

ENGLISH

STANDARD SEVEN

TERM III

UNIT 1

A NOTE TO THE TEACHER

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

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

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

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

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

PROSE

CREATING SPACE TO BE HUMAN

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

In Preparation:

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



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

retorted - answered quickly

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

get even - revenge

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

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

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

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

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

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

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

Shruti : I think everyone has to adjust. There has to be a give and take.

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

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

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

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

Teacher : Why are you speaking so angrily, Radha?

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

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

Selvam : But she is fat.

Radha : And his face does look like a monkey.

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

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

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

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

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

Teacher : Yes Radha. But do see and take heart - the presence of women is everywhere today, in all walks of life; they compete with men and excel in all fields. Let us consider Kiran Bedi for a moment. Kiran Bedi was born on 9th June, 1949 in Amritsar, Punjab, India. What do you know about her?

DO YOU SEE ANY CHANGE IN YOUR HOME?

What changes do you see?

THEN

NOW



Inlan : Madam. I read an article about Kiran Bedi – The **Super Cop**. She is not only India's first woman Police Officer – she has a softer side to her as well – she has a family and a daughter called Saina.

Do you know?

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

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

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

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



super cop	- distinguished police officer
hardened	- tough
hallmark	- symbol
Indomitable	- strong, brave and determined

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

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

humane - showing kindness, care and sympathy
retaliate - to hurt someone

Mary : I read in a news magazine that she had initiated several decisions particularly in the areas of drugs control, traffic management and VIP security. Madam, I always wonder - despite her being a lady IPS Officer of India, she did not find it hard to tackle law and order.

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

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

Teacher : You tell me.

Selvam : Kalpana Chawla.

Jamal : Sunita Williams.

Mary : Jhansi ki Rani.

Shruti : Ela Bhat – my mother says she has done a great deal for women's Self Help Groups(SHG).

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

Teacher : Yes! We come across many women leaders in all walks of life;

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

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

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

Selvam : It must have required so much of energy and will power. How did she achieve all these honours?

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

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

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

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

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



Radha : Where can I know more about Kiran Bedi?

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

Radha : I just love the title!

Inian : Who inspired her?

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

Radha : What is national spirit?

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

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

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

POST READING: TIHAR WONDER

What Kiran did at Tihar jail – No more Whips!

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

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

LET US REMEMBER :

Answer the following questions:

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

2. When and where was she born?

3. For what is Kiran Bedi best remembered?

4. What qualities is she known for?

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

6. What are the two non-governmental organizations founded by Kiran Bedi?

7. What is the title of Kiran Bedi's autobiography?

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

9. Name one award received by her.

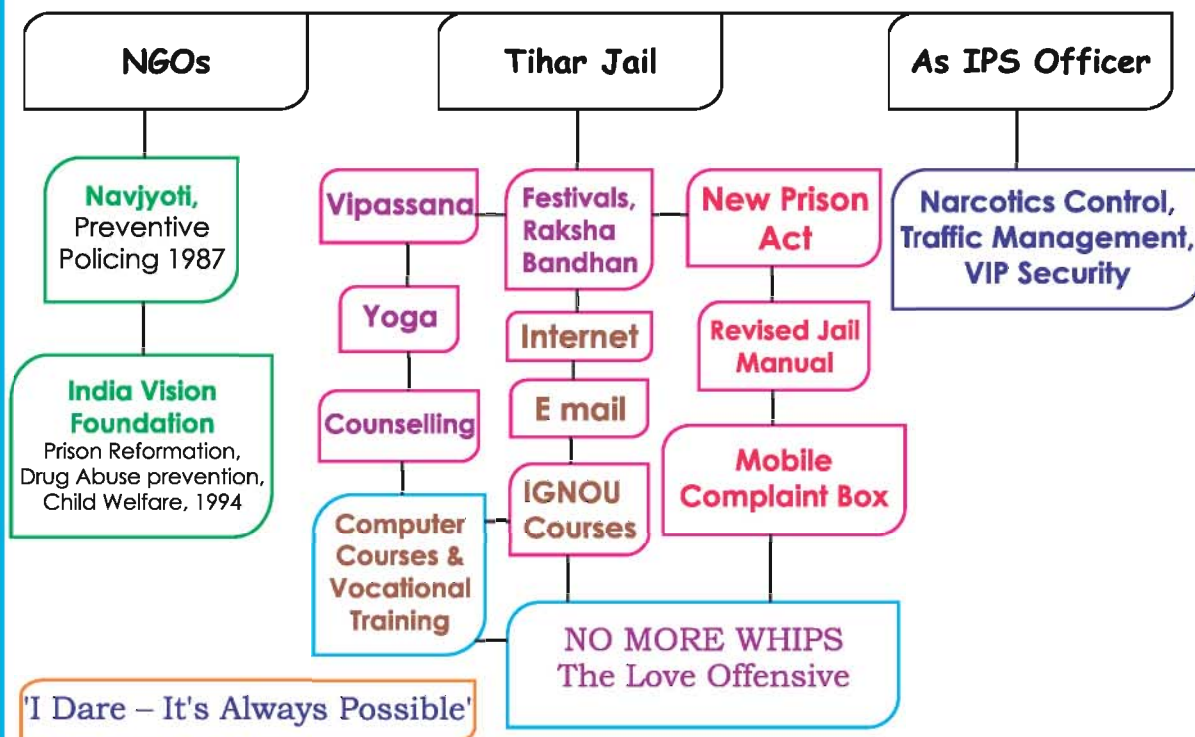
LET US DO:

