

# **ENGLISH**

**STANDARD EIGHT**

**TERM II**

# UNIT 1

## NOTE TO THE TEACHER

This unit aims to enhance the student's love of her/his country by reading not only about a brave queen in the given prose text but also about everyday heroes and heroines in the supplementary reading section. They make us feel proud of our country and our heritage. This also touches on the theme of women empowerment. **The Brave Rani of Jhansi**, is adapted from the inspirational narrative by Sandhya Rao. She speaks about the dynamic role that the young Rani Lakshmibai who played an important role during the First war of Indian Independence.

The vocabulary exercises are given to help students enrich their active use of the language. They will have fun in finding out the words hidden in the maze. The activity is a road map that will enable the students to engage with the inspirational nature of the text.

### ENGLISH

Care has been taken in devising activities to help the students engage themselves in active learning through the interactive method. The students will be introduced to the transitive and intransitive verbs and active and passive constructions through simple exercises.

Before reading aloud Kipling's poem **Land of our Birth**, please get the children to fill up the pledge as suggested in the preparation part. The words of the poem are very heart warming and can easily be memorized. You can inspire students to take pride in our national heritage and instil in them patriotic zeal. The poem also teaches us how to be good human beings.

The Supplementary Section, **After the Storm**, adapted from a powerful children's story written by Deepa Agarwal, evokes in young readers a sense, how their attitudes can change any situation for the better.

There are many functional activities such as projects and creative writing to encourage students to think over and use the target language in a real or given situation for enriching their language skills.

## PROSE

# THE BRAVE RANI OF JHANSI

Adapted from Sandhya Rao's story

### In Preparation :

Think of 1857 and you think of the Rani of Jhansi, one of India's bravest women. That was the year when the Indian soldiers openly turned against their masters, the British. It was the first organized fightback and Indians called it their First War of Independence. It was also known as 'Sepoy Mutiny'. It was a revolt against the British Government. Lakshmibai too joined that mutiny in 1858 after she had become the Rani of Jhansi.



When Lakshmibai was born in Benaras, the wise ones said she would become a queen. Her parents, Moropant Tambe and Bhagirathibai named her Manikamika after the river Ganga. Her mother told her many stories from *the Ramayana and the Mahabharatha*, and Manu, as she was called, was very happy. Unfortunately Bhagirathibai died all of a sudden when Manu was only four. Moropant Tambe moved to a place called Bithur. There he worked for Baji Rao II, who had once been the Peshwa. 'Peshwa' was the title given to the Maratha ruler. Manu did not feel

What is called the First War of Independence?  
Why?

Who were Manu's parents?

Why did her father move to Bithur?

What was the title given to the Maratha Ruler?

sad for a long time in Bithur. She quickly made friends with the boys, Nana Sahib and Tantia Tope. Nana Sahib was Baji Rao's adopted son. With them, she learned to ride and shoot. She also went to school, although in those days girls were not taught to read and write. She was called 'Chhabili'- the sweet one - by everyone, including Baji Rao.

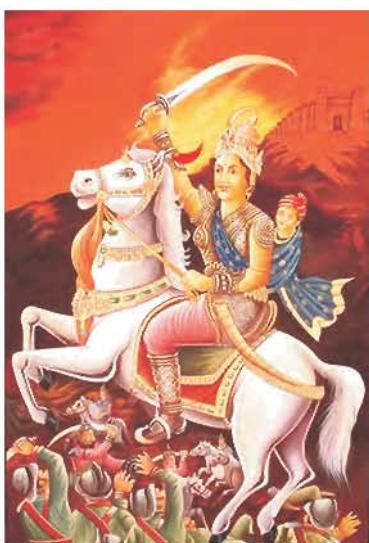
Because of her charm and wit, Gangadhar Rao, the king of Jhansi, married her after the death of his first wife, Ramabai who had died without a child. When Gangadhar Rao married Manu, she was only 15 and she was a child herself. The bride was given a new name, Lakshmibai, Rani of Jhansi. The people of Jhansi welcomed Lakshmibai into their hearts and she loved them too.

