

POEM

OUR LOCAL TEAM

Indian youth have become inspired by great cricketers from around the world - the game has caught on like wild fire. Children who show an interest in the game are often on the look out for support and encouragement from all quarters. Sometimes, however, some games don't work!

Here is an interesting poem showing just how one game doesn't!

Here comes our batting hero;
Salutes the crowd,
Takes guard;

And out for zero.
He's in again
To strike a ton;
A lovely shot-

Then out for one.
Our **demon** bowler

Runs in quick;
He's really fast,

Though hit for six.
In came their **slogger**;
He swung his bat
And missed by inches;

Our wicket keeper's getting stitches.
Where's our captain?
In the **deep**.
What's he doing?

Fast asleep.
Last man in;
He kicks a boundary with his pad.
L.B.W.? Not out?
The **ump's** his dad!



strike a ton : to score one hundred runs

demon : fierce, very fast

slogger : hitter, one who hits the ball wildly

deep : a particular fielding position in a cricket ground

L.B.W. : leg before wicket, this is one way of getting out in cricket

ump's : umpire is

- Ruskin Bond

LET US REMEMBER AND UNDERSTAND:

- A. The poem describes an interesting local cricket match. Complete the details of the match in the following table. You may work with your partner.

Person	Action	What happens next
	salutes the crowd and takes guard	
Batting hero		
	bowls very fast	
The batsman of the other team		
The captain		
		not out

B. Answer the following questions.

1. Why does the hero of the team come in twice?

2. Why does the wicket keeper get stitches?

3. Why is the last man not given L.B.W.?

4. Why does the team look for its captain? What is a skipper's role?

5. Is the skipper of the local team playing his role effectively?

C. Pick out the rhyming words in the poem. Which lines rhyme?

D. Every poem has a style in which it is written. Notice how, in the first verse, the batting hero salutes the crowd in the second line, and is out for zero in the fourth.

What effect does it create?

Can you pick out two more occasions in the poem when the same effect is created?

1. _____
2. _____

E. Discuss in small groups and share:

1. What kind of a poem is **Our Local Team**? Does it make you laugh? Why?
2. Provide some reasons for the skipper going for sleep.

ENACT WITH YOUR GROUP:

You may be aware that our cricket heroes, namely Kapil and Sachin are products of street cricket. County matches are quite common nowadays in India too. Have you ever seen a cricket match between two local teams, on the street, or in a small vacant plot? What have you noticed of the spirit with which these matches are being played? Are the players casual/friendly/serious/argumentative? Discuss and enact one such match played in your area.

ACTIVITY :

- ➔ Writing with a tinge of humour is a rare gift.
- ➔ Try to create another humorous poem about some other popular game.

Once there was a rich man named Govind, who lived in a big house in a coastal city. One day he wanted to buy a coconut. He went to a coconut vendor and asked him the price of a coconut.

"Seven rupees each," said the vendor. "Seven rupees?" That's too much. I'll pay you five rupees." said Govind.

"If you go a mile ahead, you'll get it there for five rupees." said the vendor.

Govind said to himself. "Money is very precious. I don't mind walking a mile to save a rupee."

So he walked a mile ahead and saw a coconut vendor. He asked him the price of a coconut. "Five rupees each," said the vendor.

"Five rupees? That's too much. I've walked all this way. You can reduce the price by a rupee at least! I'll pay you three rupees," said Govind.

"If you go a mile ahead, you'll get it there for three rupees," said the vendor.

Again Govind said to himself, "Money is very precious. I don't mind walking a mile to save a rupee."

So he walked a mile ahead and saw a coconut vendor. He asked him the price of a coconut. "Three rupees each," said the vendor.

"Three rupees? That's too much. You must be getting it straight from the tree! How much profit do you want? I'll pay you one rupee," said Govind.

"If you go a mile ahead, you will reach the beach. There you'll get it for one rupee," said the vendor.

Again Govind said to himself, "Money is very precious. I don't mind walking a mile to save a rupee."

So Govind walked a mile ahead and reached the beach. There were many coconut vendors there. Govind went to one of them and asked him the price of a coconut.

"One rupee each," said the vendor. "One rupee? That's too much. I'll pay you fifty paise," said Govind.

The vendor said, "Why don't you climb up one of these coconut trees and get one for nothing?"

"That's right," said Govind, and climbed up a coconut tree. He tightly held a coconut between two hands to pluck it from the tree. But just then his legs lost their hold of the trunk and he hung in the air. He swung in the air for some time. Then he fell down on the sandy beach. He got a coconut just for a few scratches on his body and a fracture in his leg.



Would you call Govind a sensible man?

TEST YOUR MEMORY!

How many vendors does Govind meet? _____

How many miles does he walk? _____

TRY THIS !

Fill in the blanks with the suitable words taken from the above lesson:

1. Govind wanted to buy a _____.
2. The _____ told Govind to go a mile to buy a coconut for three rupees.
3. The last but one vendor [fourth] told him that he would reach the _____.
4. Govind didn't mind walking a mile to _____ a rupee.
5. He got a coconut just for a few scratches on his _____.

TRY THIS TOO! MATCH THE FOLLOWING :

1. One day Govind	a) money is very precious
2. Govind walked a mile	b) a mile and get it for three rupees
3. Govind felt	c) wanted to buy a coconut
4. A coconut vendor told Govind to walk	d) on the sandy beach.
5. Govind fell down	e) and saw a coconut vendor.

LET US UNDERSTAND:

Answer the following:

1. What did Govind want to buy?
2. What was precious to him?
3. How far did he walk?
4. Where did he go at last?
5. For how much did he finally want to buy the coconut?
6. What happened to him?
7. What do you learn from this story?

DISCUSS AND SHARE :

in your group, write down Govind's reasons for not wanting to pay the price asked for. Discuss what this tells you about Govind.

ACT AND SEE :

In your groups, act out this story. You can change this story in any way you want.

WRITE AND SEE :

Can you think of another story like this? Write it out! You may draw your characters as well.

UNIT 5

A NOTE TO THE TEACHER

In this Unit, the prose lesson is called '**The Code of Diversity**'. The attempt has been to look at the diversity of codes and languages that exist in our world. In the landscape of this learning, a group of Class VII children interact with Class VII at the Little Flower Matriculation School for the Visually Impaired, and discover that learning a new language can open new horizons in life. The students also listen to the young singing sensation, Diwakar Sharma and feel inspired by his will and his courage. The lesson raises many questions about monocultures in the mind which may be opened up for discussion.

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

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

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

The grammar section extends the student's understanding of state-of-being and action verbs, and leads the student on to transitive and Intransitive verbs. There is also a detailed revision of Sentence Patterns. Language activities include skimming and scanning exercises and an introduction to Essay Writing.

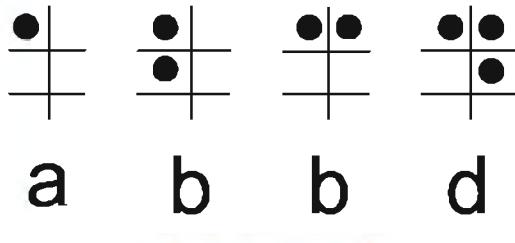
PROSE

THE CODE OF DIVERSITY

Introduction: What is a code?

A code means many things!

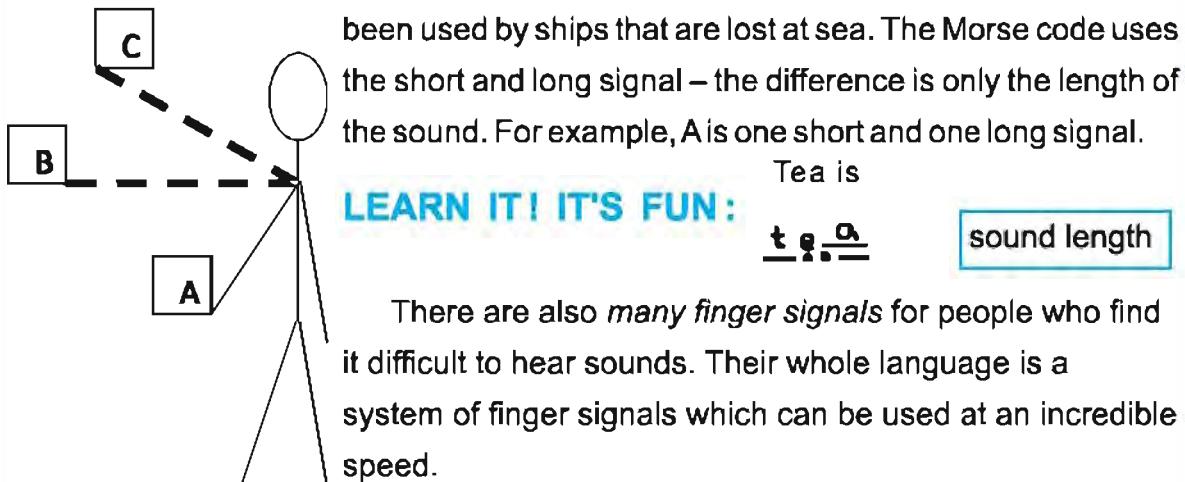
In society, it usually represents a collection of laws that people live by – each place has its code of conduct, or principles which everybody agrees about. It can also mean a system of signals. Have you evolved one at school with your classmates? This happens more formally in many places of work. But there are other codes, too!



Language is a code. We communicate with each other in diverse ways.

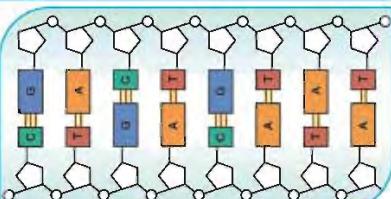
For instance, there are systems of communication that came before the telegraph, like the Semaphore, or Morse Code. In the Semaphore, people who could see but not hear each other used their hands to signal words.