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

Question Cards	Answer Cards
Who is the first woman I.P.S. officer in India ?	Tennis
Where was Kiran Bedi born?	Ramon Magsaysay Award Winner
In which game does Kiran Bedi win the championship title?	Amritsar
In which prison did Kiran Bedi introduce reformatory work?	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?	Honesty

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 and what she considers important in life?

⇒ What does it mean, to respond intelligently?

LET US SPEAK:

Read the following sentences. Identify them under the following situations in social communication:

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

Write down the correct number against sentences to identify them.
One has been done for you.

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

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

Column A	Column B
1. Wishing you many happy returns of the day!	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, sense - group and intonation:

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

GRAMMAR - PUNCTUATION :

Read the following passage and observe the punctuation marks:

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

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

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

Important punctuation marks to be considered:

- | | | | |
|--------------------|----------------|------------------------|------------|
| 1. Capital letters | A B C D | 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

- | | |
|------------------------------------|-----------------------------------|
| for the first letter in a sentence | - This is class VII. |
| for a proper noun | - Palani lives in Chennai. |
| the personal pronoun 'I' | - I am a student. |
| the interjection e.g., 'Oh!' | - Oh! What an idea! |
| after abbreviations | - M.A. , M.Ed., M. Phil., |
| after initials | - Mr. K.Prabhu |

Your Example

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

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

a) He came, he saw and he conquered.

Your example: _____

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

b) Mr. Ramesh, the Secretary of the Association, is my brother.

Your example: _____

⇒ to indicate words of address.

c) Sir, I beg your pardon.

Your example: _____

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

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

Your example: _____

⇒ to separate quoted sentences.

e) He said, "I am sorry."

Your example: _____

⇒ to separate 'absolute' constructions e.g., having stopped.

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

Your example: _____

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

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

Your example: _____

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

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

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

Your example: _____

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

⇒ to introduce a list.

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

Your example: _____

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

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

Your example: _____

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

⇒ We enjoy our English lessons. Finish your home work.

Your example: _____

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

⇒ Who is Mrs. Kiran Bedi?

Your example: _____

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

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

Your example: _____

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

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

Your example: _____

⇒ Life – style ; long – forgotten

Your example: _____

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

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

Your example: _____

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

⇒ May God bless you!

Your example: _____

Note the use of comma in the following sentence:

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

Put commas wherever necessary in the following sentences:

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

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

alexander : how should i treat you

porus : as one king should treat another

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

porus : on one condition

alexander : what is your condition

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

Punctuate the following text.

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

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

LET US REVISE :- SUBJECT - VERB AGREEMENT

Correct the following sentences:

1. He was rich and he were a miser

_____.

2. Each of the boy received a present.

_____.

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

_____.

4. One of the boy looks happy.

_____.

5. No one knows the secret.

_____.

Do and see: Fun With Words

Fill in these words, using the clues given:

indiscipline, impossible, injustice, immobile, unreal, kindness

1. Unfair treatment

2. A fantasy

3. Beyond the scope of

4. Disorderly

5. Not moving

6. A quality

Do and see

Unscramble these words:

mi dom in ble ta indomitable

ter en tain _____

mil iar fa _____

pin ion o _____

cult fi dif _____

rate sep a _____

tics nar co _____

ti lar cu par _____

ful ness th tru _____

tion exa na mi _____

Do and See

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

1. to reserve reservation

2. to prepare _____

3. to dedicate _____

4. to examine _____

5. to apply _____

6. to compete _____

7. to complete _____

8. to inform _____

9. to inspect _____

10. to rotate _____

LET US REVISE - SYLLABIFICATION [SMALL GROUP]:

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

2 Syllables [di-syllabic]

children
even
final
woman
Kiran
award
leader
prison
practice
matter

3 Syllables [tri-syllabic]

possible
capable
citizen
challenges
Magsaysay
preventing
example
government
magazine
injustice

4 Syllables[tetra-syllabic]

dedicated
retaliate
intelligent
cooperate
reservation
population
revolution
prosperity
demonstration
cultivation

PROJECT:

Imagine and write a conversation between Sumi and Charu about the responsibility of a citizen while following the rules of the road strictly.

POEM

KEEP ON KEEPING ON

In Preparation:

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



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

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

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



- HOPE SPENCER

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

What would you do, to keep your spirits high?

LET US REMEMBER :

1. Who is the speaker of the poem?

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

3. When do 'hopes fade'?

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

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

5. 'Your problems are perplexing' means: *(Choose the best option)*

- a. You are in a confused state.
- b. He is excited to see the picture.
- c. The entire group is in a jubilant mood

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

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

POST-READING:

Colours

Red is the colour of anger,
welling up inside of me.

Orange is the colour of fun,
and all my happy energy.

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

The Paint Box

I had a paint box –
 Each colour glowing with delight
 I had a paint box, with colours,
 Warm and cool and bright.
 I had no red for wounds and blood,
 I had no black for an orphaned child,

 I had no white for the faces of the dead,
 I had no yellow for burning sands.
 I had orange for joy and life,
 I had green for buds and blooms,
 I had blue for clear bright skies.
 I had pink for dreams and rest.
 I sat down and painted Peace

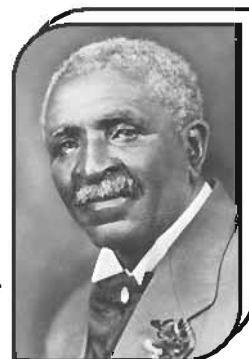
- A child's poem from Israel



What are your colours for peace?

GEORGE WASHINGTON CARVER AND PEANUTS

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



INTRODUCTORY NOTE :

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

Early years

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



frail - weak

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

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

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

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

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

Adult life

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

At Tuskegee, Carver developed the crop rotation method, which alternated nitrate producing **legumes**-such as peanuts and **southern farmers**- farmers living in the south of America 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.

tend - look after
black school - a separate school for black children
because of his race- because he came from Africa
distinguished himself- performed well
legumes- a plant that has its seeds in a pod
ecstatic - very happy

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

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

And guess how many more are possible!

300 products from the lowly peanut, including peanut butter, ink, facial cream, shampoo and soap. By 1938, peanuts had become a \$200 million industry.

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

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



replenishing- making something full again

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

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

- Anonymous

gave me free." In 1940 he donated over \$60,000 of his life's savings to the George Washington Carver Foundation for continuing research in agriculture and willed the rest of his estate to the organization so his work might be carried on after his death.



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

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

LET US REMEMBER :

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

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

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

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

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

- a. It was at the Moses Carver's farm that George fell in love with _____.
1) food 2) birds 3) animals 4) nature
- b. The nickname given to George was _____.
1) The Plant Doctor 2) a Challenger 3) Brave Hero 4) George the Great
- c. George helped to develop farming with a method called _____.
1) Irrigation 2) Crop Rotation
3) Formal Method 4) Pioneer Method
- d. George produced dozens of products from the peanut, including _____.
1) Bread and Butter 2) Milk and Cheese
3) Milk and Curd 4) Butter and Cheese
- e. Carver invented a process for producing paints and stains from _____.
1) Soya Beans 2) Lima rind
3) Rubber Tree 4) Beet Root

DO AND OBSERVE :

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

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

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

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

- From *The Secret Life of Plants*

By Peter Tompkins and Christopher Bird

LET US UNDERSTAND, DISCUSS [SMALL GROUP] AND WRITE :

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

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

THINK

DECIDE

ACT

ACHIEVE

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

Fill in this planner and see if things get clearer!