Soon, the people of Jhansi were thrilled to know that their king **at last** had an heir. Yes, Lakshmibai had given birth to a baby boy in 1851. But this joy and happiness did not last as the baby died after three months and the people were heartbroken.

In those days, it was common for the rulers to adopt a child if they did not have children.

<b>at last</b>	- finally
<b>heir</b>	- a person with legal right to a position or property
<b>heartbroken</b>	- feel extremely sad

So the king, Gangadhar Rao chose five year-old Anand Rao, his cousin's child, to be



his adopted son. On the eve of the adoption, on November 19, 1853, a colourful **ceremony** was held and Anand Rao was renamed Damodar Rao Gangadhar. The British were informed of the adoption by the king who told them that his queen, Lakshmibai, would rule Jhansi until the boy grew up. Soon after he had made the adoption, the **perils** began with the death of Gangadhar Rao. The Governor General Lord Dalhousie announced that he was taking over Jhansi, since the British did not accept an adopted child as a legal heir to the throne. This was only a cunning plan on the part of the British to take over the land.

This clever way of **acquiring** new territories for their **Empire** was called the **Doctrine of Lapse**. The British made a law that, if an Indian ruler died without a natural heir, the British simply took over his or her kingdom. The kingdom or state lapsed into the British. But Lakshmibai was **determined** not to give up Jhansi. However all her efforts became **futile** and she wept alone in her room the whole night.

<b>ceremony</b>	- a formal religious function
<b>perils</b>	- dangers
<b>acquiring</b>	- gaining
<b>territory</b>	- region
<b>empire</b>	- a group of countries ruled by one country
<b>lapsed into</b>	- transferred without a rule of law
<b>determined</b>	- firm
<b>futile</b>	- useless

She was only nineteen years old! She decided to leave the fort as ordered by the British and went to live in a palace in the town with Damodar, her adopted son. The British began to govern Jhansi.

In the palace, Lakshmibai led a quiet life. She taught Damodar to fence and ride, read and write. Even then, she did not stop writing to the British for justice. Three years had passed without any disruption. By 1857, the British occupied India almost completely and their armies had many Indian soldiers. Not everybody, including the **sepoy**s, was happy. They were very hurt because their officers had asked them to **grease** the new **cartridges** to be used in the **rifles**. This **grease** with fat from pigs and cows was used in order to fire the bullets **smoothly**.

India has always been a multicultural country. The Muslims did not eat **pork**. The Hindus did not eat **beef**. Though they had already faced many problems, the greasing of cartridges was the worst one. On a hot summer day in May, the sepoy of the Bengal Army in Meerut attacked their British officers and some officers were killed. The Sepoy Mutiny had begun! As the news spread across the central and northern India, thousands of soldiers turned against their British officers. Very soon the mutiny spread to Jhansi. The British were helpless to control the **mutineers**. They appealed to Lakshmibai to advise her soldiers to return quietly to their camps. Instead, she decided to join this fight against the British. Her war for independence had really begun.

First of all, she dug up all the piles of **ammunition** that had been hidden secretly and set up two new factories to **manufacture** rifles and swords. Thousands, including women were trained. She had a strong and loyal army, headed by both men and women. Lakshmibai was **galloping**

<b>disruption</b>	- disturbance
<b>sepoy</b>	- an Indian soldier in the British army
<b>grease</b>	- apply oil / fat
<b>cartridges</b>	- tubes with gun powder and bullets
<b>rifles</b>	- long guns
<b>smoothly</b>	- easily
<b>pork</b>	- meat of pigs
<b>beef</b>	- meat of cows

Who started the Sepoy Mutiny?

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What did the British want Lakshmibai to do?

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Did Rani of Jhansi accept the appeal of the British?