The letters 'A, B and C' for instance were Morse Code uses a complex system of dots and dashes. This code was extremely useful during the world war. It has also



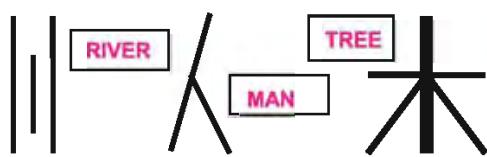
In nature, there has been a range of unbelievable innovations. A code is, after all, just a representation of information. It allows the transferring and storing of

information in the way that we need it. The DNA or *the basic units of life* in our bodies are coded in groups of 4 types of molecules (A, C, G, T), and combined in sets of 3. Just imagine! *They create our whole world!* All our similarities, all our differences as life forms are created by combinations of these basic units. Isn't it amazing how creative they are?



A strand of DNA molecules

The code of the computer is in groups of 8, called bytes. The character is shifted into binary – for instance, YOU is written as:



Y - 0101 1001 O -0100 1001 U 0101 0101

This is the language that is making it possible for you to read this textbook!

History has interesting insights to offer. Who decided in China that the Kanji, or the pictographic script, was the way to write? Why did the ancient human being leave such beautiful drawings on the walls of caves for us to know him by?

How did letters shape themselves? How did the letter **Ka** in Tamil, '**ஃ**' shape itself? Or the letter '**C**' in Kannada? All our literature is contained in these codes!

Maybe we all speak to each other in a thousand languages and we don't know their names!

What makes it difficult for us to accept diversity - In speech, in habits, in dress, in thought, in our responses to situations? Is it that the code of our society is different from the code that we communicate by?

Read on, and discover how a group of Class VII students learnt a new language – and a new way of looking at their lives!

Class VII was really excited. They were going to interact with the students of Class VII in Little Flower Convent For the Visually Impaired. They were going to spend the afternoon there.

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

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

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

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

The children of the visiting school had a glimpse of a whole new language, and with it, another view of the life they were leading. The letters were fascinating. They learnt to write them and asked their teacher if they could get a stylus and Braille Board, so that they could write to their new friends in Braille. "Why not," said their teacher. "We will buy some soon." Here is what they learnt.

Write your own message in Braille!

•	•	••	••	••	••	••	••	••	••
a	b	c	d	e	f	g	h	i	j
•	•	••	••	••	••	••	••	••	••
k	l	m	n	o	p	q	r	s	t
•	•	••	••	••	••	••	••	••	••
u	v	w	x	y	z				

combined in
groups of 6

As they walked around the school with their new friends, they had another surprise. Rashmi discovered that her friend Geetha could actually warn her even about small bumps on the path. "There is a stone in this area that is slightly sharp, she said. "Walk carefully." Rashmi was astounded! Asif also discovered something. "He discovered that his friend James could actually hear sounds and 'read' them. . For instance, a lady passed them, and James said, "Ah, Susila Miss." ""How do you know?" asked Asif. "Oh, her feet make a swishing sound when she walks. It is easy to find out who people are, from the way they walk!" said James. "I can always know which person in my family is in the same room with me." Asif remembered how his mother always seemed to 'creep' in and know when he wasn't studying. "How does he figure this out?" he thought.

It was time for the Cultural show. The children were curious to know who Diwakar Sharma was.



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

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

recognizing : accepting
ability : talent

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

"I have read all the Harry Potter series and have enjoyed them all. I like reading children's classics and books on history. I take part in quiz contests and writing competitions. My knowledge and **versatility** in language comes from the fact that I read a lot." says Diwakar.

He has **performed** in the presence of APJ Abdul Kalam, then President of India, various foreign **dignitaries** and famous singers. Tushar, an ex-student of Diwakar's school, sums it all up. "Diwakar is a true **champion**, big at heart and attitude. Just watching him perform moves us all and certainly gives us hope.

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

dedicated	: devoted
glued	: stuck
talent	: a natural ability to do something well
composure	: calm manner
confidence	: firm trust
icon	: picture
mature	: behaving in a sensible way like an adult
situation	: circumstances
avid	: keen
versatility	: range of skill
performed	: entertained an audience by playing a piece of music
dignitaries	: person of high rank
stadiums	: auditoriums
champion	: person who defeated all his rivals
embodies	: represents
deterring	: discouraged
surges	: rises

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

Ladies and Gentlemen, our school is proud to present ...Diwakar Sharmal"

Diwakar sang to thunderous applause.

Now technology has come as a boon to the Visually Impaired students and teachers. We have a separate computer lab here with JAWS software. This software (Job Access With Speech) can convert any printed material into voice. Earlier students were using CDs, Audio Cassette tapes, Audio Books, scribes, and book-readers. There is now a separate Department called the Directorate For the Differently-abled to address their requirements.

LET US REMEMBER:

A. What is a code? Give two ways in which it may be seen.

What is semaphore?

What is the Morse Code?

What is Kanji?

Have you tried evolving your own language? Try it!

B. 1. "He is proving to be an icon for children of his age."

a. Who said these words? _____

b. Whom do the underlined words refer to? _____

c. Why do you think the person being referred to proves to be an icon for children of his age? _____

2. "Recognizing his ability, we have dedicated our lives to making his dream of becoming a singer come true."

a. Who said these words? Whom does the underlined word refer to?

b. What ability of the person are we talking about?

c. What sacrifice did the person's mother make to help him?

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

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

3. How has his interest in reading helped him?

4. What are Diwakar's other interests?

5. According to Tushar, what can we learn from Diwakar?

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

Column A	Column B
SPIRIT	to present somebody's abilities
ICON	an opportunity to make progress
PLATFORM	way of feeling or thinking
SOLE	a small picture or a symbol
SUMS UP	one and only
SHOWCASE	summarizes

Underline the state-of-being verbs:

Ajay is the tallest in class.

These flowers are beautiful.

Be a winner, don't be a loser.

How are you today?

I am well.

Alexander was brave and fearless.

He will be in Chennai tomorrow.

I have been here since morning.

Being honest, he is successful in his life.

LET US UNDERSTAND -SMALL GROUP:

A. What personality traits of Diwakar Sharma attract you?

Choose any three that impress you.

- ⇒ **Strength of character** ⇒ **Positive attitude** ⇒ **Remarkable composure**
- ⇒ **Confidence** ⇒ **Being cheerful and smiling** ⇒ **Courage** ⇒ **Determination**
- ⇒ **Passion for music**

1. _____ 2. _____ 3. _____

B. Are there people who 'speak a different language' from you?

Are there people about whom you say, 'I can never be their friend'?

Are there people who think very differently from you?

Are there people whom you feel superior/inferior to?

Work in pairs. Fill in the spaces with words that come to your mind when you think of learning something from someone different from you.

No.	<i>My quality</i>	<i>The person's quality</i>	<i>What I can learn</i>

C. Diwakar's knowledge and versatility comes from **reading a lot of books**.

1. Do you agree with this statement? YES / NO. Why? _____
2. Do you read books? If so, what kind of books do you read?

D. Do you believe that reading is a good habit? Discuss this in class. Make a list of at least three reasons as to why we should read. Read the following lines.

- ⇒ The more you read, the more you know,
- ⇒ The more you know, the smarter you grow,
- ⇒ The smarter you grow, the stronger your voice,
- ⇒ In speaking your mind or making your choice.

- 1.
- 2.
- 3.

GRAMMAR: STATE-OF-BEING VERBS

What are state-of-being verbs?

State-of-being verbs do not show action; they simply say something about the subject. State-of-being verbs are often called *linking verbs* because they link the subject of the sentence with information about it.

There are eight state-of-being verbs:

Example:

⇒ The teacher **is** tall.

In this sentence, *is* links *the teacher* to information about her—the fact that she is tall. That is her state-of-being.

State-of-Being Verbs		
is	am	are
was	were	
be	being	been

Give your example. _____

ACTION VERBS :

An **Action verb** indicates the **action of a person or a thing**. The action can be visible or mental.

Some action verbs show visible action.

Examples:

- ⇒ Raman plays football.
- ⇒ The cat drank the milk.
- ⇒ Nancy talked to her friends.

ACTION VERBS	
Visible Actions	Mental Actions
entertain	feel
Jump	imagine
announce	love
throw	dislike

The verbs *play*, *drink* and *talk* indicate **visible** actions. These actions can be **seen**. Some verbs indicate **mental actions**. These actions **cannot** be seen or heard directly. They are thinking activities, but they are still actions.

Examples:

- ⇒ The students understand the assignment.
- ⇒ Everyone believes you.

The verbs **understand** and **believe** express mental actions. The chart above shows the two types of action verbs.

* **Strong, specific action verbs make your speech and writing interesting. They help you communicate clearly.**

EXERCISE :

1. Draw a line under each verb. Write **A** in the blank if the verb is an **action verb**. Write **B** in the blank if the verb is a **state-of-being verb**.
a) _____ We are all here now.
b) _____ I read bedtime stories every day.
c) _____ She is watering the plants.
d) _____ I have been in the Indian Army since 1998.
e) _____ The weather being rough, we remained at home.
 2. **Remember and Recall.** Write all the state-of-being verbs from your memory.
-

LET US REVISE - TRANSITIVE AND INTRANSITIVE VERBS :

Look at these sentences.

► *I saw a film.* ► *She is arranging the flowers.* ► *The dog bit a boy.*

The words **a film**, **the flowers** and **a boy** are the '**objects**' of the verbs **saw**, **is arranging**, and **bit**.



A verb which takes an object is called a transitive verb.

Now look at these sentences.

► *The child is sleeping.* ► *She sat down.* ► *He sneezed.*

The verbs **is sleeping**, **sneezed** and **sat down** do not have objects.

A verb which does not take an object is called an intransitive verb.

Several verbs can be used as both transitive and intransitive.

Transitive	Intransitive
Latha started the quarrel.	The meeting started on time.
I opened the door.	The library opens at 10 a.m.
The government increased the price of petrol.	The water level steadily increased.
They broke the window panes.	The pencil broke into two.

EXERCISE :

Underline the verb and decide whether it is transitive or intransitive.

Q1: The cat slid quietly under the deck. → Transitive → Intransitive	Q 2: I slept. → Transitive → Intransitive
Q 3: The shelf holds three books and a vase of flowers. → Transitive → Intransitive	Q 4: The cat chased the mouse. → Transitive → Intransitive
Q 5: The rabbit hopped quickly back to his hole. → Transitive → Intransitive	Q 6: I took the bus → Transitive → Intransitive

State whether the verbs in the following sentences are transitive or intransitive.

