

ENGLISH

STANDARD SEVEN

TERM I

UNIT 1

A NOTE TO THE TEACHER

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

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

The story "**A Sage's Compassion**" is an adaptation of a popular tale. It throws light on a sage's immense compassion and love for animals and birds. It tells us how the carelessness of the sage made him to worry a lot. Finally the sage rectified the mistake by his cleverness and got relieved.

This unit paves the way for 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.

In Preparation:

A snow leopard roars in the high mountains of Asia. A black rhinoceros gallops across the plains of Africa. A grizzly bear hunts for fish in a North American river. A mother blue whale and her calf glide through the deep waters of the ocean.

All of these animals share the Earth with us. They fascinate us with their beauty, their grace and their speed. We love observing their behaviour and learning more about their habits. But just loving them is not enough. All of these animals are endangered. Many of them have died and without special care, they may someday disappear from the Earth.

Why is it important to care for animals like these? One reason is to protect the balance of life on Earth. Another reason is the beauty of the animals themselves. Each species of animal is special. Once it is gone, it is gone forever.

Africa was once filled with an abundance of wild animals. But that is changing fast. One of these animals, the black rhinoceros, lives on the plains of Africa. It has very poor eyesight and a very bad temper! Even though the black rhino is powerful, and can be dangerous, its strength can't always help it to escape hunters. Some people think that the rhino's horn has magical powers and many hunters kill rhinos for their valuable horns. This has caused the black rhino to be placed on the endangered species list.

The elephant seems to represent all that is strong and wild in Africa. It once had no natural enemies, but is now endangered-killed for its ivory tusks.

The fastest land animal, the cheetah, also lives in Africa. It too, is becoming extinct as people take over more and more of the land that is the cheetah's natural habitat.

Imagine Africa without the powerful rhino, the gentle, intelligent elephant, or the lightning quick cheetah. Once they are gone, they are gone forever.

Wherever people are careless about the land, there are endangered species.

Grizzly bears like to wander great distances. Bears need up to 1,500 square miles of territory to call its homeland. Today, because forests have been cleared to make room for people, the grizzly's habitat is shrinking and the grizzly is disappearing. It joins other endangered North American animals, such as the red wolf and the American crocodile.

In South America, the destruction of the rain forest threatens many animals. Unusual mammals, such as the howler monkey and the three-toed sloth, are endangered. Beautiful birds like the great green macaw and the golden parakeet are also becoming extinct. They are losing their homes in the rain forest, and thousands die when they are caught and shipped off to be sold as exotic pets.

The giant panda of Asia is a fascinating and unique animal. Yet there are only about 1,000 still living in the wild. The giant panda's diet consists mainly of the bamboo plant, so when the bamboo forests die, so does the panda. China is now making an effort to protect these special creatures from becoming extinct.



Asia's big cats are also in trouble. The exotic snow leopard lives high in the mountains. Even there, it faces the loss of its natural habitat and hunters who kill it for its fur. The tiger, the largest of all the big cats, is hunted merely for sport.

Sea animals are in danger of extinction as well. The blue whale is the largest animal in the world. It weighs up to 390,000 pounds. Whale hunting and pollution are this species' greatest enemies.

Unfortunately, it is people who cause many of the problems that animals face. We alter and pollute their habitats. We hunt them for skins, tusks, furs, and horns. We destroy animals that get in the way of farming or building. And we remove them from their natural habitats and take them home as pets.



What can you do to help endangered animals? Learn as much as you can about them. The more you know, the more you can help. Make an effort to support zoos and wildlife groups. Many zoos breed endangered animals, helping to ensure that they will continue to live on. Contribute to groups, such as the National Wildlife Federation, that works hard to protect animals. You can also be a smart shopper and never buy a pet that has been raised in the wilderness.

The world is made up of many living things and each thing is dependent on the others to survive. If we allow even one species on Earth to become extinct, it has an impact on other living things and changes our world. When we mention any endangered wild animals, let's hope that we never again have to say, "Gone forever."

I. New words and their meanings:

- | | |
|------------|---------------------------|
| gallop | - to run |
| glide | - move smoothly |
| fascinate | - to charm, attract |
| endangered | - in danger of extinction |
| abundance | - plenty, large quantity |
| valuable | - costly, precious |

shrink	- get smaller in size
destruction	- damage, ruin
mammals	- an animal that is born from its mother's body, not from an egg, and drinks its mother's milk as a baby
exotic	- unusual, out of the ordinary
extinct	- wiped out, destroyed
merely	- only

Let us understand, discuss and share:

Read this quote.

Why is it important to care for animals like these? One reason is to protect the balance of life on Earth.

What does the author mean by the balance of life on Earth? Why is it important? Use details from the article to support your answer.

II. Read this sentence from the lesson.

Today, because forests have been cleared to make room for people, the grizzly's habitat is shrinking and the grizzly is disappearing.

What does **habitat** mean?

- a) An animal's natural environment
- b) A bear's thick wool coat
- c) A bear's den
- d) An animal's vision

III. Read this sentence from the lesson.

They fascinate us with their beauty, their grace and their speed.

The antonym for the word **fascinate**?

- a) thrill
- b) bore
- c) scare
- d) humour

IV. Tick the correct answer

1. What will happen to some animal species if this trend continues?
 - a) Their numbers will increase
 - b) They will become extinct
 - c) There will be no important change
 - d) They will move to other habitats

2. How does the author feel about the future of the endangered animals?
 - a) Disinterested
 - b) Confused
 - c) Concerned
 - d) Pleased

V. Answer the questions

- 1) How do people cause problems to the animals?
- 2) What can we do to help endangered animals?

VI. Match the opposites

No.	Opposites	
1.	quick	imbalance
2.	powerful	tame
3.	fascinate	safe
4.	disappear	slow
5.	important	rough
6.	balance	appear
7.	high	weak
8.	wild	low
9.	dangerous	unimportant
10.	gentle	bore

PREFIXES

Let us learn what prefixes are:

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

Here are a few examples.

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

A. Match the given words with the right prefix from the above list:

comfort	loyal	movable	perfect	storey
reading	mature	final	behave	cycle

B. Fill in the blanks by attaching suitable prefixes to the words in italics:

1. No one is **perfect**; all of us are _____ in one way or the other.
2. This door is of a single **colour** but the windows are of _____.
3. I write articles for a **weekly** and a _____.
4. This is a **circle**, but that is a _____.
5. This bag is full of **precious** and _____ stones.
6. The chair offers me **comfort** but a stool gives me _____.
7. Your essay should contain all the **necessary** points: avoid _____ explanation.
8. Before **reading** out the poem to us, our teacher asked us some _____ questions.
9. It is **possible** to walk to the bus stop, but it is _____ to walk to the airport that is miles away.
10. Rahul has learnt to **manage** his time well, but his brother _____ both his time and money.

What are compound words?

When two words are brought together with or without a hyphen, they are called compound words. They give different meanings when they exist alone.

e.g., postbox, pinpoint, cowshed, dry-clean, sense-organs.