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**mutineers** - those who revolt

**ammunition** - collection of explosives

**manufacture** - large scale production

**galloping** - moving fast

from one place to another on a horse to supervise all the activities. She became one of the toughest rulers of Jhansi!

The British, on seeing Lakshmibai's leadership wanted to **capture** her. Sir Hugh Rose was given the task. His army reached Jhansi. Though Lakshmibai's loyal army fought the British **furiously**, they were pushed back by the enemy's guns. The British **cannons blasted** a huge hole in the wall of Jhansi's fort and the soldiers rushed into Jhansi.

<b>capture</b>	- catch
<b>furiously</b>	- violently
<b>cannon</b>	- very large gun
<b>blasted</b>	- bombed

It was a terrible fight. Even though a large number of Lakshmibai's soldiers were killed, the British could not catch Lakshmibai as she had escaped with Damodar to Kalpi. Accompanied by her faithful followers and friends, she went to Gwalior to seek the support of Scindia of Gwalior. Though Scindia was on the British side, his soldiers deserted him and supported Lakshmibai to fight against the British.

She gained fame far and wide and she **asserted**, "We must prepare ourselves for another **onslaught**." However Rose was back with more men and more arms, and waited outside the Gwalior Fort. Once again there was a terrible battle. Lakshmibai sat on her horse, holding the reins between her teeth and a sword in each hand. Her eyes **glittered** with fire and her swords caught the sunlight as she fought bravely. But on the third day of the war, she was shot. The brave Rani of Jhansi laid down her life for her people. She was only twenty three years old at that time.

<b>assert</b>	- say firmly
<b>onslaught</b>	- attack
<b>glitter</b>	- shine
<b>whisper</b>	- say softly

Her soldiers huddled together in shock. She **whispered** in her last breath, "Give my jewels to my soldiers and look after little Damodar." The moment Lakshmibai died, the Peshwa army lost hope and the Sepoy Mutiny came to an end. The history of India is full of stories of the brave. No doubt, Lakshmibai is probably the most famous Indian woman to **defy** the British.

**defy-** refuse to obey

**LET US REMEMBER:**

1. What was the name given to Lakshmibai by her parents?

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2. Who were Manu's friends in Bithur? What did she learn there?

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3. How was Manu called by everyone?

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4. Why did Gangadhar Rao choose Manu as his queen? What name did he give her?

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5. Why did Gangadhar Rao adopt a son?

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6. What was the Doctrine of Lapse? Why did the British evolve it?

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7. How did Rani Lakshmibai prepare for the First War of Independence?

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8. What was the result of the First War of Independence?

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9. Describe how Lakshmibai fought her last battle.

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10. What were her last words?

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**VOCABULARY:****Let us know the new words :****A. Match the following words with their meanings given:**

- | <b>A</b>      | <b>B</b>          |
|---------------|-------------------|
| 1. mutiny     | 1. violent attack |
| 2. onslaught  | 2. useless        |
| 3. defy       | 3. rebel          |
| 4. ammunition | 4. disobey        |
| 5. futile     | 5. weapons        |

**B. Choose the opposites of the words given:**

- |             |             |               |              |              |
|-------------|-------------|---------------|--------------|--------------|
| 1. charm    | a) ugliness | b) magic      | c) beauty    | d) elegance  |
| 2. smoothen | a) soften   | b) pleasant   | c) roughen   | d) harden    |
| 3. strange  | a) special  | b) common     | c) usual     | d) regular   |
| 4. defy     | a) oppose   | b) accept     | c) consider  | d) join      |
| 5. brave    | a) bold     | b) frightened | c) strongest | d) powerless |