Name the object of each transitive verb.

- Who broke the window ? _____
- The child has fallen asleep. _____
- I saw the accident with my own eyes. _____
- She did not admit her fault. _____

SENTENCE PATTERN :

* A group of words which makes complete sense is called a sentence. A sentence has five components.

Example: Little Jack sat in a corner.

1. Subject 2. Verb 3. Object 4. Complement 5. Adjunct

Subject

Verb Transitive Verb
 Intransitive Verb.

Object Direct Object
 Indirect Object

Complement Subject Complement
 Object Complement

Adjunct(Adverb) Answers to Why?, How?, Where? When?.

There are basically five sentence patterns:

1. **SV** (Subject + Verb)
2. **SVO** (Subject + Verb + Object)
3. **SV IO DO** (Subject + Verb + Indirect Object + Direct Object)
4. **SVC** (Subject + Verb + Complement)
5. **SVOC** (Subject + Verb + Object + Complement)

Example:

1. Subject + Verb
 - a. Birds fly.
 - b. The crowd laughed.

Your example _____

2. Subject + Verb + Object
 - a. Ronaldo scored three goals.
 - b. The collector inspected the building.

Your example _____

3. Subject + Verb + Indirect Object + Direct Object
 - a. My father gave me a watch.
 - b. They presented him a bouquet.

Your example _____

4. Subject + Verb + Object + Complement
 - a. They elected her the class leader.
 - b. He painted the car blue.

Your example _____

Adjunct (A) can be added to the 5 basic patterns:

- | | |
|-------------------|--|
| SVA | We meet <u>every Friday</u> . |
| SVOA | The crowd cheered him <u>lustily</u> . |
| SV IO DO A | My uncle presented me a watch <u>on my birthday</u> . |
| SVCA | He is a professor <u>with a lot of experience</u> . |
| SVOCA | The committee appointed him the Chairperson <u>on Monday</u> . |

Identify the sentence pattern in the following sentences:

1. Birds fly in the sky. _____
2. They painted the car red. _____
3. He gave me a pen. _____
4. We shall meet tomorrow. _____
5. The collector inspected the town. _____
6. They borrowed money from the bank. _____
7. The teacher read a story today. _____

Functional Enrichment Activities

1. Listening:

Teacher reads out a paragraph and guides the students to form the topical sentence.

2. Speaking:

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

i. **Describe** an average day in your life.

ii. **Debate** on topics like:

* Have we got the real freedom dreamt by our noble leaders?

* "India – Free or Enslaved"? Though we live in a free country, we are not still free in true sense of the word. We are shackled and fettered with selfish needs and social evils.

3. Reading

Present news to your class from a newspaper

1. Regional
2. National
3. International
4. Weather
5. Sports.

Skim through a newspaper, read the headlines and identify the fields related to them.

Scan through the passages for specific information.

LET US SCAN:

Once a young journalist asked Edison about why he was trying to make the electric bulb when he failed so many times. To this Edison replied, "Young man, don't you realize that each time I tried, I learnt something? He tried out countless types of material in his search for a filament that would work. On October 21, 1879, after thirteen months of repeated failure, Edison finally succeeded in lighting the electric bulb. It has been reported that Edison had failed more than 17000 times before perfecting the first electric bulb. Scan the passage and pick out the important facts and ideas and write them down in this box.

- 1.
- 2.
- 3.
- 4.
- 5.

4. Writing:

Essay-writing is a written composition that expresses one's **thoughts** and **ideas**, and/or **opinions** and **feelings** on some topic.

The parts of an essay consist of an **introduction** followed by **supporting paragraphs** that lead to **the conclusion** that summarises the topic. **TRY IT!**

Imagine yourself a tree and narrate your experiences in real life situations.

ESSAY

POEM

*WHERE THE MIND IS WITHOUT FEAR

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



"Man is born free
but is
everywhere in
chains." Jean
Jacques
Rousseau

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

- Rabindranath Tagore

fragments- broken pieces.
domestic- country's internal affairs.
tireless- putting a lot of hard work and energy into something over a long period of time.
striving- working hard.
dreary- dull.
awake- wake up

As we remember Tagore on his 150th birth anniversary, we recall his contribution towards Indian writing in English. A Bengali poet, novelist and educator, he won the Nobel Prize for Literature in 1913 which was followed by a series of titles and awards during his career.

In this poem, the poet dreams of a world where everyone is truly free.

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

1. fearlessness and dignity _____
2. freedom of information _____
3. equality and harmony _____
4. truthfulness _____
5. striving for excellence _____

LET US UNDERSTAND :

1. What is the poem about?

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

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

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

5. When will our country be considered a heaven?

6. Do you like this poem? Why?

What are your wishes
for your country?

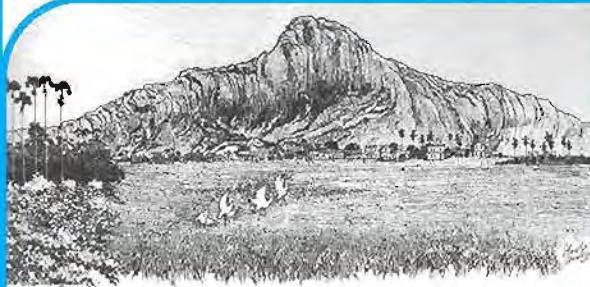


Now write down what each of these dreams demands of you.

No.	My Dream	My Responsibility	No.	My Dream	My Responsibility

From THE MULTIPLE FACETS OF MY MADURAI

By Manohar Devadoss



Sometimes, landscapes can speak to us. But they only talk if we are willing to listen to them.

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

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

complex: constructed buildings

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

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

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

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

supplemented by: added to
counterpoise: balancing weight
Impulse: sudden idea
cross-country trek: walking across the country
Idyllic: peaceful

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

I thought that what we had witnessed moments earlier was a rare visual gift and that we could always climb Yaanai Malai some other day. But my destiny decreed that, in this life, I was not to climb up this hill to enjoy viewing Madurai and its **enveloping** beauty. However, many years later - in October 1986 – I was to capture in ink on paper, the magic of the moment, of that distant afternoon, before lashing rains obliterated the serene landscape.

austere: simple and refined
placid: quiet
turmoil: stormy
enveloping: surrounding

During my adolescence, Yaanai Malai inspired in me a sense of mystique. Though I gave a premium to rationalism then, I had difficulty thinking of Yaanai Malai as a non-living, huge chunk of stone.

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

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

During the cool winter months, before the emerald of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white egrets alight here to feast upon the tiny, silvery fish that stray into the shallow

premium to rationalism: giving value to reason

syndrome: disease

monolith: stone structure

abruptly: suddenly

discrete: separate

egret: water bird

flapping: moving up and down

ballerina: western classical dancer

palmyra: palm tree

waters of the fields. The egrets slow, flapping take-off and the gentle swoop of soft-landing-as they hop from one part of the field to another – are as graceful as the movements of ballerinas.

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



1. In which direction from Madurai is Yaanaimalai situated?

2. Why is the hill called Yaanaimalai?

LET US REMEMBER:

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

WRITE AND SEE:

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

OBSERVE AND LEARN: WORK IN PAIRS / SMALL GROUP

Read aloud the last two paragraphs of the passage.

During the cool winter months, before the emerald of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white **egrets** alight here to feast upon the tiny, silvery fish that stray into the shallow waters of the fields. The egrets slow,

flapping take-off and the gentle swoop of soft-landing-as they hop from one part of the field to another – are as graceful as the movements of **ballerinas**.

⇒ Notice the language used. What makes it beautiful? Give your views.

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

READ THIS PASSAGE:

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

In this passage, there is another comparison – can you draw the picture he vokes?



FUNCTIONAL ENRICHMENT ACTIVITY:

Find out about the various types of irrigation facilities used in Tamilnadu, analyze which of them is the most eco friendly and efficient. Here is a suggested frame.

Conditions	Eri	Bore/Well	Yettram	River	Canal	Rainfed
Availability of Water						
Time available						
Nature of use						

POST READING - READ, AND BE INSPIRED !

THE NIGHT IS THE BEGINNING OF A NEW DAY

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

I approached all the *experts in Ophthalmology* [eye specialists] but to my disappointment, they told me that nothing could be done to restore the vision, as it was a case of 'Retinitis Pigmentosa'.

Should I call it the end of vision or the birth? My awakening to a new chapter in my life, with pitch darkness all around me? The Almighty had certainly closed one door - but He opened many others.

Discontinuing my studies at the Medical College, I enrolled for my B.A. in Political Science at the Madras Christian College, Tambaram, Chennai. The sylvan campus showered immense support and empathy on me. For my Masters and M.Phil. Degrees in Political Science, I moved to the well-known Jawaharlal Nehru University [JNU], New Delhi and there too, people became good friends. I have now taken up teaching at the meritorious Presidency College, Chennai. I offer coaching for the doctors aspiring for the I.A.S., and am finishing my Ph.D!

*Prof. Rose,
Asst. Professor of Political Science,
Presidency College, Chennai-5*

UNIT 6

A NOTE TO THE TEACHER

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

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

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

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

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

We have a lot of opportunities to serve the nation. Perhaps the greatest service one can offer is the willingness to cooperate and work together. Shall we have a glance at the biography of the first woman Police Officer?

In Preparation:

- ⇒ What is law and order? ⇒ How do you look at police officers?
- ⇒ In what way can you help the police?



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

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

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

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

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

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

Selvam : Well, my father takes all the decisions in the house. He says that is the traditional way. And my mother agrees.

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

Inian : I agree, Madam. My mother says that most men are unwilling to give women an equal chance.