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

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

WRITING SKILL: LET US REVISE

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

Place:

Date:

Dear _____,

Yours affectionately,

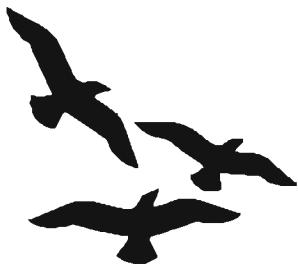


GRAMMAR

LET US REVISE - NOUNS:

What is a noun?

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



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

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

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

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

A **Material noun** is the name of the material with which a thing is made of.

Example : cotton, wood, silk etc.



EXERCISE - COMMON NOUNS:

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

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



EXERCISE - PROPER NOUNS:

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

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

EXERCISE - ABSTRACT NOUNS:

Form Abstract Nouns of the following words:

Example : child - childhood

happy _____

scholar _____

know _____

think _____

strong _____

wise _____

EXERCISE - COLLECTIVE NOUNS:

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

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

herd
pride
flock

EXERCISE - KINDS OF NOUNS:

Pick out the nouns in each sentence and state their kinds:

1. Childhood is unforgettable.
2. Ramesh has lost his bunch of keys.
3. My house is near the park.
4. Tarun was filled with happiness, on reading the letter.
5. There is a heap of clothes to be washed.

LET US REVISE

TENSES:

(Note: A verb is a word or group of words that expresses an action or says something about the state of the subject.)

Expressing an action in the present time is known as the **Present Tense**.

e.g., Raju writes a letter.

I study in the morning hours.

The **Present Tense** is the tense used to express:

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

SIMPLE PRESENT TENSE :

Circle the correct answer :

1. Susheela / I like walking in the rain.
2. Mohan / I usually comes home at 4.00 pm.
3. Malar / Suba always cleans her room.
4. Amudha / You get up early.
5. I / Priya brushes her teeth every night .



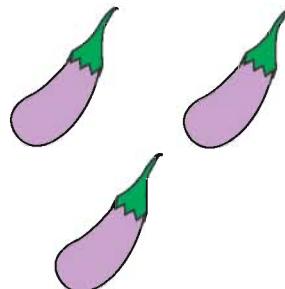
SIMPLE PAST TENSE :

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

Example: 1. I liked the film. 2. She ate the fruit. 3. They played football.

Fill in the blanks with the past tense form of the verb given in brackets:

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



SIMPLE FUTURE TENSE :

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

Example: I will eat an apple tomorrow.

We shall go out to play in the evening.

They will dance in the festival.

Put the verbs in the correct form (simple future)

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



Fill in the blanks with the correct tense form of the verbs given in brackets:

1. Today _____ (be) a holiday on account of 'Gandhi Jayanthi'.
2. I _____ (go) out yesterday with my uncle.
3. This shop _____ (remain) closed yesterday, but today it _____ (be) open.
4. We _____ (write) a test last week and we _____ (write) another test next week.
5. When my father _____ (return) from Mumbai next month, he _____ (bring) me a gift from there.

LET US LEARN: THE PHRASAL VERB

Definition: A phrasal verb is a combination of :

- * a verb and a preposition
- * a verb and an adverb
- * a verb with both an adverb and a preposition.

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

Examples:

(i) **come across:** to meet or find by chance

We **come across** many cows in the village.

(ii) **come along:** to go with someone else who takes the lead

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

(iii) **come up:** to climb

One must work hard to **come up** in life.

(iv) **come down to:** to lead to a final result

Finally the vendor **came down** to the price we quoted.

(v) **come down with:** to contract illness

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

vi) **take after** – resemble

He **takes after** his father in appearance and behaviour.

vii) **break out** – spread, start suddenly

War **broke out** suddenly.

viii) **put on** – wear

I put on new clothes for the party.

ix) **break down** – a) cease to function b) to cry

The car **broke down** on our way home.

The boy **broke down** while narrating his sad story.

x) **turn down** – refuse

Our proposal was turned down by the officer.

xi) **put off**-postpone

Do not **put off** till tomorrow what you can do today.

TRY THIS OUT :

Here are some phrasal verbs with verbs like bring, take, put, etc. Make sentences of your own. Add two more!

Phrasal verb	Meaning	Sentence
bring about	make it happen	
bring along	come with	
take out	go out with	
put across	explain clearly	
put in	contribute	
put up with	endure	
come back to	return to	
call on	visit	
get up	wake up, rise	

POEM**BAT**

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

Are all batsvampires?

In Preparation:

- ✿ Have you seen a bat?
- ✿ Have you seen it doubling?
- ✿ These fascinating creatures are good mothers, too!
- ✿ Here is a beautiful, bat - friendly poem by the modern poet [Randall Jarrell](#).

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



vampire: a night-wandering and blood-sucking bat
soaring: flying high
somersault: to turn head over heels
echo: sound that comes back to you



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

The mother drinks the water of the pond
She **skims** across. Her baby hangs on tight
Her baby drinks the milk she makes him
In moonlight or starlight, in mid-air.
Their single shadow, printed on the moon
Or fluttering across the stars,
Whirls on all night; at daybreak
The tired mother flaps home to her **rafter**.
The others all are there
They hang themselves up by their toes,
They wrap themselves in their brown wings.
Bunched upside down, they sleep in air.
Their sharp ears, their sharp teeth, their quick sharp faces
Are dull and slow and mild.
All the bright day, as the mother sleeps,
She folds her wings about her sleeping child.

- Randall Jarrell.

moths : insects

gnats: a blue fly like mosquito

skims: to have a quick run

rafter: a beam used for a roof



ABOUT THE POEM :

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

LET US REMEMBER - ANSWER THE FOLLOWING QUESTIONS:

- Which are the words or phrases that speak about the time when the bat moves around? **Fill in.**