**C. Fun with words:****Try to find the hidden words in this maze:**

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

**A few clues:**

- ❖ rise against authority,
- ❖ make easy,
- ❖ apply oil, fat
- ❖ danger

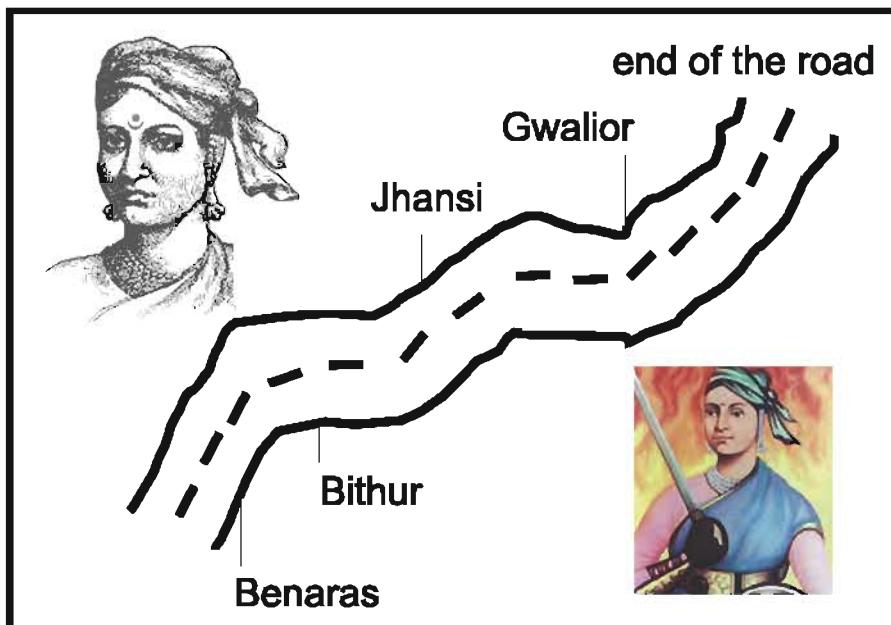
### LET US UNDERSTAND : (Tick the right answer)

1. This story is about \_\_\_\_\_  
a) a kingdom                      b) a brave queen
2. "That she learnt to ride, shoot, read and write along with the boys"- speaks of  
a) her rebellious nature            b) her wide interests
3. Rani Lakshimbai said, "I will not give up Jhansi." This shows her  
a) patriotism                      b) selfishness
4. Her preparation for the 1<sup>st</sup> War of Independence speaks of her  
a) rudeness                        b) determination
5. Her last words reveal  
a) her generous spirit            b) her weakness

### LET US UNDERSTAND :

#### 1. Discuss with your friends (In small groups)

This is a roadmap connected with the life of the brave Rani of Jhansi. Discuss with your group what happened to her at each place. Share your views with the class.



Benaras

Bithur

Jhansi

Gwallor

**GRAMMAR****REVISION - VOICE:****I. Classify the following into Active or Passive:**

1. The work has to be done fast.
2. This road is being relaid.
3. The floods have destroyed all the houses.
4. Do your work with enthusiasm.
5. The shopkeeper will have sold all his goods by now.
6. By this time next year, Shyam would have completed his degree.
7. This building has been constructed with great care.
8. All our doubts have been clarified by our teacher.
9. The machines would have been repaired by the engineers, by this time.
10. All your questions will be answered at tomorrow's session.

Active	Passive

**LET US UNDERSTAND : ( Transformation)****A) Rewrite the following in the other Voice:**

1. The lawyer has dealt with the case efficiently.
2. Will my account be renewed in a week?
3. All the houses have been repainted.
4. The doctor attends to his patients with devotion.
5. Can you solve this problem?
6. A notice has been put up in the papers.
7. We will have settled our dues by next month.
8. Do you write short stories?
9. The children recited poems in a loud and clear voice.
10. Another edition of this book will be published next year.

**B) Here is a brief passage. Rewrite the passage in the other voice, as applicable:**

Nitish sells fine clothes. His shop is visited by many people. His customers are treated with respect and courtesy. Nitish is appreciated by everyone for the good quality of his clothes. A portion of his shop is being renovated now. Nitish provides tea and snacks to his customers. He will earn much name and fame soon.