Shruti	: I think everyone has to adjust. There has to be give and take.	DO YOU SEE ANY CHANGES? What changes do you see? THEN NOW
Radha	: That may be nice as an idea. In reality that doesn't happen.	
Jamal	: Why should it? In society if there has to be peace, people must accept their roles. Men and women can't be equal.	
Selvam	: Both in us and around us, I do not see any change from the past.	
Radha	: If you have eyes to see, you can; if you have ears to hear, you can.	
Teacher	: Why are speaking so angrily, Radha?	
There was a silence. As the teacher gently probed, the students shared what had happened.		
Teacher	: It is interesting that you are sharing this today, when I was going to talk about one of the greatest women in the history of the Indian police force – Kiran Bedi. Selvam, you know, don't you, that what you and your friends have been doing with your classmate is not right?	
Selvam	: But she <i>is</i> fat!	
Radha	: And his face <i>does</i> look like a monkey's!	
Selvam	: [getting angry] Watch what you say! You can never win in a fight with me.	
Teacher	: Calm down, both of you. Selvam, you started it. You have no right to pass an undignified comment or put down anyone else.	
Shruti	: But what Radha said was also not right, Madam.	
Teacher	: It isn't only about whether what people do is right or wrong. It is whether they create the space to be human.	
Radha	: How do you say so Madam? Sometimes there is no option but to fight!	
Teacher	: Yes Radha. But do see and take heart - the presence of women is everywhere today, in all walks of life; they are excelling in all fields. Let us consider Kiran Bedi for a moment. Kiran Bedi was born on 9 th June in Amritsar, Punjab, India. What do you know about her?	

- Inian** : Madam. I read one article about Kiran Bedi – The Super Cop. She is not only India's first woman Police Officer – she has a softer side to her as well – she has a family and a daughter called Saina.
- Teacher** : [smiling] Are you saying no Policeman can be soft?
- Jamal** : Madam, Why do we call her a Super Cop?
- Teacher** : It is as Inspector General of Prisons, Delhi that Kiran is best remembered. She created the space for hardened criminals to become human again. Her work with the prisoners of Tihar Jail, one of the toughest places for any police officer, will go down in Indian History as a hallmark of what a simple, dedicated, caring police officer can do. So Kiran is called the Super cop. She is known for her humane attitude, indomitable will and fearless spirit.
- Radha** : But Madam, did Kiran never react to injustice?
- Teacher** : Of course she did! That is what made her the police officer that she was! See, my dear, when you meet injustice, you can either retaliate, or respond intelligently. Shruti, keeping quiet in the face of injustice is not intelligence.
- Mary** : I read in a news magazine that she had initiated several decisions particularly in the areas of narcotics control, traffic management and VIP security. Madam, I always wonder - being a lady IPS Officer of India, did she not find it hard to tackle law and order?
- Teacher** : What is law and order?
Here are some of the responses that the class gave:
Law and order is
→ when people make rules and keep them, What do you feel?

Do you know?

In a poll conducted by The Week in 2007, Kiran Bedi was voted as the most admired woman in India!



cop- police
hardened- tough
hallmark - symbol
indomitable- strong

What is law and order?
Share your views.

→ when it matters what happens to another human being,

What do you feel? _____

→ when we care to live and let live, What do you feel?

→ when there's no need to put down other people to feel a winner

What do you feel? _____

→ when we don't have to cheat when no one's looking

What do you feel? _____

Teacher : Kiran Bedi worked by example. She believed in cooperating with people, and she found that people co-operated with her! Kiran worked harder and longer than the people around her. She didn't demand what she could not practice. Also, time management was her greatest asset as a child.

Radha : Okay, there is one Kiran Bedi. Are there any other women, Madam?

Teacher: You tell me!

Selvam : Kalpana Chawla!

Jamal : Sunita Williams!

Mary : Jhansi ki Rani!

Shruti : Ela Bhat – my mother says she has done a great deal for women's self help groups.

Inian : Isn't she the woman who started SEWA in Gujarat?

Teacher : Yes! We come across many women leaders in all walks of life; for example the first citizen of our country is a woman.

Radha : I am also happy about the Women's Reservation Bill in India.

Selvam : Did Kiran win any awards and laurels for her outstanding career?

Teacher : She won many awards like the Raman Magsaysay Award in 1994, Asia Region Award for Drug Prevention and Control and the Jawaharlal Nehru Fellowship for her work in Tihar Jail.

Selvam : It must have required so much energy. How was it at all possible for her?

Teacher : She says that she devotes one-and-a-half hours everyday for physical exercises.

Thillaiyadi Valliyammal

A veteran Tamil freedom fighter, who fought for Indian Independence with Periyar, and supported Mahatma Gandhi.

Radha : I hear that she had voluntarily retired from the Police force. What is the reason?

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

Radha : Where can I know more about Kiran Bedi?

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

Radha : I just love the title!

Inian : Who inspired her?

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

Radha : What is national spirit?

Teacher : Well, Radha, like a soldier protects citizens at the border, a policeman protects them within the border. She joined the police service to protect and serve the poor and needy. Not to put down injustice, but to redeem it - to create the space for the human. The power, the glamour, the uniform and status had no meaning for her.

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

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

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

She took away the bars,
Let them see the stars,
Taught them how to live-
How of their best to give;
Made them feel their worth,
Gave them back the earth,
All else besides this pales
As hope fills our Indian jails.

POST READING: TIHAR WONDER

What Kiran did at Tihar jail – No more Whips!

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

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

LET US REMEMBER :

Answer the following questions:

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

2. When and where was she born?

3. For what is Kiran Bedi best remembered?

4. What qualities is she known for?

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

6. How did Kiran Bedi work to tackle law and order?

7. What are the two Non – Governmental Organizations founded by Kiran Bedi?

8. What is the name of Kiran Bedi's autobiography?
-
9. Which one quality did she feel would bring everything into one's life?
-
10. Name one award received by her.
-

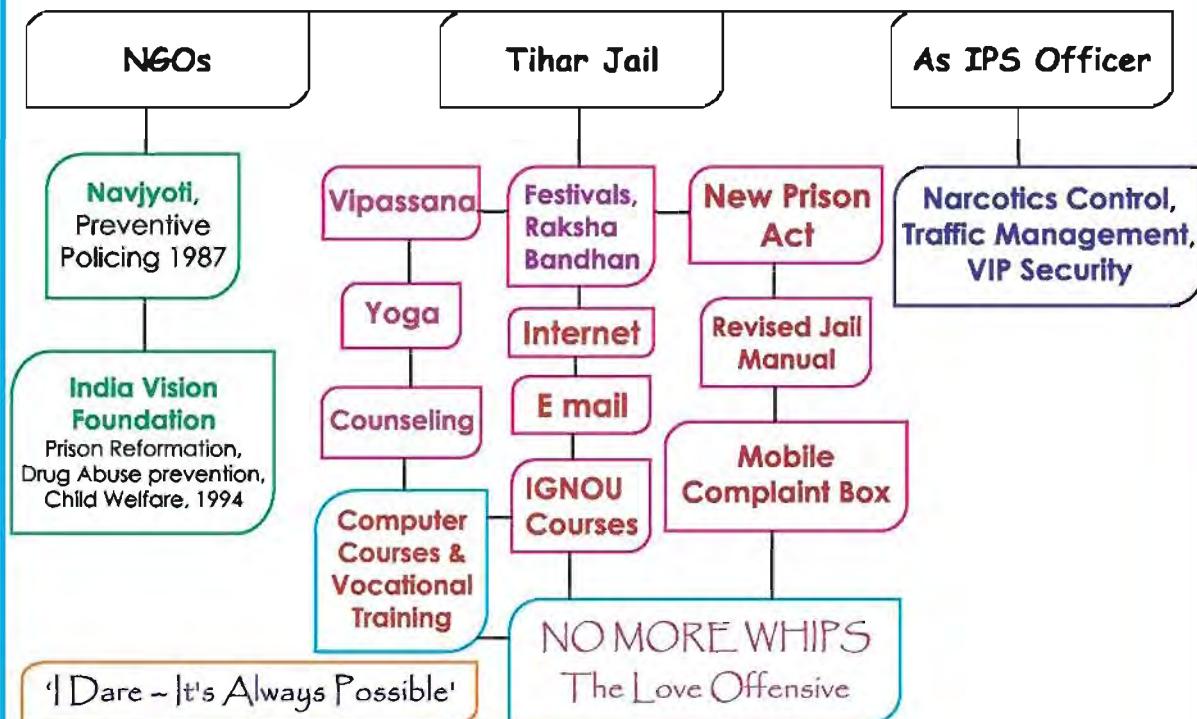
LET US DO:

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

Question Cards	Answer Cards
Who is the first woman I.P.S. in India ?	Tennis
Where was Kiran born?	Ramon Magsaysay Award Winner
In which game does Kiran Bedi win the championship title?	Amritsar
In which prison Kiran Bedi did the reformative works?	Kiran Bedi
Which was the award presented to Kiran Bedi in the year 1994?	Tihar jail
Why did Kiran Bedi form Navjyoti?	Kiran Bedi
Who wrote 'I Dare - It's Always possible'	Army Soldier
Who protects the citizens at the border?	For Welfare and Preventive Policing
What did Kiran Bedi feel about Truthfulness?	"Truth brings courage of conviction"
Which is considered to be the most important personal quality?	Kiran Bedi

LET US UNDERSTAND :

Kiran's Initiatives



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



LET US UNDERSTAND:

Discuss in small groups and share.

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

LET US SPEAK:

Read the following sentences. Identify them under the following heads:

1. apologizing 2. complaining 3. complimenting 4. congratulating

Write the correct number against sentences to identify them.

One has been done for you.

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

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

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

LET US WRITE:

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

A	B
indomitable	inborn
inherited	trademark
hallmark	strong
voluntarily	firm belief
conviction	willingly

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

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

LET US READ:

Read Kiran's views on **Truthfulness** with stress, pause and intonation:

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

GRAMMAR - PUNCTUATION :

Read the following passage and observe the punctuation marks:

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

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

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

Important punctuation marks to be considered:

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

1. A Capital letter is used

Your Example

for the first letter in a sentence - This is class VII.

for a proper noun - Palani lives in Chennai.

the personal pronoun 'I' - I am a student.

the interjection Eg; 'Oh!'

- Oh! What an idea!

after abbreviations - M.A., M.Ed., M. Phil.,

after initials - Mr.K.Prabhu

,

2. The Comma represents the shortest pause. It is used

⇒ to indicate a short pause after a word, phrase or clause.

a) He came, he saw and he conquered.