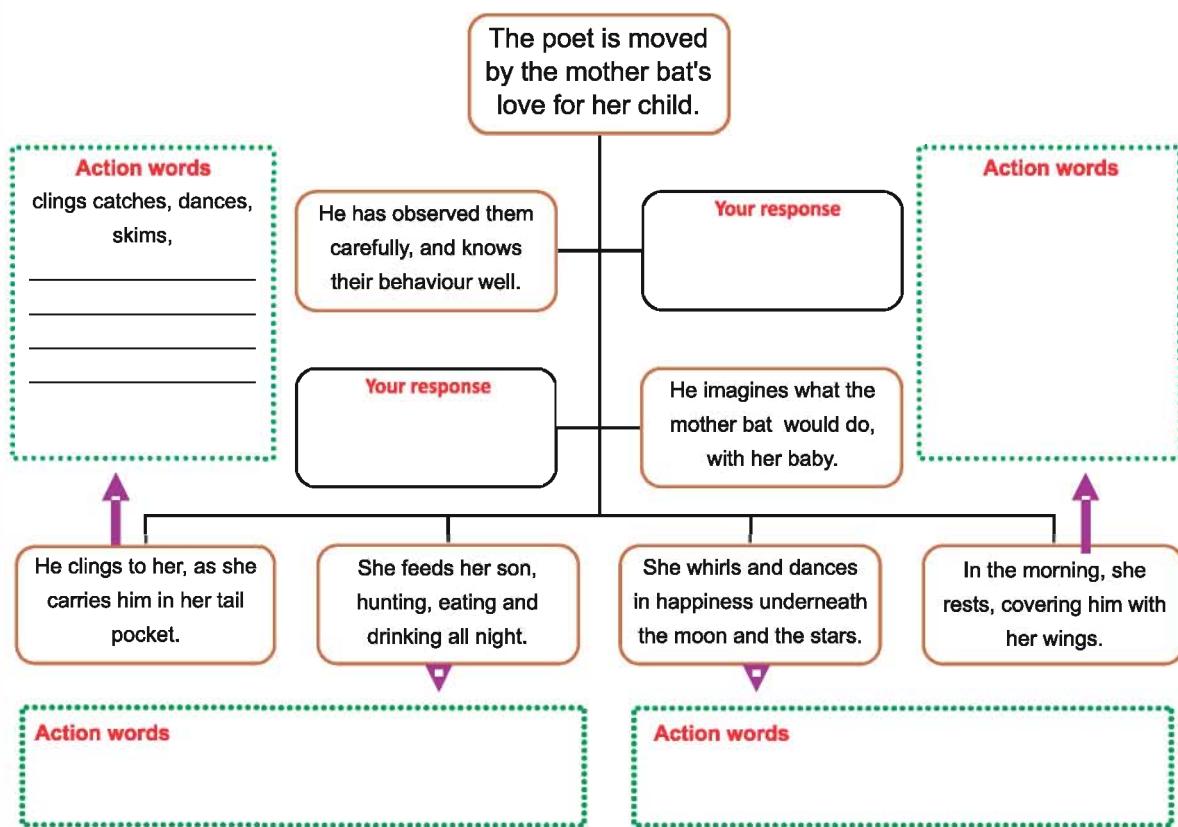
Example: **The mother dances through the night.**

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

3. What are the things that the mother bat does, after her son is born?

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

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



LET US UNDERSTAND: DISCUSS IN SMALL GROUPS AND SHARE.

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

Study this table.

No.	What the bat-mother does	What she feels	The line that shows it
1	catches her son as he is born, by her tail pocket	protective	A bat is born Naked and blind and pale His mother makes a pocket of her tail And catches him.
2	she dances in the air	overjoyed	And then the mother dances through the night Doubling and looping, soaring, somersaulting -
3	she hunts and flies	happy	... she hunts and flies Her high sharp cries touched
4	she eats and drinks while flying, and feeds her son	caring	Her baby drinks the milk she makes him In moonlight or starlight, in mid-air. Their single shadow, printed on the moon
5	the tired mother sleeps, keeps her son safe	devoted as the mother sleeps, She folds her wings about her sleeping child.

Explain the concept of the poem in a few sentences.

DO AND SEE!

- * Do you like animals? If so, name any two animals you love. Say the reason behind your choice.
- * Do you rear any pet animal at home? If yes, what is it?
Write a few lines about it.
- * Collect some pictures of nocturnal creatures and name them.

Read out this poem to your family. Ask people who have known you since your childhood and collect facts about your pranks, behaviour and attitude. Write a paragraph based on their revelation.

Write down six pairs of rhyming words from the poem.

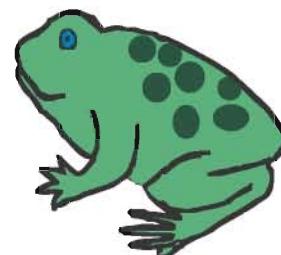
LET US BECOME POETS:

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

POST READING:

The Frog

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



A SAGE'S COMPASSION

A famous sage had immense compassion and love for animals and birds. Madhavan, his attendant, used to dry the sage's towel on a bamboo, tied between two trees. On one end of this bamboo a bird had built a nest.

One day, while removing the towel, the sage **dislodged** the nest, which fell down. One of the three eggs rolled out and cracked, but it did not break.

The sage told his attendant that a grievous sin had been committed and examined the egg in pity and repentance. "The poor mother will think that the egg is broken and will weep bitterly. She will surely curse me for having broken her egg. Can this egg be mended to hatch a young one?" he asked.

The sage wrapped the damaged egg in a piece of cloth and put it back into the nest, and every few hours he would take the egg in his hands, look at it for some time and then put it back, wrapped in its piece of cloth. All the time he would **murmur** to himself, "Will the crack heal? Will the egg hatch?"

On the eighth day, the sage exclaimed like an excited child, "Look, the cracks have gone! The mother will be glad. God has saved me from sin. Let us watch and see when the little one will come out."

The egg was watched all the time and the little **fledgling** finally appeared. the sage took it tenderly in his hands, beaming with joy. He showed it to everybody and finally gave it back to its mother.

dislodged - to forcefully remove from a place or position

murmur - a low sound made when many people are speaking

fledgling - a young bird

LET US REMEMBER:

1. Who had immense compassion and love for animals and birds?

2. How did the bird's nest fall?

3. What happened to one of the eggs?

4. What did the sage feel and do next?

5. Why did the sage say "God has saved me from sin"?

LET US UNDERSTAND, DISCUSS AND SHARE IN SMALL GROUPS.

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

UNIT 2

A NOTE TO THE TEACHER

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

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

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

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

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

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

In preparation

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



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

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

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

"Sorry, teacher," said Malar.

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



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

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

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

GOOD	BAD



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

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

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

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

"Act in a play".

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



"Or...rr... dance."

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

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

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

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

"Strange, isn't it?" she said after a moment. "There are marks on this tree." Malar nodded wordlessly.

There were a few red marks on the neem tree.

The girls continued to run and play.

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

"Why not?" Malar replied briefly.

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

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

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



Malar felt elated and decided to give her best. During the dance practice, the teacher taught the girls to stand in a circle and move inward and outward in step with the music. The movements were easy and the girls danced joyfully. Malar was very happy. The tempo gradually increased. Suddenly,

elated - very happy and excited
glistened - shining
dismay - disappointment

the teacher cried, "Stop... please stop." The girls froze. "Malar has fallen out of step. Start all over again." Malar looked around in dismay. The girls frowned and looked angrily at Malar. Her confidence had gone. She made many mistakes. Each time Malar made a mistake, the teacher made the whole group do the dance again. As the girls dispersed, the dance teacher called Malar and said, "I think you should ask your teacher to give you some other role". "Why, teacher?" Malar asked, hurt and annoyed. She had tried so hard!

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

"Why?" enquired Malar, anxiously.
 "We are going to build a new toilet here," he replied.
 "N... oooo, You can't cut the tree...,"
 she cried and put her hands around the tree.



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



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

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

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



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

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

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

"Teacher, may I be given another chance?"

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

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

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



The next day, when Malar went to her class she saw her teacher talking to the Principal about the cultural programme. "Come, Malar!" said the Principal kindly.



"What are you going to do for the Cultural Programme?" she asked. Malar started crying. She remembered her grandmother's words. She looked at her teacher. "Please give me another chance to dance," she said.

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

cope: manage to do

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

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



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

The teacher agreed.