MY INTERESTS

--	--	--	--

MY REQUIREMENTS

--	--	--

MY GOALS

--	--

MY DREAM

--

UNIT 2

NOTE TO THE TEACHER

In this unit, the timeless classic story of **'The Iron Man'** encourages the children to focus on the fantasy element. Labeled by some as a modern day fairy tale, it takes place over five nights. This unit tells the second part of the story, where the local farming community quickly get fed up with the Iron Man guzzling their machines and decide to set a trap for this metallic stranger. The Iron Man befriends a boy named Hogarth in the story and the author uses this to address the nature of friendship and loyalty and the importance of giving people a second chance.

The poem **'Be the Best of Whatever You Are'** focuses on the importance of positive thinking and highlights the idea that one should aim at perfection in whatever work one does.

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

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

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

THE IRON MAN – I

In Preparation:

This lovely story by Ted Hughes, begins with the words: "The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows!"

The Iron Man falls, shattering himself on the rocks below. Bit by bit he pieces himself together, all except for one ear which he cannot find. He goes down to the sea to look – down, down until the water covers him completely.

Have we seen the last of the Iron Man? In fact, the story is just beginning.

The return of the Iron Man

From farm to farm, over the soft soil of the fields, went *giant* footprints, each one the size of a single bed.

The farmers, in a frightened, silent, amazed crowd, followed the footprints. And at every farm the footprints visited, all the metal machinery had disappeared.

Finally, the footprints led back up to the top of the cliff, where the little boy had seen the Iron Man appear the night before, when he was fishing. The footprints led right to the cliff-top.

And all the way down the cliff were torn marks on the rocks, where a huge iron body had slid down. Below, the tide was in. The grey, empty, moving *tide*. The Iron Man had gone back into the sea.



giant - a man who is much taller and stronger than most men
tide - the way that the level of the sea regularly rises and falls during the day.



The *furious* farmers began to shout. The Iron Man had stolen all their machinery. Had he eaten it? Anyway, he had taken it. It had gone. So, what if he came again? What would he take next time? Cows? Houses? People?

They would have to do something.

They couldn't call in the police or the Army, because nobody would believe them about this Iron Monster. They would have to do something for themselves.

So, what did they do?

At the bottom of the hill, below where the Iron Man had come over the high cliff, they dug a deep, *enormous* hole. A hole wider than a house and as deep as three trees one on top of the other. It was a *colossal* hole. A *stupendous* hole! And the sides of it were sheer as walls.

They pushed the earth off to one side.

They covered the hole with branches and the branches they covered with straw and the straw with soil, so when they finished the hole looked like a freshly-ploughed field.

Now, on the side of the hole opposite the slope up to the top of the cliff, they put an old rusty lorry. That was the bait.

Now they *reckoned* the Iron Man would come over the top of the cliff out of the sea, and he'd see the old lorry which was painted red, and he'd come down to get it to chew it up and eat it. But on his way to the lorry he'd be crossing the hole, and the moment he stepped with his great weight on to that soil held up only with straw and branches, he would crash through into the hole and would never get out. They'd find him there in the hole. Then they'd bring the few bulldozers and

stupendous – very impressive, large, or surprising
colossal – extremely great or large
enormous – very large in size or quantity
sheer – steep, vertical
reckoned – believe something is true

earth movers that he hadn't already eaten, and they'd push the pile of earth in on top of him, and *bury* him forever in the hole. They were certain now that they'd get him.

Next morning, in great excitement, all the farmers gathered together to go along to examine their trap. They came carefully closer, expecting to see his hands tearing at the edge of the pit. They came carefully closer.

The red lorry stood just as they had left it. The soil lay just as they had left it, undisturbed. Everything was just as they had left it. The Iron Man had not come.

Nor did he come that day.

Next morning, all the farmers came again. Still, everything lay just as they had left it.

And so it went on, day after day. Still the Iron Man never came.

Now the farmers began to wonder if he would ever come again. They began to wonder if he had ever come at all. They began to make up explanations of what had happened to their machinery. Nobody likes to believe in an Iron Monster that eats tractors and cars.

Soon the farmer who owned the red lorry they were using as *bait* decided that he needs it, and he took it away. So there lay the beautiful deep trap, without any bait. Grass began to grow on the loose soil.

The farmers talked of filling the hole in. After all, you can't leave a giant pit like that, somebody might fall in. Some stranger coming along might just walk over it and fall in.

bait - something that is offered in order to persuade someone to do something

bury - to put something/body in ground

weapon - something that helps you to achieve something difficult or to get rid of something bad



But they didn't want to fill it in. It had been such hard work digging it. Besides they all had a sneaking fear that the Iron Man might come again, and that the hole was their only weapon against him.