Your example: _____

⇒ to distinguish a phrase in apposition [about the subject].

b) Mr. Ramesh, the secretary is my brother.

Your example: _____

⇒ to indicate words of address.

c) Sir, I beg your pardon.

Your example: _____

⇒ to separate words, phrases or clauses inserted into the body of a sentence.

d) Jawaharlal Nehru, who was our first Prime Minister, had great love for children.

Your example: _____

⇒ to separate quoted sentences.

e) He said, "I am sorry."

Your example: _____

⇒ to separate 'absolute' constructions eg; having stopped.

f) The rain having stopped, they resumed the play.

Your example: _____

⇒ to separate day and date, and date and year.

g) Monday, the 5th August, 6th September, 1992.

Your example: _____

3. The Semicolon indicates a longer pause than a comma. It is used to,

⇒ separate word groups within the sentence that are not joined by a conjunction.

The chief guest came; the principal greeted him; then he walked up to the dais.

Your example: _____

.

,

4. The Colon marks a more complete pause than the semicolon. It is used:

- ⇒ **to introduce a list.**

The major novels of Kalki are: *Ponniyin Selvan*, and *Sivagamiyin Sabatham*.

Your example: _____

- ⇒ **to introduce a phrase, a group of words or a sentence that explains or elaborates what has been said.**

The problem facing us is this: where shall we get the funds?

Your example: _____

5. A Full Stop is used at the end of a statement or an imperative sentence.

- ⇒ We enjoy our English lessons.

Your example: _____

6. The Interrogation mark is used after a direct question.

- ⇒ Who is Mrs. Kiran Bedi?

Your example: _____



7. Parentheses or brackets are used to separate an after thought or aside from a sentence.

- ⇒ All boys [including the richer ones] are given free uniforms and books.



Your example: _____

8. The Dash/Hyphen is used to mark a sudden interruption in a sentence, and in certain compound words

- ⇒ Kumar met an old man – he was a foreigner – and he spoke a strange language.

Your example: _____

- ⇒ Life – style ; long – forgotten

Your example: _____



9. Inverted commas are used to enclose words actually spoken by someone.

- ⇒ The students said, "Who is our new teacher?"

Your example: _____

10. An Exclamation mark is used after an exclamatory sentence.

- ⇒ May God bless you!

Your example: _____

Notice the use of the comma in the following sentence:

Eg. Dr. A.P.J Abdul Kalam, the President of India, saw a peacock in his garden.

Put commas wherever necessary:

1. We did not like her voice. However we kept quiet during the show.
2. I don't know Dinesh. In fact I haven't even heard her name.
3. Ms.Kiran Bedi the IPS Officer was the chief guest.
4. This news believe me or not is perfectly true.
5. Mr. Ramesh the new Principal of our school is a very friendly person.

Use capital letters, full stops and question marks wherever necessary :

alexander : how should i treat you

porus : as one king should treat another

alexander : you are a brave man will you be my friend

porus : on one condition

alexander : what is your condition

porus : my kingdom should remain independent and you should treat
me as an equal

Punctuate the following text.

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

I don't think i like boys answered the swallow.

LET US REVISE - SUBJECT - VERB AGREEMENT :

Write the correct answers for the following sentences:

1. He was rich and he were a miser

_____.

2. Each of the boy received a present.

_____.

3. Good news have been received by the Head Quarters.

_____.

4. One of the boy looks happy.

5. No one know the secret.

DO AND SEE FUN WITH WORDS :

Fill in these words, using the clues given: all of them have a prefix or a suffix!
writing, indiscipline, spinning, impossible, injustice, immobile, unreal, kindness, teacher

1. unfair treatment _____
2. a fantasy _____
3. being rude _____
4. beyond the scope of _____
5. disorderly _____
6. not moving _____
7. one who teaches _____
8. a quality _____
9. making thread _____
10. representing on paper _____

Do and see

Unscramble these words:

mi dom in ble ta	<u>indomitable</u>
ter en tain	_____
mil iar fa	_____
pin ion o	_____
cult fi dif	_____
rate sep a	_____
tics nar co	_____
ti lar cu par	_____
ful ness th tru	_____
tion exa na mi	_____

Do and See

Turn these words into nouns by adding 'tion' and use 5 in sentences of your own

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

LET US REVISE - SYLLABIFICATION [SMALL GROUP]:

Say these words aloud. As you might remember, each different sound unit that you make is called a syllable. Each of the words below has a certain number of sound units. Add more words from the text to the list.

2 Syllables [di-syllabic] 3 Syllables [tri-syllabic] 4 Syllables[tetra-syllabic]

children	possible	dedicated
even	capable	retaliate
final	citizen	intelligent
woman	challenges	cooperate
Kiran	Magsaysay	reservation
award	preventing	population
leader	example	revolution
prison	government	prosperity
practice	magazine	demonstration
matter	injustice	cultivation

PROJECT:

Write a conversation between Kumaran and Sakthi about the responsibility of a citizen to follow the rules of the road strictly.

POEM

* KEEP YOUR SPIRITS HIGH

In Preparation:

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



The present seems all dreary
The future very grim,
Your problems are perplexing,
Your chances rather slim,
You're sick and tired of trying,
And your hope is fading,
There's only one solution -
It's "keep your spirits high".

dreary: boring
grim: sad
perplexing: confusing
slim: very lean, light
puzzle: maze, confuse
obstruct: hinder, prevent
quitter: One who exists
grit : tighten
nearly: almost
round the corner: just waiting to happen

The way ahead is puzzling,
And clouds obstruct your view,
If this is how you're feeling,
There's just one thing to do;

What would you do, to keep your spirits high?

Don't prove yourself a quitter
Though you're feeling sad and bitter,
But grit your teeth and bear it
And keep your spirits high!

Good luck is round the corner
So have a smiling face:
For soon your fears will vanish,
And joy will take their place,
Look forward to tomorrow
There will be an end to sorrow,
Because you have the courage,
To keep your spirits high.

- Adapted from HOPE SPENCER



LET US REMEMBER :

1. Who is the speaker of the poem?

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

3. When do 'hopes fade'?

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

5. 'Your problems are perplexing' means: (*Choose the best option*)
 - a. You are in a confused state.
 - b. He is excited to see the picture.
 - c. The entire group is in a jubilant mood
6. How do you understand the term, 'look forward to tomorrow'?

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

Have you ever felt sick and tired of trying? What did you do then?

Do you face these challenges? What can you do? Fill in!

the present seems dreary	problems are perplexing	the way ahead is puzzling	feel unable to cope	feel afraid of moving forward
I can	I can	I can	I can	I can

PROJECT:

Name some persons from your locality who became successful in life, in spite of their distressing situations.

NAME OF THE PERSON	DISTRESSING SITUATION	HOW HE/SHE WON

POST READING:

The Paint Box

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

- A child's poem from Israel

What are your colours for peace?



GEORGE WASHINGTON CARVER AND PEANUTS

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



INTRODUCTORY NOTE:

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

Early years

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



Moses and Susan Carver brought up George and his brother as their own children. It was on the Moses' farm that George fell in love with nature, and earned the nickname 'The Plant Doctor'.

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

[During the Civil War, some Southern Whites started raiding farms and kidnapping slaves and selling them. They were called **slave-raiders**.]

George's **formal** education started when he was twelve. He could not go to school because he was black. There was no **black school** nearby and so he had to move. He said good-bye to his adopted parents and went to Newton County in Missouri. He studied in a one-room school and worked on a farm to pay his fees. This was America before Lincoln, before blacks had the same rights as whites.

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and the strong. **Because someday in life, you will have been all of these.**"

Adult life

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

At Tuskegee, Carver developed the crop rotation method, which alternated nitrate producing legumes-such as peanuts and peas-with cotton. Following Carver, **southern farmers** soon began planting peanuts one year and cotton the next. The farmers were ecstatic with the tremendous quantities of cotton and tobacco they harvested. And there were peanuts, far more than could be fed to farm animals. This was a crisis of plenty.

southern farmers: farmers living in the South of America

tend: look after
formal:

black school: a separate school for black children

because of his race: because he came from Africa

distinguished himself: performed well

Carver locked himself in a laboratory for one week, and produced dozens of products from peanut, including milk and cheese. A new industry had sprung up that could use the surplus peanuts. In later years he produced more than 300 products from the lowly peanut, including peanut Butter, ink, facial cream, shampoo and soap. By 1938, peanuts had become a \$200 million industry.

How many uses can you think of for a peanut?
Write down 5.

And guess how many more are possible!

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

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



Carver and Money

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

Carver did not patent or profit from most of his products. He freely gave his discoveries to mankind. "I can't think of making money out of something that God gave me free." In 1940 he donated over \$60,000 of his life's savings to the George

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

Washington Carver Foundation for continuing research in agriculture and willed the rest of his estate to the organization so his work might be carried on after his death.



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

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

LET US REMEMBER :

1. Who brought up George and his brother after they were stolen by the slave raiders?

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

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

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

DO AND SEE WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER :

a. It was at the Moses Carver's farm that George fell in love with _____.

- 1) food 2) birds 3) animals 4) nature

b. The nickname George was given was _____.

- 1) The Plant Doctor 2) a Challenger 3) Brave Hero 4) George the Great

c) George helped to develop farming with a method called _____.

- 1) Irrigation 2) Crop Rotation 3) Formal Method 4) Pioneer Method

d) George produced dozens of products from the peanut, including _____.

- 1) Bread and Butter 2) Milk and Cheese 3) Milk and Curd 4) Butter and Cheese

e) Carver invented a process for producing paints and stains from _____.

- 1) Soya Beans 2) Llama rind 3) Rubber Tree 4) Beet Root

DO AND SEE :

Rearrange the following jumble sentences in logical sequence and write in a paragraph. (The first and the last sentences are already in order)

1. George was born to Negro slave parents on 12th July 1864.
2. Carver developed the Crop Rotation method of farming.
3. Moses and Susan Carver brought up George and his brother.
4. George completed his Master's Degree in Agriculture
5. One night slave riders stole George and his mother.
6. George produced more than 300 products from the peanuts.