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

The teacher told Malar's grandmother that Malar had given her best. If she hadn't played her part well, the entire show would have been a mess." Malar's face **beamed** with happiness. She was so happy!

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

bewitching – having a magical spell
beamed – shone

Suddenly, Malar felt a hand on her shoulder. She turned round and saw the Principal smiling at her. "Beautiful, aren't they?" she asked. "You are a bright, beautiful blossom too. Remember, Malar, you're a winner – we can all be winners." The Principal patted Malar's cheeks and said, "Happy holidays, girl."

Adapted from: Indira Ananthakrishnan

LET US REMEMBER:

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

Malar was _____.

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

Malar's teacher felt that _____.

- Why did the girls look at Malar angrily?

The girls _____.

- Why had the Principal decided to remove the neem tree?

The Principal had decided _____.

- What good news did the Principal have for Malar?

The Principal told Malar that _____.

LET US DISCUSS : (IN SMALL GROUPS)

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

Link the opposites

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

PRESENT YOUR VIEWS IN CLASS!**LET US UNDERSTAND: WHO SAID THESE WORDS AND TO WHOM?**

"Keep your flag flying high. You will do well."

Who? _____

To whom? _____

"You will never learn anything if you keep on dreaming in the class."

Who? _____

To whom? _____

"Malar has fallen out of step. Start all over again."

Who? _____

To whom? _____

"I appreciate your love for the tree."

Who? _____

To whom? _____

THINKING BEYOND THE TEXT:

- What would happen if we continue to cut all the existing trees?
- Why are deserts unfit to live in?
- What role do trees play in creating a pure environment ?
- “One family, one tree”,

Why is this a good idea?

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

WORD POWER: (DO THIS IN GROUPS)

PREFIXES AND SUFFIXES

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

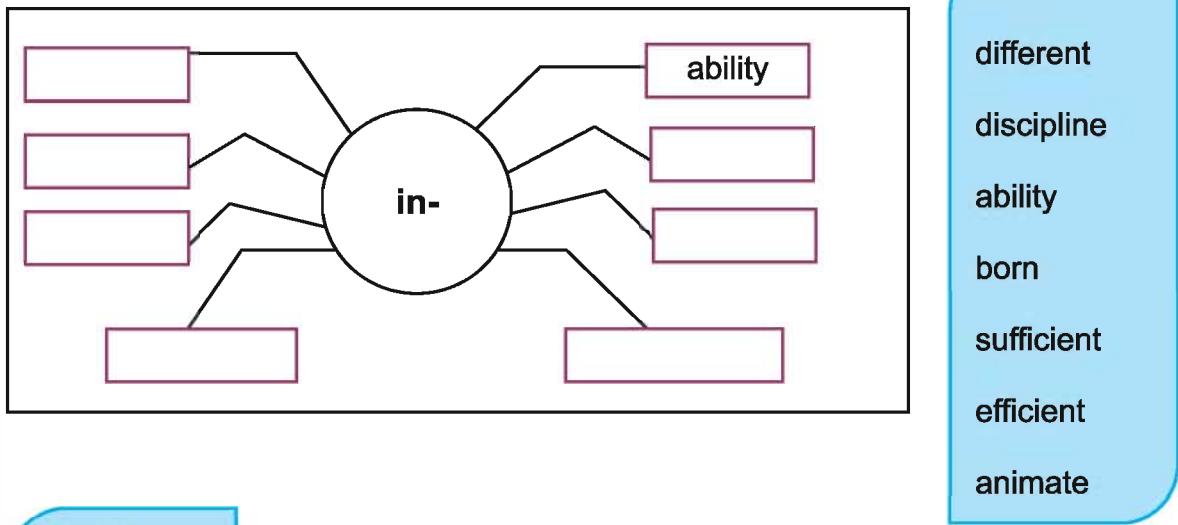
Affix is the term used to refer to both prefixes and suffixes.

1. read + able = readable

2. im + polite = impolite

Make new words by adding '**in**' – or – '**ment**' to the following words and fit them in the web chart. One is done for your sake in each spider's leg.

Spider talks! Prefix: **in-** Suffix: **-ment**



govern

astonish

pave

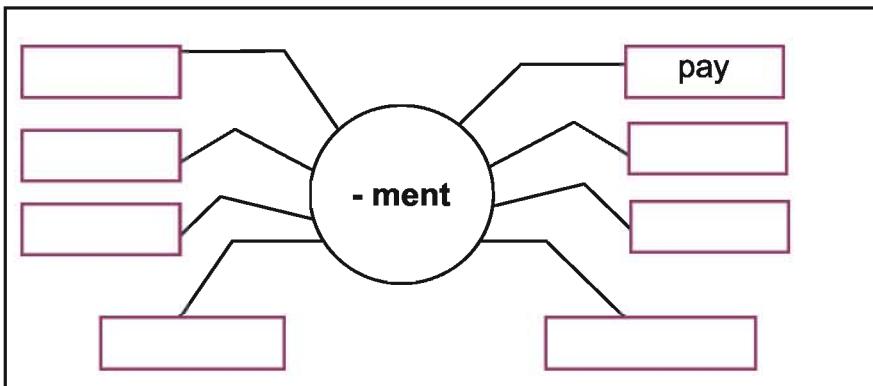
pay

require

treat

agree

settle



Create similar webs for the affixes: mis-, -some, im-, un-, -able.

A. Fill in the blanks with words formed by adding suitable suffixes to the words in italics:

1. The actors **entertain** children and the theatre is a source of _____.
2. Vishnu is **able** to sing well. He revealed his _____ at the concert.
3. We should keep our surrounding **clean**. _____ is next to godliness.
4. There is a **controversy** about the winner of the match. Hence _____ arguments are going on.
5. These angles are **supplements** of each other. They are called _____ angles.
6. Her handwriting is **neat**. The teacher appreciates her for her _____.
7. This picture adds **beauty** to the room. It is _____.
8. Since Suresh **quarrels** with everyone, he is _____.
9. Do not give room to **negative** thoughts. They lead to _____.
10. My grandfather is a **wise** man. He has a lot of _____.

LET US SCAN THE TEXT:

1. Words/Phrases describing the state of mind:

The words and phrases describe the state of mind of that person.

Write down the moods of the persons in the space provided.

S.No	Persons	Words / Phrases	Mood
1.	Nila and Malar	went hand in hand	happy
2.	Malar	rushed	_____
4.	The Class Teacher	raised her eye brows	_____
5.	Girls	frowned	_____
6.	The Dance Teacher	stop, stop girls	_____

VOCABULARY CHECK:

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

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

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

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

COMPOUND WORDS:

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

(e.g.) fire + proof = fireproof, school + bus = schoolbus, note + pad = notepad

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

Match the words under Column A and Column B to form compound words.

S.No	Column A	Column B	Compound Word
1.	class	a) water	classroom
2.	break	b) white	_____
3.	over	c) room	_____
4.	back	d) time	_____
5.	door	e) heard	_____
6.	snow	f) stage	_____
7.	ground	g) step	_____

LET US LEARN: TENSES

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

1. a) The **Present Continuous Tense [Progressive Tense]** is used to express an action that is going on at the time of speaking and to describe an action which is in progress right now;

⇒ Nila is singing.

