

#### **Australian Aborigine Creation Myth**

A creation myth or creation story is a symbolic narrative of a group of people, which describes their earliest beginnings, how the world they know began and how they first came into it. What is the creation-myth of your culture?

#### **In preparation :**

The word 'aborigine' refers to a native person of any country. The Australian aborigines are the original inhabitants of Australia. Their race is more than 40,000 years old! Researchers have uncovered DNA evidence linking Indian tribes to Australian Aboriginal people, supporting the theory humans arrived in Australia from Africa via a southern coastal route through India.

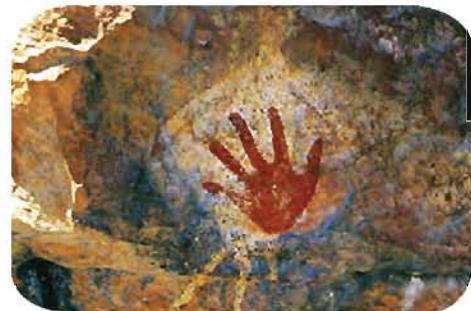
There were 250 different nations in Australia, when the white people landed there two hundred years ago. This is one of their stories about the way the world began.

There was a time when everything was still. All the spirits of the earth were asleep - or almost all.



The great Father of All Spirits was the only one awake. Gently he awoke the Sun Mother.

"Mother, I have work for you. Go down to the Earth and awake the sleeping spirits. Give them forms." The Sun Mother glided down to Earth, which was bare at the time and began to walk in all directions and everywhere she walked plants and trees and flowers and herbs of all kinds, grew. After returning to the field where she had begun her work the Mother rested, well pleased with herself.



The Father of All Spirits came and saw her work, but requested her to go into the caves and wake other spirits. This time she ventured into the dark caves on the mountainsides. The bright light that radiated from her awoke the spirits and after she left insects of all kinds flew out of the caves. The Sun Mother sat down and watched the glorious sight of her insects mingling with her flowers.

However once again the Father urged her on. The Mother ventured into a very deep cave, spreading her light around her. Her heat melted the ice and the rivers and streams of the world were created. Then she created fish and small snakes, lizards and frogs. Next she awoke the spirits of the birds and animals and they burst into the sunshine in a glorious array of colours. Seeing this, the Father of All Spirits was pleased and rejoiced at the Sun Mother's work. She called all her creatures to her and instructed them to enjoy the wealth of the earth and to live peacefully with one another. Then she rose into the sky and became the sun.

The living creatures watched the Sun in awe as she crept across the sky, towards the west. However when she finally sank beneath the horizon they were panic-stricken, thinking she had deserted them. All night they stood frozen in their places, thinking that the end of time had come. After what seemed to them like a lifetime the Sun Mother peeked her head above the horizon in the East. The earth's children learned to expect her coming and going and were no longer afraid

### **GREEK MYTH**

In the beginning was Chaos, the dark, silent abyss from which all things came into existence. Then came Earth, or Gaia, which produced Sky, or Uranus. The earth and the sky then created the world.

### **NORSE MYTH**

In Norse mythology, there was only a chasm, in the beginning (somewhat like the Greeks' Chaos) bounded on either side by fire and ice. When fire and ice met, they combined to form the creatures of the earth.

### **CHINESE MYTH**

In a Chinese creation story, Heaven and Earth were in a cosmic egg. When it broke apart, the high and clear formed Heaven, the dark formed Earth, and P'an-ku (the first-born) who was in between, became the mountains, rivers, soil, etc. Parasites feeding on his body, mingling with the wind, became human beings.

### **MESOPOTAMIAN MYTH**

An ancient Mesopotamian story of creation talks of how fresh and salt water, mixed together, created the cycle of life.

Think of some stories your mother or grandmother has told you. Do you find myths helpful? How?

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**Can you build a timeline for the sun mother's activities**



## Acknowledgements

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