**Answer :** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C) Read the following passage and answer the questions that follow:**

A myth is a traditional story of historical events describing some practice, belief or happening. Myths are also called parables or allegories. The main characters in myths are usually gods, supernatural heroes and humans. Some myths are considered sacred. Some others describe incidents that took place in an age when the world did not have human beings. There are also myths describing philosophical or spiritual concepts. Many of you must have heard about 'unicorn'. Unicorn is a mythical creature that looks like a horse with a horn coming out of its forehead. Much interesting matter can be read and enjoyed from mythical stories.

**Questions :**

1. Complete the sentence:

A \_\_\_\_\_ is a parable.

- a) poem      b) novel      c) myth      d) rhyme

2. Why are some myths considered sacred?

3. State whether the following sentence is True or False:

Some myths are not about human beings.

4. What is a unicorn?

5. Locate a word from the passage that means 'not belonging to earth'.

**THINK FURTHER: (Group Activity) SHARE IN CLASS:**

Can you name any other brave woman? Describe the brave thing she has done.

**LET US DO :**

Directions: Match **Column A** with **Column B** and make sentences;

**Column A**

- The National flag  
The flag song  
The campus  
The birds  
The sweets  
The function

**Column B**

- is filled with gaiety.  
are distributed.  
is presided over by the principal.  
is hoisted.  
is sung.  
are seen in the sky.

**PROJECT:**

Collect information and pictures of your favourite leader/inspirational person from books and magazines. Write a paragraph or an essay pasting suitable pictures beside it and present it to your class.

## POEM

### LAND OF OUR BIRTH, WE PLEDGE TO THEE

In page VI of this book what do you find after invocation to Goddess Tamil? Do you say the pledge in your school assembly? What do you find below the pledge? Which is your Motherland? Do you love your Motherland? If 'yes', please sign your name, after filling in all the other places in the box. Whenever you open the English reader, read page VI and renew your pledge.

Land of our birth, we pledge to thee  
our love and toil in the years to be,  
when we are grown and take our place  
as men and women with our race.

Father in heaven, who lovest all,  
O help thy children when they call,  
that they may build from age to age  
an undefiled heritage.....

Teach us the strength that cannot seek,  
by deed or thought, to hurt the weak,  
that, under thee, we may possess  
man's strength to comfort man's distress.

Teach us delight in simple things,  
and mirth that has no bitter springs,  
forgiveness free of evil done,  
and love to all men 'neath the sun.

Land of our birth, our faith, our pride  
for whose dear sake our fathers died;  
O Motherland, we pledge to thee  
head, heart and hand through the years to be.



- Rudyard Kipling

pledge	-	promise
thee	-	old English for 'you'
toil	-	long, hard work
lovest	-	old English for 'love'
thy	-	respectful form in old English for 'your'
undefiled	-	pure
heritage	-	the treasure of history, culture, traditions etc.
possess	-	have
distress	-	great unhappiness, sorrow
mirth	-	joy, happiness
neath	-	beneath, under

### NOTE ON THE POET :

Rudyard Kipling, one of the most popular British writers, was born in Bombay in 1865 but was taken to England by his family when he was five. Kipling is best known for his stories and collections such as *The Jungle Book*, *Just So Stories*, *Kim* his poems '*If*', *Gunga DIn* etc. He was awarded the Nobel Prize for Literature in 1907. The given poem is musical. So if you learn the lines, you can sing it for the Independence and Republic Day celebrations in your school.

### LET US UNDERSTAND:

1. Can you find out if one speaks or more than one person speak in the first stanza?
2. Are they young or old? How do you know?
3. Who do you think the speaker in the second stanza is? Why?
4. Who is addressed in the first and last stanzas?
5. Who is addressed in the rest of the stanzas?
6. Can you rejoice at another person's sorrow?
7. What should we do when people hurt us?