⇒ The girls are dancing.

1. b) For an action that takes place in the near future by adding adverbs of time;

⇒ I am going to Chennai tomorrow.

⇒ The Prime Minister is meeting the President tonight.

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

Examples:

At 5 pm Kabilan **was singing** a song at the function.

Vijay **was typing** the material, when the phone rang.

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

The girls **were dancing**, when Nathiya entered the room suddenly.

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

Examples:

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

I **shall be playing** cricket at 5 pm tomorrow evening.

Raghu **will be appearing** for the M.B.A. examination this December.

Sarathy **shall be leaving** for the States next November.

Exercises

A. Construct suitable sentences using the future continuous tense from the table given:

1	The children	shall be will be	enjoying	in the evenings
2	I		going	the film this Friday
3	Anitha		playing	Pongal in January
4	We		celebrating	hard tonight for the exam
5	Ramesh		working	the syllabus by November
6	Kumar		participating	to temple today
7	Swarna		preparing	in the Athletic Meet next year
8	Shreya		inviting	for the concert this week-end
9	Niranjani		completing	her dinner by 9 pm
10	The teacher		having	all her friends to the party

B. Fill in the blanks using the Past / Present / Future Continuous forms of the verbs given in brackets:

1. Tomorrow at this time Ramesh _____ (write) a test.
2. My mother _____ (prepare) dinner, while I _____ (do) my homework.
3. I _____ (work) very hard now-a-days.
4. Ram _____ (attend) French classes, as he has got a job in France.
5. Prem _____ (practise) tennis, when the teacher suddenly called him inside.
6. When _____ (you) _____ (go) to start your revision?
7. We _____ (complete) our lessons by next week.
8. People _____ (burst) crackers all over; the noise is deafening.
9. We _____ (near) the airport, when our car broke down suddenly.
10. My parents _____ (leave) for Mumbai today.

C. Rewrite the passage changing verbs into the Past / Past Continuous tense accordingly:

My mother is a teacher. She often guides me in my lessons. I am always asking her doubts and she patiently clarifies them. I am scoring well in my tests, because she helps me a lot. She teaches me good values, right behaviour and many such virtues. My teachers are praising me often and I owe all the credit to my mother.

LET US KNOW MORE:

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

What happens when trees are felled?

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



Answer the following questions:

1. How are forests useful in preventing global warming?
2. Trees absorb _____.
 - a) carbon monoxide
 - b) carbon dioxide
 - c) nitrogen
3. What is deforestation?
4. Why shouldn't we fell trees?

**THINK AND WRITE: [WRITE TEN SENTENCES]**

"Now-a-days plastic has replaced almost everything". Write down your **impression** about this statement.

What information do you want to collect about plastic?

What do you know about its use?

Why is plastic useful?

How is plastic harmful?

How can we regulate its use?

What is the alternative to plastic?

POEM**WHAT TREES ARE FOR**

Some trees are for playing
 - hide and seek with a friend,

Some trees are for chatting
 - as if each day has no end

Some trees are for dreaming
 - at times I cease to think!

Some trees are for watching
 - at times without a blink!

Some trees are for observing
 - a bird, without a sound,

Some trees are for making
 - twig patterns on the ground

Some trees are for discovering
 - an insect, bug or fly,

Some trees are for relaxing
 - staring right through at the sky!

Some trees are for swinging
 - till you fall, upon a root

Some trees are for treating
 - your friend to a nice, fresh fruit

Some trees are for fanning
 - your mind to make it cool

Some trees are for feeling
 - at home when you walk to school.



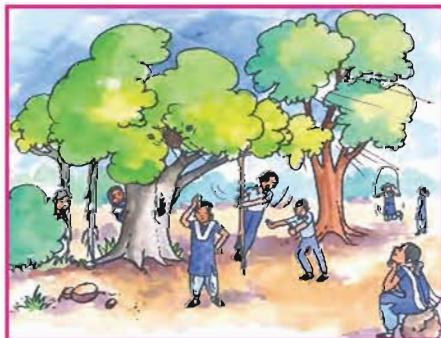
What games do you play under a tree?

Name the birds you have seen on a tree.

What insects or bugs have you seen on a tree?

What trees do you see while going to school?

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



NEW WORDS:

cease - to end

blink - closing and opening one's eyes quickly

swing - seats held by ropes or chains for swinging

LET US UNDERSTAND:

1. Who are the speakers in this poem?



2. What feelings do the students communicate about the tree?

3. Why do the poets say, 'trees are for fanning your mind to make it cool'?

SHARE IN GROUPS:

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

WORD PICTURES:

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

PICK OUT THE LINES THAT HELP YOU TO FORM VISUAL IMAGES:

1. Trees are to play hide and seek in

When we heal the earth,
we heal
ourselves.

WORD POWER:

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

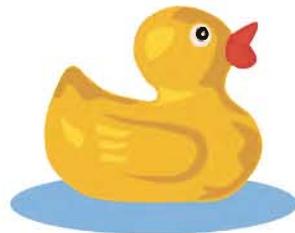
friend / _____ think / _____ ground / _____ fly / _____

LET US BE POETS:**Try in groups:** (complete the poem)

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

Try this!

Imagine you are a tree!
 Write your autobiography!



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

FUNCTIONAL ENRICHMENT ACTIVITY:

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

S.No	Name of the tree	Uses of the tree	Where does it grow
1	Mango tree	Used as food	
2			
3			
4			
5			

LET US WRITE:

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

NATURE CARES FOR NATURE



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

"Ramana, come", said Lalitha, wiping away her sweat and dropping the heavy bag down. Out of curiosity, Ramana inserted his hand into the bag and took a mango out of it.

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

"Ramana, what is the matter with you?".

"Amma, don't talk to me".

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

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

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

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

"Nothing, Grandma, mother is forcing me to eat this fruit," replied Ramana irritably.

HOW CAN WE?

The child of nature is a tree

How can we take its life?

The child of the beautiful tree is a flower

How can we take its life?

The child of a flower is the lovely fruit

We eat it for our need

The lovely fruit of the earth is ours

What have we done with the seed?

G.Sangeetha, Class VII



Being vexed with the boy's attitude, Lalitha went to the kitchen to prepare supper.

"Ramana, let me eat a piece first and tell you how it tastes!" said Grandma. She took a piece and ate it and persuaded him to do the same.

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

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

"What are you searching for?" asked Grandma.

"Help me, Grandma, to look for the mango seed".

"Why do you need it?"

"To plant it".

"Plant it!" exclaimed Grandma.

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

"Here it is", said Grandma.

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

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

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

restless - feeling nervous



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

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

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

sprout - to produce new shoots, leaves, buds etc.,

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

"We will fence the garden soon," said Grandma.

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

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

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

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

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



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

"Ramana, where are you?" Grandma shouted.

She came there and sat by his side.

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

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

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



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

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

"I had better not disturb nature."

A. WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER:

1. Ramana's mother says that her son is _____.
a) a valuable gift b) a naughty boy c) very playful d) very studious

2. "If you plant a mango seed now, it will yield mangoes within three or four years". This is said by _____.
a) Ramana's father b) Neelambal c) Lalitha d) Ramana's teacher

3. The goat ate _____ of the mango tree.
a) only a few leaves b) all the leaves c) the whole tree d) only the fallen leaves

4. Who watered the mango tree daily?
a) Ramana's brother b) Lalitha c) Neelambal d) Ramana

5. The whole family was happy to see _____.
a) the tree b) the mangoes c) the blossoms d) the goat

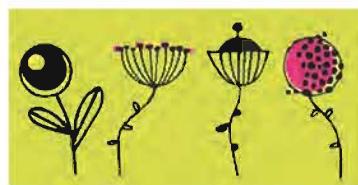
B. DISCUSS IN SMALL GROUPS: (TEACHER HAS TO INITIATE)

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

GROW YOUR ECO - FAMILY:

Things you need:

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



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

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

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

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

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

UNIT 3

A NOTE TO THE TEACHER

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

The poem "**In search of a Friend**" picturises a young boy's search of a friend which ends in vain. It also describes how the playful harms done by young boys to animals and birds lead to rejection of friendship. At the end, the boy realises his mistakes and repents and apologises and gets a number of friends.

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

This unit throws light 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. There is much scope for functional enrichment in the language.

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

IN QUEST OF INDIA'S FREEDOM

In preparation :

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

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

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



to herald	: to bring in
secular	: free of religion
the dawn of	: the beginning of
spell	: influence
instantaneous	: at the moment
surges	: rushes forward
to obtain it	: to win it
to get that	: achieve that freedom

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

The mere **spell** of this slogan '**Jai Hindh**' – inspires everyone **instantaneously** and a mood of patriotism **surges** in every individual.

Do you know who said these words? It was the **mighty** hero of the Indian War of Independence, Subhas Chandra Bose, or 'Netaji' as he was popularly known.

Netaji was born in Cuttack in Orissa on 23rd January, 1897, in a very rich family. His father Janakinath Bose was a famous lawyer. When he was five, he was admitted into a big European School, where he was not taught his mother tongue, Bengali, and wore only Western clothes. At the age of twelve, he was shifted to another school, where his headmaster, Beni Madhav Das, **kindled** the spirit of **patriotism** in him. Netaji started to respect wearing Indian clothing. He also started helping the poor and needy. When a village was hit by small pox, Netaji led a group of volunteers, and personally looked after the sick. He did not mind that there was no cure for small pox. Netaji looked upon his teacher, Beni Madhav Das as his 'guru'.

When Netaji was 15, he came under the **profound** influence of an outstanding

mighty	: strong
kindled	: awakened
patriotism	: love of the motherland
profound	: deep and strong
barbarians	: lacking literary culture

spiritual leader, Swami Vivekananda, and was deeply impressed with his teachings. He understood the saying 'Work is Worship'. He also started practising yoga to discipline himself.

His mother, Prabhavathi made her son aware of the great traditions of India. He joined the Presidency College in Calcutta, after securing the 2nd rank in his Matriculation Examinations.

At the College, he was deeply upset by the rude behaviour of one of the British teachers, Professor Oten with Indian students – they were called 'stupid natives' and '**barbarians**' or primitive people. The Professor believed that in this ancient land, true civilization had been brought

Have you noticed two entirely different qualities in a person? Describe the situation.

in only by the British! Netaji protested Professor Oten's view.

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

Later, as Head of the Department of Public Instruction in Bengal, Professor Oten also appreciated Netaji for his exemplary performance in the University Military Training Corps. This was the **forerunner** of our NCC training today.

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

forerunner	- one that precedes and indicates the approach
zeal	- great energy or enthusiasm in pursuit of a cause or an objective
massacre	- mass murder
called on	- visited
expressed	- revealed

He was strongly influenced by Swami Vivekananda's teachings and was known for his patriotic **zeal** as a student. To fulfill the wishes of his parents, he went to England in 1919 to compete for the Indian Civil Services Examinations being held there. He came fourth in order of merit in this exam. However, Subhas Chandra Bose was deeply disturbed by the Jallianwala Bagh **massacre** in his homeland. Subsequently, he left his Civil Services apprenticeship midway to return to India in 1921.

On landing at Bombay, he called on Mahatma Gandhi and expressed his desire to work for the freedom of India. It became clear to Mahatma Gandhi that Netaji had questions about his principle of 'Non-Violence'. Meanwhile, with his brilliant academic achievements and background, Netaji became the Principal of the National College, Calcutta.

He was also appointed the Chief Executive Officer of the Calcutta Municipal Corporation.

He made khadi, or homespun cloth, the official dress of the Corporation. He also encouraged the production and sale of other goods made in India.

But the British wanted cloth from England to be bought and sold in India. They also wanted to control Indian trade. They made the sale of homespun cloth and other Indian products illegal. Netaji was arrested and sent to a prison in Rangoon, Burma.



Jai Hind

The conditions at the jail were horrible. There was no shelter from the sun or the rain. Netaji was

also upset that he had not even been given a chance to explain his point of view. A huge number

of people protested his imprisonment. He was released.

Netaji felt that only an armed struggle would liberate India.

He felt too that he would need military help for this difficult task. Therefore, he had gone to the extent of seeking help from foreign countries like Japan, Italy and Germany. Netaji

formed the Indian National Army (INA) in 1941 in Singapore with the help of the Indian prisoners who were released by the Japanese. He inspired the troops to fight against



the British to liberate their motherland. They started marching towards India. Netaji told them, "Every dawn is preceded by a thick darkness. The dawn is therefore close at hand. So cheer up! Hold the Indian flag aloft and fight on!" On 21st October, 1943, the Azad

Hind Government was set up on foreign soil. It was here that Netaji coined the rousing words of salutation to our motherland – 'Jai Hind'.

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

Let us remember :

1. What did Netaji do as a school student?

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

3. What did Netaji make out from reading the teachings of Swami Vivekananda?

4. What did Netaji's mother teach him?

5. What did Netaji realize at Cambridge?

6. What did Netaji do as the CEO of Calcutta Municipal Corporation?

7. What did the British want?

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

9. Why is Subhas Chandra Bose called 'Netaji' or leader?

LET US UNDERSTAND:

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

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

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

LET US UNDERSTAND, DISCUSS AND SHARE :

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

GRAMMAR - LET US REVISE - ADJECTIVES:

Look at the sentences under Part - A and Part - B.

Part - A

Ramya is a girl.

Jasmine is a flower.

Part - B

Ramya is a **cheerful** girl.

Jasmine is a **fragrant** flower.

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

Example :

- 1. a **green** frog 2. a **smart** boy
- 3. a **lovely** pond 4. an **English** teacher



ACTIVITY :

Underline the adjectives in the following sentences :

- ❖ Kolkata is a large city.
- ❖ I am well.
- ❖ Kamala is a smart girl.
- ❖ Netaji was a courageous leader.
- ❖ The clever girl was praised by the teacher.