At last they put up a notice: "DANGER: KEEP OFF", to warn people away, and they left it at that.

Now the little boy Hogarth had an idea. He thought he could use that hole to trap a fox. He found a dead hen one day, and threw it out on to the loose soil over the trap. Then towards evening he climbed a tree nearby, and waited.

Let us remember

Complete the sentences choosing the right answer.

- 1) This lesson is about a/an _____.
 - a) Superman
 - b) Batman
 - c) Ironman
- 2) The farmers used a 'bait' to trap the Iron Man. It was a _____.
 - a) Fish
 - b) Red lorry
 - c) Camera
- 3) '.....was their only weapon against him'.
The weapon was _____.
 - a) The hole
 - b) The tree
 - c) The knife

Let us understand

- 1) What clue did the footprints give the farmers?
- 2) Why couldn't they call in the Police or the Army?
- 3) Describe what the farmers did to trap the Iron Man.
- 4) Why did they use an old lorry as bait?
- 5) First the farmers decided to fill in the hole. What made them change their mind?
- 6) How did Hogarth think he could use the hole? Where did he wait?

Fun with words

Make as many five and six letter words from the one given below. Be careful not to repeat the letter unless there are similar ones.

STUPENDOUS

Discuss

Do you think the Iron Man is based on a real character? Why?

Dictionary work!

The following line is taken from the text.

'The grey, empty, moving tide'.

- a) What is a tide?
- b) Can you describe the colour grey with a few examples?
- c) What is the opposite of the word 'empty'?
- d) What part of speech is the word 'moving' in the sentence?

See and Do

From the sentence pick out descriptive words:

'Over the soft soil of the fields, went the giant footprints, each one the size of a single bed'.

Writing – You think your neighbours are aliens. However,
 nobody believes you. What happens next?
 Or
 Write a story about you waking up on an alien planet

The Iron Man - II

Along time he waited. A star came out. He could hear the sea.

Then – there, standing at the edge of the hole, was a fox. A big, red fox, looking towards the dead hen. Hogarth stopped breathing. And the fox stood without moving – sniff, sniff, sniff, out towards the hen. But he did not step out on to the trap. Slowly, he walked around the wide patch of raw soil till he got back to where he'd started, sniffing all the time out towards the bird. But he did not step out on to the trap. Was he too smart to walk out there where it was not safe?



But at that moment he stopped sniffing. He turned his head and looked towards the top of the cliff. Hogarth, wondering what the fox had seen, looked towards the top of the cliff.

There, enormous in the blue evening sky, stood the Iron man, on the brink of the cliff, gazing inland.

In a moment, the fox had vanished.
Now what?

Hogarth carefully quietly hardly breathing climbed slowly down the tree. He must get home and tell his father. But at the bottom of the tree he stopped. He could no longer see the Iron Man

Edge - the part of something that is furthest from its centre

Patch – piece of ground

Brink - the top of a very steep cliff

Inland - in a direction away from the coast

Twilight – the time in the evening when the sky is beginning to get dark

against the twilight sky. Had he gone back over the cliff into the sea? Or was he coming down the hill, in the darkness under that high skyline, towards Hogarth and the farms?

Then Hogarth understood what was happening. He could hear a strange tearing and creaking sound. The Iron Man was pulling up the barbed-wire fence that led down the hill. And soon Hogarth could see him, as he came nearer, tearing the wire from the post, rolling it up like spaghetti and eating it. The Iron Man was eating the barbed fencing wire.

But if he went along the fence, eating as he moved, he wouldn't come anywhere near the trap, which was out in the middle of the field. He could spend the whole night wandering about the countryside along the fences, rolling up the wire and eating it, and never would any fence bring him near the trap.

But Hogarth had an idea. In his pocket, among other things, he had a long nail and a knife. He took these out. Did he dare? His idea frightened him. In the silent dusk, he tapped the nail and the knife blade together.

Clink, clink, clink!

At the sound of the metal, the Iron Man's hands became still. After a few seconds, he slowly turned his head and the headlamp eyes shone towards Hogarth.

Again, Clink, Clink, Clink! went the nail on the knife.



Barbed - wire - thick wire with a lot of sharp points sticking out of it, used for making fences

Pitch - a thick black sticky substance used on roofs and ships to stop water getting through

Slowly, the Iron Man took three strides towards Hogarth, and again stopped. It was now quite dark. The headlamps shone red. Hogarth pressed close to the tree trunk. Between him and the Iron man lay the wide lid of the trap.