In the last line of the poem the sound "h" is repeated. Such a technique is called alliteration, where the same sound is repeated. Poets use alliteration to add beauty and musicality. Thiruvalluvar uses it often in **Thirukkural** – example

**“தற்க தசடற தற்பவை தற்றபின்....”**

**LET US REMEMBER:**

1. What do the children promise to give the Motherland, in the first stanza?
2. What does the poet pray that the children should do for the nation, in the second stanza?
3. How should we use our strength?
4. What do the children pray for, in the fourth stanza?
5. Who fought for our freedom?
6. What do the children pledge to the nation?
7. Write the words in alliteration you find in this poem.

## SUPPLEMENTARY READING

## AFTER THE STORM

### In Preparation

What do you do, when you feel very troubled about the situation around you? Here is an experience of a group of children.

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

"What is that?" she asked her mother.

<b>lofty</b>	- high
<b>foraging</b>	- collecting food for cattle
<b>wiry</b>	- thin and strong

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

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

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

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

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

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

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



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

"But, why?" She had asked. resin - a substance got from the sap of a tree

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

It was a holiday. Saruli took her cow to graze in the forest. The sight of the fallen tree trunks was depressing. Many of the children from other villages were there too, with their goats and cows. "Come and play hide and seek!" Jaman called. But Saruli shook her head. She sat on a rock, lost in her thought.  
How could they save their forest?  
"What is the matter?" Jaman asked after a while.



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

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

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

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

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

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

**thuddled** - beat loudly

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

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

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

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

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

**exploded** - shouted in anger

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

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

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

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

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

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

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

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

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

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

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

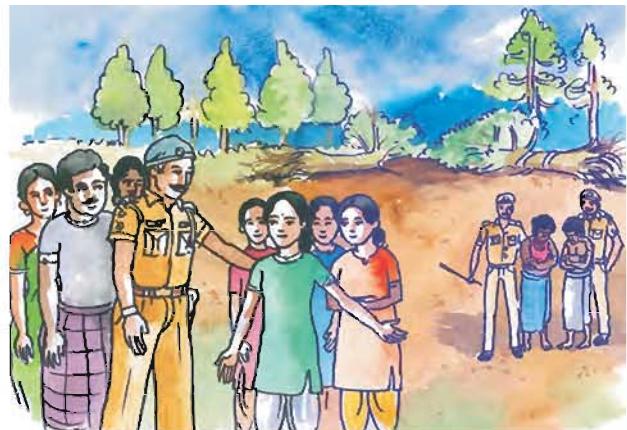
**Impassioned** - deeply felt

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

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

**gleefully** - happily

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



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

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

"Thank you, Sir, thank you!" chanted a chorus of voices. The jeep sped down the road. A breeze rustled through the trees making them sound like a distant waterfall.

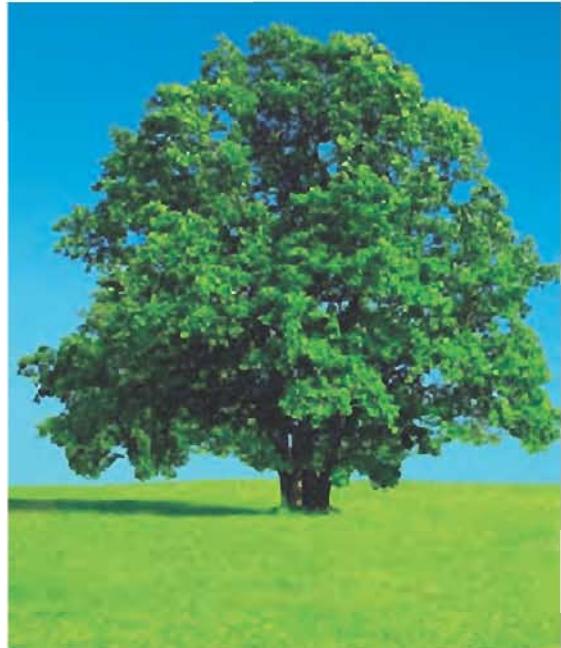
Saruli sighed happily. They would continue to hear that sound. They had achieved their goal. They had saved the forest.