LET US REVISE :

There are many kinds of adjectives

I. Adjectives of Quality (Descriptive Adjectives):

They answer the question: **of what kind?**

1. The ant is a **tiny** but **wise** creature.
2. Sriram is an **industrious** person.
3. The Taj Mahal is a **wonderful** building.



II. Adjectives of Quantity :

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

1. Sandhiya ate the **whole** apple.
2. Babu ate **some** rice.
3. The teacher showed **much** patience.
4. Mohan spent **all** his money.



III. Adjectives of Number (Numeral Adjectives):

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

- For example:**
1. How **many** children are present in the class?
 2. There are **ten** books on the table

NOTE ON NUMERAL ADJECTIVES :

Numeral Adjectives are of three kinds - **Definite**, **Indefinite** and **Distributive**

a. Definite Numeral Adjectives :*They denote an exact number.*

1. The hand has **five** fingers.
2. We have **two** eyes to see.
3. She ate **three** bananas.



b. Ordinal adjectives:

4. Sunday is the **first** day of the week.
5. Kalpana Chawla was the **first** Indian - born woman to go to space.
6. Manmohan Singh is the **fourteenth** Prime Minister of India.

c. Indefinite Numeral Adjectives :

They do not denote an exact number.

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



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

d. Distributive Numeral Adjectives :

They refer to each one of a number.

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



IV. Demonstrative Adjectives :

They answer the question: Which?

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



V. Interrogative Adjectives :

The questions **What**, **Which**, **Whose** are used to receive information.

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



VI. Possessive Adjectives:

They answer the question Whose?

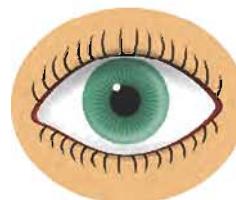
1. Their relatives came here.
2. His mother loves me as her own son.
3. Our house is in the corner of the street.
4. Your aim must be high.



VII. Emphasizing Adjectives :

*The words **own** and **very** are used as Emphasizing Adjectives.*

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



VIII. Proper Adjectives :

They are formed from proper nouns.

- an Indian writer
- an American dollar
- a German dog



ADJECTIVES – A SUMMARY :

Give examples

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

DEGREES OF COMPARISON

Adjectives used for comparison are of three kinds:

- a) Positive
- b) Comparative and
- c) Superlative

Short adjectives or adjectives of one syllable form their comparatives and superlatives by the addition of the suffixes 'er' and 'est', respectively.

Positive	Comparative	Superlative
fine	finer	finest
kind	kinder	kindest
nice	nicer	nicest
young	younger	youngest
big	bigger	biggest
hot	hotter	hottest
lovely	lovelier	loveliest
tasty	tastier	tastiest
pretty	prettier	prettiest

IRREGULAR ADJECTIVAL FORMS:

Positive	Comparative	Superlative
good	better	best
much	more	most
little / less	lesser	least
bad	worse	worst
near	nearer	nearest / next

Adjectives of two or more syllables form their comparatives and superlatives with the addition of 'more' and 'most' before them, respectively:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
intelligent	more intelligent	most intelligent
popular	more popular	most popular
famous	more famous	most famous

The adjective used in its base form to compare two similar / not so similar qualities is of the positive degree.

- 1) Sheela is as pretty as Kala.
- 2) No other boy in the class is as tall as Ramesh.

The phrase 'as/so + adjective + as' occurs in the positive degree.

When one person / thing is compared with the other person / thing, we use the comparative degree.

- 1) Mala is older than Veena.
- 2) Velan is more intelligent than any other boy in the class.

The phrase 'than any other' is an essential feature of the sentence in the comparative degree.

When one person / thing is compared with all the others, we use the superlative degree.

- 1) Prem is the strongest boy in the class.
- 2) This is the oldest building in the city.

Note: 'the' is placed before the superlative form of the adjective.

Classify the sentences as of the Positive, Comparative or Superlative degree:

1. This is the latest introduction to the market.
2. Mr. Naveen is the wealthiest person in our locality.
3. Aakash was the earliest to arrive.
4. Rahul is cleverer than me.
5. Your performance is as good as mine.
6. My handwriting is better than yours.
7. The Taj Mahal is the most beautiful building that I have ever seen.
8. Today is the hottest day of the year.
9. No other girl in the school is as polite as Naga.
10. The blue dress is as pretty as the red dress.

LET US REVISE - ADVERBS:

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

Part - A

John walks.

Hema sings.

Madhan writes.

Part - B

John walks **slowly**.

Hema sings **sweetly**.

Madhan writes **carefully**.

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

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

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

Read the following sentences :

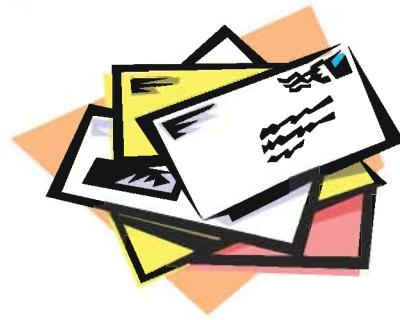
1. Ram runs **fast**.
2. This is a **very** tasty apple.
3. Gopal reads **quite** clearly.

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

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

I. **Adverbs of Time (which show when)**

1. I received a letter two days **ago**.
2. **Tomorrow** will be a working day.
3. Time wasted is **never** gained.
4. The train arrived **late**.
5. I have spoken to him **already**.



II. Adverbs of Frequency (which show how often)

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

III. Adverbs of Place (which show where)

1. May I come **in**?
2. Stand **here**.
3. He walked **forward**.
4. It rained **everywhere** in the district.



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

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



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

1. I had given **enough** money.
2. He was **too** careless.
3. I am **rather** busy.
4. I am **so** glad.



VI. Adverbs of Affirmation and Negation:

(which strengthen the meaning of the verb)

1. **Surely** you are mistaken.
2. We **hardly** go to movies.
3. Seema **certainly** went to the USA.
4. My mother **seldom** watches serials.

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

1. Sekar is angry and **therefore** does not talk to me.
2. **Since** it is hot, I am very tired.
3. He slept for a long time **because of** exhaustion.
4. The bell rang, **so** he left the school.
5. **As** he is not well, he has not come to school.

VIII. Interrogative Adverbs: (used to ask questions)

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

ADVERBS – A SUMMARY:

Fill in the examples!

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

LET US UNDERSTAND :

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

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

LET US REVISE SENTENCE PATTERN

We have already learnt the following patterns:

- 1) The angry lion roared - **SV**
- 2) I ate an apple - **SVO**
- 3) She sings well - **SVA**
- 4) We are students - **SVC**
- 5) He showed me a picture - **SVIO DO**

A) Identify the pattern of the following sentences:

1. He named the child Varun at the ceremony.
2. My friend gave me a camera on my birthday.
3. We spent our vacation in Shimla.
4. The old man fell ill suddenly.
5. Yesterday she danced wonderfully at the function.
6. Mahesh often meets his friends at the park.
7. We are always punctual to school.
8. Meena is my best friend.
9. The dog barked fiercely.
10. She has not done her homework.