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

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

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

LET US UNDERSTAND [SMALL GROUP] DISCUSS AND WRITE :

- ⇒ What do you feel about slavery in America? Write 5 lines about why you feel that way, citing facts from the text.
- ⇒ The Highland University in USA denied admission to George whereas he was accepted in Simpson College Iowa in 1890. How do you understand this fact?

TRY THIS PLANNER ! (You can also be a winner, like George Washington Carver!)

Think Decide Act Achieve

You may have a number of interests, like painting, mechanics and sports. There are also requirements that you have –to take care of yourself, to study, to help at home. You might also have goals, which are more long-term – they require continued effort. Perhaps you have a dream – something you aspire for.

Fill this planner, and see if things get more clear!

MY INTERESTS

--	--	--	--

MY REQUIREMENTS

--	--	--

MY GOALS

--	--

MY DREAM

--

UNIT 7

A NOTE TO THE TEACHER

This is the age of information and electronics. Till the 1950 s, the computer had been known as a calculating machine. Today, the computer has entered into all walks of life. Internet and its off spring, the e-mail has transformed communication across the globe. However, the risks of exposing children to uncharted cyber space have always accompanied the undoubted advantages. In this context, it has been felt that a clear perspective on the computer, that also encourages children to ask for safe help when it is required, might be the need of the hour. The lesson **Intelligent Use** shows the many possibilities of the computer, its benefits and possible problems.

The poem "**Be the Best**" focuses on the importance of positive thinking and highlights the idea that one should aim at perfection in whatever work one does. The invitation to students is to best person they can be.

The supplementary reader, '**An Interface with an Extra Terrestrial Being'** builds upon the borderline between fear and fantasy. An impressionable young boy walks along a dark road, having been profoundly influenced by what his teacher said about aliens in the class. In his anxiety to avoid an encounter, he comes across the very thing he fears – only, it is not what he thought it to be! This passage offers rich scope for a range of activities around outer space and extra terrestrial beings, and to enrich the students' knowledge about the universe.

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. Articulation activities given in this unit will be of much use to the children. An additional aspect is the inclusion of exercises aimed at sensitizing the child to the scope of possible help when entering the cyber world.

In grammar, Modals and their uses have been introduced, and the Speaking component has been emphasized, to enable the students to use these in their conversations. The teachers could give exercises on other modals also. There are also creative exercises on Slogan Writing and Reporting.

PROSE

INTELLIGENT USE



The computer provides boundless 'virtual' space. And as with all free and boundless spaces, you have to take great care when you navigate them.



In Preparation :

What are the different ways in which you use a computer?

The students of Class VII were very excited. A computer specialist was going to speak to them! He was a young man who was working in Google, a company that specializes in helping people search for information. He had also started a small voluntary group called '**Intelligent Use**', to advise young students about intelligent and risky use of computers. His name was Kumar Valliappan, and he smiled at all of them as he came in.



Kuma : Hi, kids! You can call me Kumar. And you can ask me any questions you want—at any time! Don't worry about interrupting me. Do you want to know how smart people use computers?

All : Yes, Kumar!

Mani : Who made the computer? God?

Kumar : Well, the real answer is that many inventors contributed to the evolution of computers. The major contribution was by Charles Babbage, an English

What is a computer?

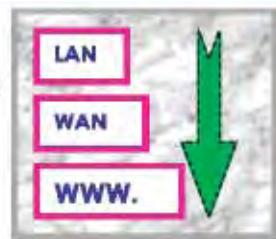
A computer is

Who designed the first computer?

mathematician, who designed a computer in 1822. In general a computer is a machine that can be 'programmed' to receive information, store it and retrieve the data whenever we want. You know it's like a human brain.

We study the lesson, retain it in our memory, and recall it whenever we need to.

- Kannan** : My brain computer's bad!
- Kumar** : There are no bad computers- human or otherwise – only bad programmes, and unsure users!
- Kannan** : That's reassuring!
- Kumar** : No problem. [Smiles]
- Radha** : Things are changing so fast with computers!
- Kumar** : True, from LAN [*Local Area Network*] and WAN [*Wider Area Network*] to interlinking of computers at the global level, the *World Wide Web*—www.



The use of computers took a leap in 1992, when the World Wide Web was launched. So now you can get all the information you need on anything within a fraction of second with the help of search engines like www.google.com, www.altavista.com, and many others. It is boundless 'virtual' space. And as with all free and boundless spaces, you have to take great care when you navigate them.



You can access and download photos and facts of eminent personalities, satellite pictures, get almost any question answered. Many people have begun to buy personal computers or note book [lap top] computers. Institutions and offices have had them from early 2000. Today, there are giant companies like Intel, Microsoft, Hewlett Packard, Oracle and Apple who deal with computers, their operating systems and peripherals.



- Radha** : What is a peripheral?
- Kumar** : For example, the printer or scanner is a peripheral.
- Kannan** : Sorry to ask – but what is an operating system?

A **patent** gives the creator of an invention the sole right to make, use, and sell that invention for a set period of time.

copyright: ownership of intellectual property – for example, a photo or clip in the web may have a 'copyright'.

royalty: payment for use

Kumar : I'm glad you asked. I'm sure many students had that doubt! See, the computer is a machine. An operating system is the basic platform from which a machine functions.

Selvam : So what work do people do in these big companies?

Kumar : Big companies try to design and market better and better computers! Every product they sell has a patent and a copyright for which every user has to pay a royalty. But something has happened that was never imagined before!

Linus Torvalds



In 1991, A young man in Finland, Linus Torvalds, wrote an operating system that others could use and change freely! No royalty was involved! Many Governments are using these operating systems. This is called an **Open Source System**. The Open Source System allows individuals and governments across the globe to collaborate and give their best to the maximum number of people.

Thousands of people work on and add to these programmes. It is thanks to Open Sourcing that each of you will soon have a cheap and useful computer that can help you to learn! The other day, Mr. Kapil Sibal, the HRD minister for the Government of India announced that he would make a child user-friendly computer available for just Rs. 1500/-

What is an Open Source System?

Indra : Wow! It's amazing. By the way, you were talking about the Internet. Can you tell us more?

Kumar : The Internet is a global system of interconnected computer networks to serve billions of users worldwide. It is a network of networks, actually! It consists of millions of private,

What is the Internet?

public, academic, business and government networks. All these networks are linked by a board. The Internet can now be accessed almost anywhere by numerous means, even through mobile Internet devices – in fact, from any place where there is a wireless network supporting that device's technology.

There is also the *electronic mail* or e-mail, which is an off shoot of the Internet, and helps you to write letters to anyone on the computer through an e-mailing address (e-mail ID).

Muthu : My dad's friend got operated through a computer. [Everyone laughs]

Kumar : Why, you can study a language, learn math – even dissect the human body! The computer assists all kinds of diagnostic devices like the MRI Scan and the Ultra Sonogram. It is also used in many fields of treatment. **Telemedicine** is becoming popular when people can't get to a doctor.



Vikram : My dad **teleconferences** nowadays. He says travel is getting expensive!



Kumar : The computer has opened up new avenues that make things easier, like desk top publishing, e-publishing, e-tutoring and e-banking. In global industry, with rocketing prices, and shrinking natural resources,

BPO- Business Process Outsourcing

KPO- Knowledge Process Outsourcing

BPOs and **KPOs** are some of the other developments. They have generated lakhs and lakhs of placement opportunities in poor countries which provide cheap and effective labour.

Mary : My sister's friend didn't like working in a BPO at all! I don't ever want to work in one!

Kumar : **Information Technology Enabled Services (ITES)** are a growing field in India. But you are right, Mary! There are many questions and disadvantages in this as well! This is where my organization helps. It helps you sort out your values. Smart people have some **commitments** and some **priorities**.

telemedicine- medical consultancy available through the Internet.

teleconference - a conference through Internet between people from distant places

commitment- a sense of responsibility
priorities: things that come first in importance

- Selvam** : What does that mean?
- Shruti** : I know. It means there are some rules that they'll never break.
- Kumar** : Well, yes and no. When you care about something, there are no rules – just caring. But you've to show you care! You can't say that you care about your mother and not bother about how she is and what she is feeling!
- Radha** : That's true! But what does that have to do with computers? You are right, Mary! There are many questions and disadvantages in this as well! This is where my organization helps. It helps you sort out your values. Smart people have some **commitments** and some **priorities**.
- Kumar** : There are a number of people you can't see who are just a click away. They are not all nice people. It's like in a film; you don't know the person who acts – just the character he presents. Imagine if one of those people was to speak to you. Would you really know him?
- Jamal** : No. How would I?
- Kumar** : Exactly. The person who speaks to you could show you anything he wished you to see. So how many of you go to **browsing** centres? How many of you use the computer to watch films, listen to music, and play games or chat? Studies show that they may be **addictive**. Smart use of the computer means that decide how I want to use the computer, and I am also clear about some values I will stand by, no matter what I am curious or tempted about.



browsing- exploring computer programs that provide information on the internet
addictive: a habit that becomes impossible to break
umpteen- very many, several
netizen- an internet user

kamadhenu- a mythical deity with human head and cow's body, who could grant wishes
download- retrieving the information from the website
mind-boggling- unbelievable, astonishing
off-shoot- consequence of
accessible: within reach

- Inian** : This is true! Even on my cell phone, I find so many messages that I am curious about, and when I go into the site, I feel bad afterwards.
- Kumar** : That's an honest thing to say! This is where both your priorities and your commitments kick in!
- Vivek** : You're right! You know, my elder sister is studying in Std X. She required the previous years' public examination question papers. I had to download them from the Net. So, I went to a browsing centre. You know, computers are a store house of information. There are umpteen websites providing data about anything under the sun. Kumar, I got so carried away that I forgot all about her question papers!
- Kumar** : Not only question papers - you can get useful information from any website with a single click of the mouse. For a netizen, the computer acts like a 'kamadhenu'. The possibilities of the internet are mind-boggling - so are the risks. You need to know when to stop! You need to live intelligently in the real world, not escape into the mindless world of virtual games. On the Net, you need to truly know who is talking to you. You need to be able to reject tempting invitations! You need to create the rules that you will function with, and follow them! This is what my organization '**Intelligent Use**' is all about.