Clink, Clink, Clink! again he tapped the nail to the knife.

And now the Iron Man was coming. Hogarth could feel the earth shaking under the weight of his footsteps. Was it too late to run? Hogarth stared at the Iron Man, looming, searching towards him for the taste of the metal that had made that inviting sound.

Clink, Clink, Clink! went the nail on the knife. And
CRASSSHHH!

The Iron Man vanished.

He was in the pit. The Iron Man had fallen into the pit.

Hogarth went close. The earth was shaking as the Iron Man struggled underground. Hogarth peered over the torn edge of the great pit. Far below, two deep red headlamps glared up at him from the pitch blackness. He could hear the Iron Man's insides grinding down there and it sounded like a big lorry grinding its gears on a steep hill. Hogarth set off. He ran, home – home with the great news. And as he passed the cottages on the way, and as he turned down the lane towards his father's farm, he was shouting, "The Iron Man's in the trap!" and "We've caught the Iron Giant!"

Taken from the book *"The Kingfisher Treasury of Classic Stories"*
chosen by Rosemary Sandberg & Michael Morpurgo

Let us remember

- 1) A long time he waited'.
Who is the person being referred to? Where is he? Who is he waiting for?
- 2) What did the fox do?
- 3) Why do you think it stopped sniffing and turn and look towards the cliff?
- 4) Why did Hogarth have to climb down from the tree?
- 5) 'He could hear a strange tearing and creaking sound'
 - a) Where was that sound coming from?
 - b) What did Hogarth see?
- 6) Was the Iron Man following the path towards the trap?
- 7) Hogarth had an idea. Write about it in your own words.
Did it help him achieve his goal?

- 8) What do you think the author meant when he wrote "Hogarth stared at the Iron Man, looming, searching towards him for the *taste* of the metal that had made that *inviting* sound?"

Fun with words

Give the antonyms for the following words

Long _____
Wide _____
Slow _____
Start _____
Deep _____
inside _____
vanish _____
whole _____

Read and follow up!

Complete this passage with words from the box

hurriedly	immediately	curiously	bravely
friendly	loudly		

We entered the gates of the Robots Museum and looked around _____. There was a grey truck and its driver was blowing the horn _____. The robot guard was built with green and yellow blocks. Its red eyes knew _____ that we were near. It came towards us. We all left _____ a little scared, except Rohan, who shook hands with the robot _____. He laughed and said that the robot was _____.

LET US LEARN :

What is a modal auxiliary verb?

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

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

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

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

(Eg.) I **can** ride a cycle.

(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.**

e.g., We **will** not yield to the enemy, however long the struggle.

iv) **With the second and third persons for forming the Future Tense.**

e.g., He **will** come tomorrow

I **will** accompany you to the hospital. (Willingness / Permission)

would: The modal 'would' is used:

i) **To express a wish.**

e.g., I **would** like to have a peaceful week-end.

ii) **For asking polite questions or making requests:**

e.g., **Would** you mind passing the salt?

iii) **To express a wish.**

e.g., I **would** rather go for a walk than watch the TV.

I **would** like to tell you one thing.

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

LOOK AT THE FOLLOWING SENTENCES :

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

UNDERLINE THE MODAL VERBS IN THE FOLLOWING SENTENCES

- I will carry your books .
- Will you please give me your pen?
- Will you please post this letter for me?
- Would you open the door, [please]?
- Would you [please/kindly] pass the pencil?
- I will buy the ticket for you.
- Can you please turn off the television?
- Can I use your bicycle for an hour?
- May I read this poem?

LET US REMEMBER :

Fill in the right answer :

1. _____ I come in Sir ?
a) Will b) May
2. _____ you please give me your book? *[Ask 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 at the big temple?
a) Can b) May

POEM

BE THE BEST OF WHATEVER YOU ARE

Often, it is not clear to any of us, what 'being the best' is.

What is excellence after all?

Find it out for yourself!

In Preparation:

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

If you can't be a **pine** on the top of the hill,

Be a scrub in the **valley** — but be

The best little scrub by the side of the rill;

Be a bush if you can't be a tree.



If you can't be a bush be a bit of the grass,

And some highway happier make;

If you can't be a **muskie** then just be a bass —

But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,

There's something for all of us here,

There's big work to do, and there's lesser to do,

And the task **you must do** is the near.