B) Write your own sentences for the following patterns:

- i) S V A ii) S V C iii) S V O iv) S V IO DO A v) S V C A

LET US REVISE: ARTICLES

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

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

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

LET US LEARN: USAGE OF 'a':

Fill in your own examples!

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

- **before a word that begins with a vowel letter but with a consonant sound**
'a university', 'a European', 'a one-eyed man'

- **before a singular countable noun when it is mentioned for the first time**
He bought a book.

- **with an expression of quantity**
a lot of time, a dozen oranges, a great deal of money

- **with certain numbers**
a hundred rupee note, a thousand times

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

half a litre, two and a half kilos

► Such a mess! What a lovely flower!

► ***before a stressed 'h'***

a hotel, a hostel, a history student

Usage of 'An':

Fill in your own examples!

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

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

- ***before individual letters spoken with a vowel sound***

(f, h, l, m, n, r, s, x) :

an FIR,	an HMT watch,	an LIC agent,	an MBA.,	an MP.,
an MLA.,	an NOC,	an STD call,	an SMS,	an X-ray room

Usage of 'the':

Fill in your own examples.

The definite article 'the' is used before,

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

a noun already mentioned - You gave me a watch. **The watch is very beautiful.**

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

unique nouns - **the Sun, the Moon, the Stars, the Earth**

newspapers, magazines - **the Hindu, the New Indian Express, the Week**

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

superlatives - **the most useful, the brightest**

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

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

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

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

adjectives in the comparative degree -

The higher the bird flies the more majestic it looks.

EXERCISE

Correct the errors in the following sentences:

1. I met an European yesterday.
2. Sheela is learning the Japanese.
3. If you heat the ice, it melts.
4. Give me hundred rupee note.
5. Ramesh is a honest man.
6. Rekha plays violin well.
7. The more items you buy, more you spend.
8. It is an one – hour journey from here to the Museum.
9. My father is a L.I.C agent.
10. This is first prize that I have ever won.

POEM**IN SEARCH OF A FRIEND**

I said to the flowering tree,
“ Will you be my friend and play with me?”
“ You dig up my root
And eat up my fruit.
A friend to you I never will be,” said he.

I said to the humming honey bee,
“ Will you be my friend and play with me?”
“ Don’t try to be funny,
You stole all my honey.
A friend to you I never will be,” said he.

I said to the rabbit with ruby eyes,
“ Will you be my friend and play with me?”
“ You chase me and kill me,
Roast me and eat,
A friend to you I never will be,” said he.

I said to the parrot limping by,
“ Will you be my friend and play with me?”
“ My fine wings you tore,
I can fly no more.
A friend to you I never will be,” said he.

I said to the butterfly so gay and free,
“ Will you be my friend and play with me?”
“ You stick me with a pin
And think it no sin.
A friend to you I never will be,” said he.

I felt so lonely and ever so sad
And began to wonder, "Am I so bad?"

Then said I
to the flowering tree,
the humming bee,
the rabbit,
the parrot and the
butterfly,
"sorry, I harmed you,
forgive me."

Once again I asked them hopefully,
" Will you be my friends and play with me?"
They smiled and answered, "Most certainly! "

New words

- 1) humming - buzzing
- 2) ruby - a dark red stone
- 3) limping - walking lamely
- 4) lonely - alone

LET US REMEMBER:

- 1) Who does the poet ask to be his friend?

- 2) Why does the honey bee not want to be his friend?

- 3) Why does the poet say, " I felt so lonely and ever so sad"

4) What does he do to change his feelings of loneliness?

5) What happens at the end?

LET US READ: (small group)-Answer and share in class.

- Read the poem aloud .. Which lines rhyme?
- Does the poem give a message to us? If so, what is it?
- Do you remember ever hurting someone? Did you apologise to that person? Are you still friends today?

RECALL AND SHARE:

Do you remember any incidents that happened when you were a little child? Could you describe it to your friends?

THE SELFISH GIANT

adapted from a story by Oscar Wilde

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

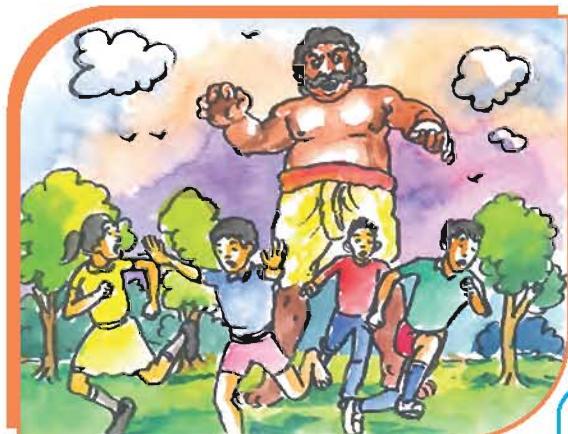
You have heard of giants in stories, haven't you? What makes someone a giant? Are they real or unreal? Do giants really have to be tall? They are all huge and strong. Some are good, and some are bad. Oscar Wilde's story is a beautiful parable of what makes people bad, and what makes them change.



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

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

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



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

linnet : a small brown and grey bird

crept : move slowly and carefully

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

So he opened the door and crept downstairs. But when the children saw him, they were so frightened that they all ran away and the garden became winter once again. But the little boy did not run because his eyes were full of tears. He did not

heart melted: he became kind and loving

see the giant coming. And the giant stood up behind him and took him gently in his hands and put him up on a branch of the tree.



And at once the tree bloomed and the birds came and sang on it. The little boy stretched out his two arms and flung them around the giant's neck and kissed him. The other children saw that

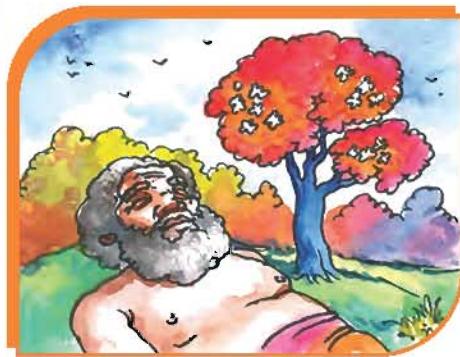
the giant was no longer wicked and came back; and with them came the spring. "It is your garden now, little children" said the giant and he took a big axe and knocked down the wall. All day long they played and in the evening they came to the giant to bid him goodbye.

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

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

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

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



The child smiled and said to the giant, "You let me play once in your garden. Today you shall come with me to my garden, which is paradise".

And when the children ran in that afternoon, they found the giant lying dead under the tree, all covered with white blossoms.

LET US REMEMBER:

Put a tick on the right option:

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

DISCUSS AND WRITE:

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

* What steps did the giant take to prevent the children from playing in his garden.

* Why did not spring visit the giant's garden?

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

* Which incident melted the giant's heart?

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

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

* Describe the 'marvellous' scene, which the old giant saw in his garden.

Discuss with your classmates and comment upon the following statements:

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

LET US WRITE:

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

Place : _____

Date : _____

Dear Ogre,

P.S.

Yours _____,

_____.

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

'I can, I did'

Student's Activity Record

Subject :