It is a **portal** that gives school children guidance about safely navigating the Web. It tells you what is safe and unsafe.

It warns you of the risks you run. It helps you 'cut' an unwanted connection. It helps you with projects and experiments. It makes appropriate learning sites accessible. It counsels you when you become addicted to any one game or site. It helps you to work at your thinking skills. It has also collected many free sites to exercise your creativity. Overall, it gives you a chance to use the computer intelligently! This portal does not charge for its services!

The Class clapped for Kumar, as he ended his interaction.

LET US REMEMBER -1:

1. Name a few search engines. _____
2. Mention a few websites. _____
3. What is World Wide Web? _____
4. What is e-mail? _____
5. What do BPO and KPO stand for? _____
6. What is a browsing centre? _____

LET US REMEMBER - 2 :

Complete the sentences: Tick the correct answer and fill in

1. **This lesson is about** _____
 - a. *Internet*
 - b. *e-mail*
 - c. *the computer and its uses.*
2. **E-mail means** _____
 - a. *Electrical mail*
 - b. *Electronic mail*
 - c. *Emergency mail.*
3. **Who designed the first computer?** _____
 - a. *Graham bell*
 - b. *Isaac Newton*
 - c. *Charles Babbage*
4. **When was World Wide Web launched?** _____
 - a. 1992
 - b. 1994
 - c. 1982
5. **Telemedicine is** _____
 - a. medical consultancy available through the Internet
 - b. On line medical publishing sites
 - c. Social networking sites.



LET US UNDERSTAND:

Discuss in pairs/small groups **Present in class:**

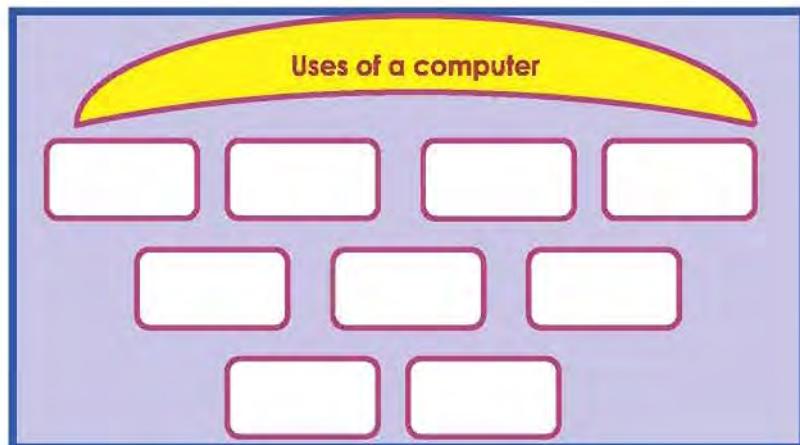
- Why was Kumar saying that you need to know when to stop?
- What did he mean, when he said "You need to live intelligently in the real world, not escape into the mindless world of virtual games"?
- On the net, why would you need to truly know who is talking to you?
- Create and present the rules that you will function with, and follow.

FUN WITH WORDS :

Pick out all the words that relate to the computer!

m	s	e	n	d	b	w	i	n	d	o	w	g	f
t	o	e	d	l	t	z	t	o	o	l	s	l	h
a	q	u	f	o	l	d	e	r	b	m	l	k	x
b	f	R	s	a	v	e	d	e	l	e	t	e	k
c	p	o	d	e	s	k	t	o	p	c	o	p	y

DISCUSS AND SUMMARIZE:



LET US WRITE :

E-mail is used to send letters or messages using the Internet. You have to follow the rules of grammar and punctuation when sending emails. Emails are easy to use and they can reach the addressee wherever he is, within minutes.

DO AND SEE :

Write an email to your old English teacher who lives in another town now. Tell her/him that you and your parents will be coming to visit, as you will be passing by, and give the relevant details.

Enter your teacher's email ID : _____

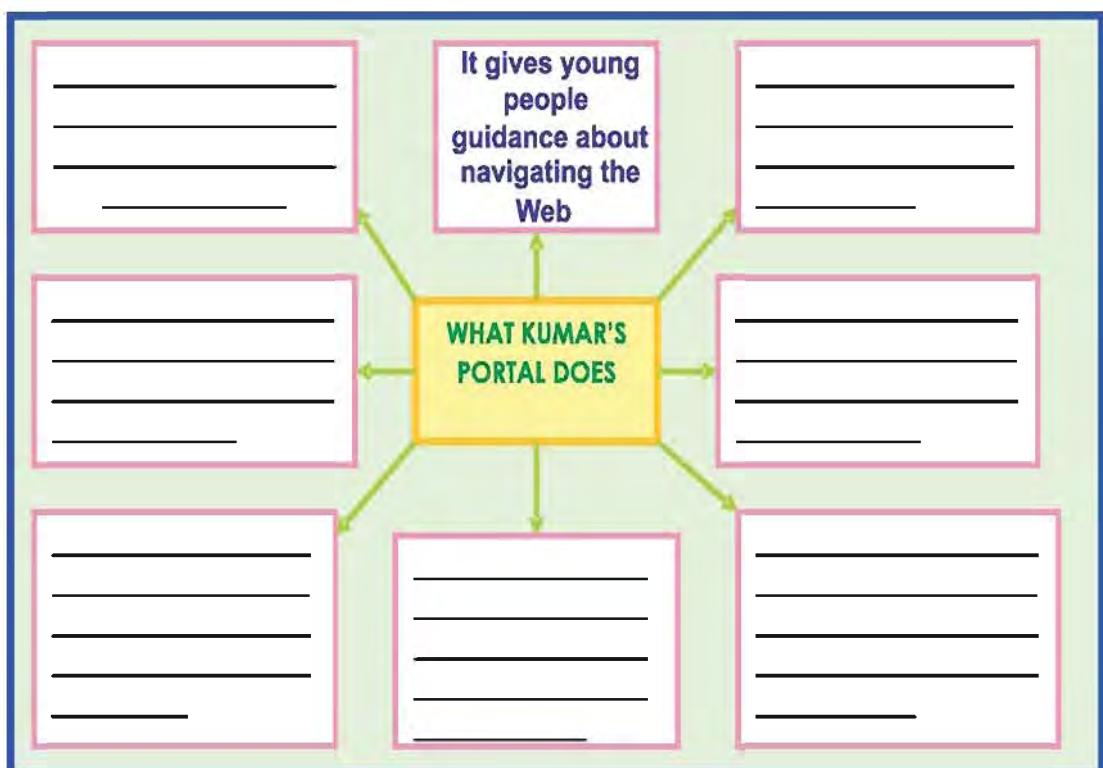
Enter the topic of the letter : _____

Now write the letter, including the following details:

- date of visit
- time of visit
- how you will be traveling
- how long you will be staying
- where you and your parents are going

Note: You can also ask for your teacher's contact details such as the address and mobile number in case of an emergency.

FILL IN :



LET US LEARN :

What is a modal auxiliary verb?

A modal is a **mood-defining** auxiliary verb. When your friend invites your company to a movie, you would say 'I will come' if you are certain and 'I may come' if you are uncertain.

Similarly, if you know Telugu, you would say 'I can speak Telugu'. Modals express very many moods of the speaker such as expressing politeness, doubt, apology, willingness, certainty, ability and so on. Modal s are an indispensable component of spoken English.

Let us look at some of the modal auxiliaries with examples :

can: Most commonly, we use **can** to express ability, in the present or in the future.

- | | |
|---|---|
| (Eg.) I can drive a cycle. | (Ability) |
| I know you can solve this problem. | (You have the ability) |
| No one can be right all the time. | (Possibility) |
| Can you talk to the Principal sometime next week | (Will you find the opportunity?) |
| Can I use your mobile phone please? | (Asking for permission) |

may: Modal auxiliaries help main verbs to express requests, suggestions, wishes, intentions, possibility, ability, etc.

- | | |
|--------------------------------------|------------------------------------|
| (Eg.) You may go home. | (Giving permission) |
| May you live long. | (Wish) |
| May I go home now? | (Polite request) |
| It may rain this evening | (Probability / Possibility) |

will: The modal '**will**' is used :

- i) **To express willingness or promise.**
(Eg.) We **will** support you.
- ii) **To express a threat.** **(Eg.)** I **will** report it to the police.

- iii) **With the first person (I/We) to express determination.**
(Eg.) We **will** not yield to the enemy, however long the struggle.
- iv) **With the second and third persons for forming the Future Tense.**
(Eg.) The play **will** start at 6.30 pm.
I **will** accompany you to the hospital. (**Willingness / Permission**)

would: The modal '**would**' is used:

- i) **To express a wish.**
(Eg.) I **would** like to have a peaceful week-end.
- ii) **For asking polite questions or making requests:**
(Eg.) **Would** you mind passing the salt?
- iii) **To express a wish.**
(Eg.) I **would** rather go for a walk than watch the TV.
I **would** like to tell you one thing.

Now, let us learn how to use **Would**, **May**, **Can**, **Will** to express Suggestion, Politeness and Willingness.

LOOK AT THE FOLLOWING SENTENCES :

- **Will** you please open the door? [Politeness]
- **Would** you [kindly] open the door? ['Would you?' is more polite than 'Will you?']
- **Can** you make me a cup of coffee? [Politeness]
- **May** I go to the class now? [Politeness but more formal than 'can']

NOW FILL IN :

- I will carry your books _____
- Will you please give me your pen? _____
- Will you please post this letter for me? _____
- Would you open the door, [please]? _____
- Would you [please/kindly] pass the pencil? _____
- I will buy the ticket for you _____

- Can you put the TV off? _____
- Can I use your bicycle for an hour? _____
- May I read this poem? _____

LET US REMEMBER :

Tick the right answer:

1. _____ come in Sir ?
a) Will b) May
2. _____ you please give me your book? **[Ask Politely]**
a) May b) Will
3. _____ you please open the gate? **[Ask more politely]**
a) Would b) May
4. I _____ take you to the library
a) Will b) Would
5. _____ you drop me?
a) Can b) May

POEM

* BE THE BEST

Often, it isn't clear to any of us, what 'being the best' is. What is excellence?
Do find out for yourself!