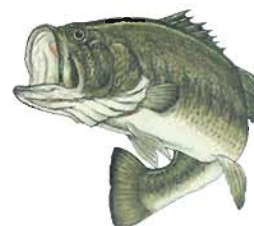


If you can't be a highway then just be a trail,

If you can't be the sun be a star;

It isn't by size that you win or you fail —

Be the best of whatever you are!



- Douglas Malloch

Muskie - North America a large predatory freshwater fish of the pike family, caught as game.

Bass - a fresh water fish

Pine - a tall tree with thin sharp leaves called needles that do not fall off in winter, and hard brown fruits called cones

Valley - a low area of land between mountains or hills, usually with a river flowing through it

LET US REMEMBER:

Answer the following questions:

1. Where do we find valleys?
_____.
2. How does grass make the highway happy?
_____.
3. Why has the poet compared a muskie to a bass?
_____.
4. What is the difference between a highway and a trail?
_____.
5. Add some more comparisons [at least three] apart from the ones given in the text.
e.g., If you can't be an artist be a sportsman.
 1. _____.
 2. _____.
 3. _____.

6. List six pairs of rhyming words.

1. _____ / _____
2. _____ / _____
3. _____ / _____
4. _____ / _____
5. _____ / _____
6. _____ / _____

LET US UNDERSTAND: Discuss in small groups and present:

1. What is your ambition? State reasons behind your option.
2. What **one** quality do you think makes people excellent in the following fields?

Why?

Education _____

Medicine _____

Sports _____

Politics _____

Business _____

AN INTERFACE WITH AN EXTRATERRESTRIAL BEING [ET]

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



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

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

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

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

winding	- twisting
clump	- cluster
allens	- 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 thought of asking Vikram's brother Jeeva if he would accompany him home. But didn't. It was pitch dark on the road. His house was in a by-lane and he had turned off the main road. There was a **gust** of wind, and the trees rustled. He could feel the first cold raindrops on his **clammy** skin. "Oh, why did I spend so much time playing today?" brooded Gopi.

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

The creature stopped. The glimmer went, as if a light had been switched off. To Gopi, it looked just like the small alien that he had seen in a Hindi film some time ago. This gave him confidence. But he was afraid of the laser beams that he knew would transport him to the creature's world in an instant. He thought longingly of his mother. Even his younger sister, who was usually such a nuisance, seemed wonderful, warm and....human. He forced himself to move forward. His feet felt as if they were made of lead. He had to exert himself a great deal to move them. As he inched forward, he made a loud noise. 'A...ah...ah...ah,' he shouted.

trudged	- moving uninterestingly
brooded	- thought over
gust	- strong draft of wind
clammy	- sticky
glimmering	- feeble light
hooded	- raised head with a cover
wobbled	- trembled
earthling	- person belonging to earth
waver	- be unsteady
make a dash	- rush

The creature seemed to **waver**. Choking sounds seem to be emerging from it. 'Uh...uh...uh' went the creature. Gopi decided to **make a dash** for his home, which he knew could not be far away. Maybe the strange creature might be scared of him!

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

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

Answer the following questions :

1. Do you think that there is any possibility of existence of aliens in other planets or galaxies? Yes/No. Justify your answer.

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

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

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

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

What is a report?

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

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

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

REPORT ON SCHOOL DAY

Friday, 12TH October, 2013.

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

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

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

You can develop a report with factual detail:

Give two factual detail given in this report :

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

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

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

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

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

LET US WRITE :

Prepare a report on any area of your interest.

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

WHAT WILL HELP :

- Study different kinds of reports.
Try out different styles of reporting things.

For example : A newspaper might report something very differently from a magazine. Which medium will have more facts? _____ Which medium will have more human interest details? _____.

REPORT :

SIMPLE SLOGAN WRITING :

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

Examples : To create awareness on cleanliness

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

To create awareness on rainwater harvesting

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

To create awareness on saving water

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

To create awareness on pollution

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

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

Project :

1. Create slogans in small groups to create awareness about

- Planting and saving trees.
- Water management.
- Time management.
- Stress management
- Positive Thinking
- Good Eating Habits
- Safety and self-protection

DRAW!



LET US DO:

In groups, make useful objects from waste material.

ACKNOWLEDGEMENT

Be the Best – Douglas Malloch.

GRAMMAR WORKSHEET

I. Choose the appropriate tags and complete the sentences:

am I	is he	aren't we	doesn't it
doesn't he	shall we	can't you	must I
will	she	wouldn't they	oughtn't you

1. Sheela will not complete the task, _____ ?
2. Everyone would carry out the order, _____ ?
3. Let's go out for a walk, _____ ?
4. I must not go out today, _____ ?
5. We are studious, _____ ?
6. Naveen isn't disobedient, _____ ?
7. You ought to stay at home, _____ ?
8. You can manage by yourself, _____ ?
9. Ramesh absents himself from school frequently, _____ ?
10. I am not rude to anyone, _____ ?
11. It rains often here, _____ ?

II. Match the sentences with their right patterns:

- | | | |
|--|---|---------|
| 1. He is now a Doctor in Mumbai | - | SVA |
| 2. Submit your notebooks | - | ASVC |
| 3. He was elected captain at the meeting | - | SVC |
| 4. It has been raining continuously for two days | - | SV |
| 5. The angry old lion was roaring | - | SVIO DO |
| 6. Last night he fell sick | - | SVO |
| 7. They named the child Rahim | - | SVCA |
| 8. My brother is an engineer | - | SVOC |
| 9. Children like chocolates | - | VO |
| 10. The father gave his son a bicycle | - | SVAA |
| 11. Radha sings melodiously | - | SVACA |

III. Classify the following sentences as Active or Passive and write them in the spaces allotted:

1. Veena speaks German fluently.
2. The boy kicked the ball violently.
3. Her essay was awarded full marks.
4. They have been listening to the lecture attentively.
5. The boys were made to sit separately.
6. Firewood cannot be obtained easily here .
7. The wind blew the papers all over the place.
8. Roshini looks after the child well.
9. We sweep the rooms regularly.
10. The walls have been decorated with beautiful paintings.

Active Voice

1. _____
2. _____
3. _____
4. _____
5. _____

Passive Voice

1. _____
2. _____
3. _____
4. _____
5. _____

IV. Now transform those sentences of the Active Voice into the Passive and those of the Passive Voice into the Active.

V. Read the following passages. In each sentence indentify the verbs and classify them as Transitive or Intransitive.

- A) My sister Rekha cooks well. She prepares delicious dishes. She serves food to our family. Everyone appreciates her for her talent. She invites her friends to dinner often. She is a wonderful woman. She is very humble and kind.
- B) Naren is a famous singer. His songs are pleasant. He has participates in many programmes. He has won many awards. He travels abroad quite often. He donates money to orphanages. His parents are proud of him. He is a role-model to every youngster.

VI. Underline the modal verbs in the following sentences and state their function:

1. Sheela can solve problems quickly.
2. Can you guide me to the Railway Station?
3. May your wishes be fulfilled.
4. I will punish you if you misbehave.
5. We will not give up even if there are many hardships.

VII. Match the tags with the sentences

I am honest,	can she ?
Let's go to the beach,	won't you ?
Sheela can't sing,	aren't I ?
This dress doesn't suit me,	does it ?
You will listen to me,	shall we ?

VIII. Choose the options with the right syllables, for every word given below :

1. glimmering
a) gli - mmer - ing b) glim - mer - ing c) glim - mering
2. retorted
a) re - tort - ed b) ret - or - ted c) re - torted
3. hallmark
a) ha - ll - ma - rk b) hall - ma - rk c) hall-mark

4. interrelated
 - a) in - te - rr - el - at - ed
 - b) in - ter - re - la - ted
 - c) inter - re - late - d
5. solution
 - a) so - lut - ion
 - b) sol - u - tion
 - c) solu - tion
6. lowly
 - a) lo - wl - y
 - b) lowl - y
 - c) low - ly
7. pioneer
 - a) pi - on - eer
 - b) pio - neer
 - c) pi - o - neer
8. through
 - a) th - rou - gh
 - b) through
 - c) thr - ough
9. creature
 - a) crea - ture
 - b) cr - eat - ure
 - c) cre - at - ure
10. enormous
 - a) e - nor - mous
 - b) en - or - mous
 - c) eno - rm - ous

IX. Punctuate the following :

1. ram said to rekha alas ive forgotten to bring my record
2. dr a p j abdul kalam is an icon to everyone young and old indian or american to all citizens of the world his memory shall live for ever his monument is something everyone of us should visit we are proud to belong to the same nation as he

X. Identify the kinds of sentences and insert punctuation marks accordingly :

1. the child said what a huge building
2. form a line and match to the assembly said the master to the pupils
3. i am not well please allow me to go home early said sunil to his teacher
4. the boy said to his friend can you go home alone today.

‘I can, I did’
Student's Activity Record

Subject :

Sl. No.	Date	Lesson No.	Topic of the Lesson	Activities	Remarks