In Preparation:

To live is a gift. Whatever we are is life's gift to us. Can we celebrate it?



If you can't be a banyan on the top of the hill
Be a scrub in the plain - but be
The best little **scrub** by the side of the **rill**;
Be a bush if you can't be a tree.



If you can't be a bush be a bit of the grass,
And some highway you will happier make;
If you can't be a lotus then just be a **bass**-
But the liveliest bass in the lake!



We can't all be the captains; we've got to be crew,
There's something for all of us here.
There's big work to do and there's lesser to do,
And the task we all have is the **near**.



If you can't be a highway then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail -
Be the best of whatever you are!



IMAGINE!

1. If you were a tree, what tree would you be? Why?

2. If you were a road, what kind of road?

Draw it!

In the galaxy, what would you be?

- Adapted from Douglas Malloch

scrub- bushes and/or small trees

rill- a small stream

bass- an edible fish

near – the immediate work

LET US REMEMBER:

Answer the following questions:

1. Where do we find valleys?
_____.
 2. How does grass make the highway happy?
_____.
 3. Why has the poet compared a lotus with a bass?
_____.
 4. What is the difference between a highway and a trail?
_____.
 5. Add some more comparisons apart from the ones given in the text [at least three]. Eg. If you can't be an artist be a sportsman.
 1. _____.
 2. _____.
 3. _____.
6. List six pairs of rhyming words.
1. _____ / _____
 2. _____ / _____
 3. _____ / _____
 4. _____ / _____
 5. _____ / _____
 6. _____ / _____

LET US UNDERSTAND: Discuss in small groups and present:

1. What do you think is a good goal to have in life? Why?
2. What one quality do you think makes people excellent in the following fields?

Why?

Education _____

Medicine _____

Football _____

Politics _____

Business _____

World Peace _____

Environment _____

AN INTERFACE WITH AN EXTRA TERRESTRIAL BEING [ET]

It was a Monday evening. 12-year-old Gopi was walking back home after playing football in the playground with his friends. He was tired and hungry, and looked forward to some dinner and sleep. The road was dark and lonely. The street lights had gone off, and all his friends except Vikram had dropped off at their homes. His was the last on the long, **winding** road, hidden from view by a **clump** of trees. The sun had gone down, and the stars couldn't be seen. It was September, and the skies were cloudy and dark at 6.30 in the evening. Unconsciously, the boys started walking a little faster.



Suddenly, Vikram asked the question, "Have you ever come across **aliens** in your life, da?" Gopi didn't find the question funny. This evening seemed to be the kind of time when even a lamp post looked like a tall and skinny monster. "Why do you talk about them now, when we can't even see two feet ahead of us, da?" he asked, irritably.

"Listen, I am rather serious about it. You remember, this morning, our Science teacher Madhavan Sir told the class that there is the possibility of the existence of aliens in other planets or **galaxies**. I read somewhere that aliens could be living on Titan, one of Saturn's biggest moons."

Gopi's brain was least bothered about the presence or absence of aliens on Titan. He was worried about them **emerging** from the next tree.

Something brushed past his legs and he screamed. Vikram was angry. "Why are you shouting, da?" he asked. "That was just my water bottle." "Why can't you keep your water bottle in your bag, like other sensible people?" shouted Gopi. In his mind, he was preparing for a chance encounter with....he did not know who. It filled him with **dread** and anticipation.

winding – twisting
clump – cluster
aliens – an outsider (extraterrestrial being)
galaxies – group of stars
emerging – coming out
dread – fear

Vikram's house came into view. There was obviously something wrong with the power supply. There were no lights burning. Vikram's brother was chatting at the gate with his friends, and Vikram joined them.

Gopi **trudged** on, alone. He had almost asked Vikram's brother Jeeva if he would accompany him home. Jeeva was an understanding person. He was also old and wise – nearly 19 years old, and clearly unafraid of aliens and other **monsters**. It was pitch dark on the road. His house was in a by-lane, and he had turned off the main road. There was a **gust** of wind, and the trees rustled. He could feel the first cold raindrops on his **clammy** skin. Oh, why had he spent so much time playing today?

Suddenly, there was a **glimmering** light just ahead of him, and as he watched, it started growing larger. There was a **hooded** creature moving towards him. Somehow, he stopped feeling afraid. It was too late for fear. He had known this would happen. "Who are you?" he yelled. Despite his best efforts, his voice **wobbled**. "You can't do anything to me," he continued bravely. "I am proud to be an **earthling**. I can defend myself."

The creature stopped. The glimmer went, as if a light had been switched off. To Gopi, it looked just like the small alien that he had seen in a Hindi film, some time ago. This gave him confidence. But he was afraid of the laser beams that he knew would transport him to the creature's world in an instant. He thought longingly of his mother. Even his younger sister, who was usually such a nuisance, seemed wonderful, warm and....human. He forced himself to move forward. His feet felt as if they were made of lead. He had to exert himself a great deal to move them. As he inched forward, he made a loud noise. 'A....ah...ah...ah,' he shouted. The creature seemed to **waver**. Choking sounds seem to be emerging from it. 'Uh...uh...uh' went the creature. Gopi decided to **make a dash** for his home, which he knew could not be far away. Maybe the strange creature might be scared of him!

trudged - moving uninterestingly
monsters - supernatural beings
gust - strong draft of wind
clammy - sticky
glimmering - feeble light
hooded - raised head with a cover
wobbled - shook
earthling - erson belonging to earth
waver - be unsteady
make a dash - rush

"I've got a powerful net in this case," he shouted, showing his bag. "I am going to catch you. Watch out!" **Yelling** like a **maniac**, he ran forward. The creature seemed to be **tottering** with fear. It seemed to have decided to retreat – it was hurrying backward. But not fast enough for Gopi! He was now full of super human energy. He was now sure that whatever it was, it was scared of him! He decided to capture it and hand it over to the authorities. His father worked in a University, and would know what to do. He was catching up with the creature, which was making strange, **whimpering** sounds. With one final leap, he caught the hood. It came off...it was a raincoat. From it emerged...his sister. Her eyes were streaming, and she was laughing so much that she couldn't breathe. "Amma sent me looking for you," she said, when she could talk. Oh, but you were funny!"

yelling	- shouting
maniac	- person having an obsession
tottering	- wavering
whimpering	- crying feebly

Answer the following questions :

1. Do you think that there is the possibility of existence of aliens in other planets or galaxies? Yes/No On what do you base your answer?

2. Does space travel interest you? Yes/No. If you got a chance to travel into outer space, where would you go? Why?

3. What makes Gopi think that there is an alien in front of him?

4. What future do you see for the planet earth? For human beings?

5. What makes Gopi's sister laugh so much?

What is a report?

To 'report' means 'to convey'.

A report is a formal account of an activity, happening or event. It is a planned narration of things that would interest other people.

A report could also collect and share news of anything, even a book or film, for the newspaper, radio, e-news or television. Remember, a report is always for a particular group of people interested in what you might have to convey. It should be simple, usually in the past tense and accurate. Report-writing is different from letter writing.

Here is a factual report on your school Annual Day Celebrations. Who do you think is likely to read this? Yes, your teacher!

REPORT ON SCHOOL DAY

Friday, 12TH October, 2010

We celebrated our 26th Annual Day function in our school yesterday in a grand manner. Dr. Sudhakaran was the Chief Guest. Our Head Mistress Ms. Kalpana presided over the function. Our Science teacher Ms. Mary read out the Annual Report of the school's activities for the past year.

Students performed various cultural programmes. The cultural activities performed by my class [Class VII] were so interesting. We staged a play called "Thiruppur Kumaran" and also did a folk dance.

Then the Chief Guest delivered his speech and distributed prizes to the outstanding students. In his speech he emphasized that children should be truthful in every walk of life, and that would lead our country to great heights. At the end of the function, our Tamil teacher Mr. Nizam proposed a vote of thanks.

You can develop a report with factual detail:

Give two factual details given in this report :

e.g. : The H.M. Ms. Kalpana was the Chief Guest.

You can develop a report with **details of specific events**

e.g.: Within the school report, there is specific mention of events performed by Class VII

You can develop a report with **detail that is of human interest**

e.g.: The Chief Guest emphasized that children should be truthful

LET US WRITE :

Prepare a report on any area of your interest.

- Carefully plan your outline.
- Collect all information relevant to the report, through careful Note Taking.
- Write in your own words.
- Include all three kinds of detail.

WHAT WILL HELP:

- Study different kinds of reports.

Try out different styles of reporting things.

For example : a newspaper might report something very differently from a magazine.

Which medium will have more facts? _____ Which medium will have more human interest details? _____.

REPORT :



SIMPLE SLOGAN WRITING :

A slogan is a group of words that attracts the attention of the reader towards the product or the awareness for which it is meant. Short, catchy phrases and sentences are evolved in slogan writing.

Examples : To create awareness on cleanliness

- Cleanliness is next to Godliness; so keep the campus clean.

- Your example _____

To create awareness on rain water harvesting

- Today's rain water is tomorrow's life water.
- Conserve water and conserve life.
- A drop from the sky is life for the Earth.
- Your example _____.

To create awareness on saving water

- Put a stop to the drop.
- Save water it will save you later.
- Your example _____.

To create awareness on pollution

- Don't add to pollution, give some solution!
- Your example _____.

A picture speaks a thousand words! Add pictures to your slogan!

Project :

1. Create slogans in small groups to create awareness about

■ Planting and saving trees.

■ Water management.

■ Time management.

■ Stress management

■ Positive Thinking

■ Good Eating Habits

■ Safety and self-protection

DRAW!



1. Make useful objects in groups by using waste materials.
2. Have a Seminar in your school, titled,

"Creative Solutions For Today's Problems"

ACKNOWLEDGEMENTS

For the following sources used in this book, we hereby acknowledge the following and thank them.

1. Bat - Randall Jarell
2. The Jacaranda Tree – Indira Anantha Krishnan
3. Punishment in Kindergarten – Kamala Das
4. Yaanai Malai – Manohar Devadoss
5. Be the Best – Douglas Malloch.
6. Our Local Team – Ruskin Bond