Nothing would destroy their forest now.

#### LET US REMEMBER:

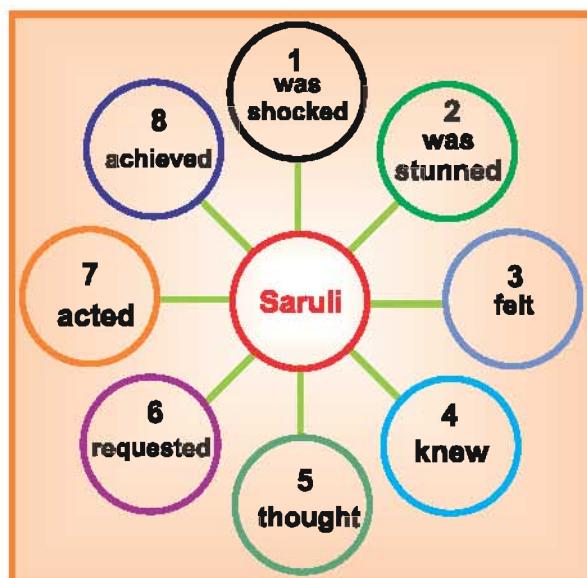
**Complete the following sentences:**

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



## LET US UNDERSTAND:

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



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

\_\_\_\_\_ that they had \_\_\_\_\_ their goal.

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

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

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

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

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

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

**Write a paragraph on how Saruli saved the forest.**

## ACTIVITY :

Prepare a play and enact the incidents in the story with your friends.

## UNIT 2

### NOTE TO THE TEACHER

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

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

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

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

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

A suggested extension activity on debate and two projects has also been given.

## PROSE

### OUR WINGED FRIENDS

-Excerpt from Zai Whitaker's 'Salim Ali For Schools'

#### In Preparation

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



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

**Read and think:** Have you watched birds around you? People have done so for centuries! Birds seem to represent the spirit of freedom because they roam the skies. Birds which were once used as messengers are now often hunted and caged. Here is a poem by an African Black American poet about a caged bird.



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

*Paul Laurence Dunbar*

<b>bruised</b>	: hurt	<b>bosom</b>	: chest	<b>bars</b>	: cage
<b>carol</b>	: sacred song	<b>plea</b>	: request	<b>flings</b>	: throws up



Many years ago in China, the government decided to kill the sparrows. They thought sparrows destroyed the crops. But when all the sparrows had been killed, there was a huge explosion in the population of insects. The Chinese had forgotten that though the sparrows eat grain, they also eat insects- many of which are pests that are the main enemy of the farmer. In the same way, the fishermen gnash their teeth at crocodiles because they eat up fish, especially the type we use to make curries. So, like birds, they may do a bit of harm to the humans, but **gnash-** clash the teeth in anger they also do a lot of good.

Have you observed anything unique about any bird?

**Write It down**

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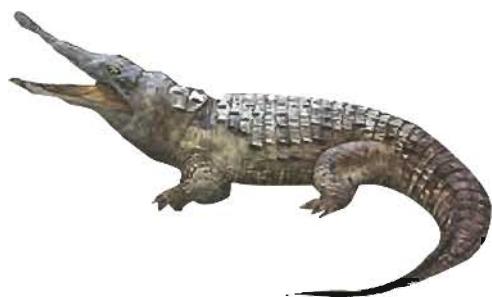
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Birds have lovely calls and songs, they do not bite and most of them are beautiful to look at. The songs

and colours of birds have inspired great poetry, music and art. But birds were not put on earth just for our enjoyment. They are one of the most important aspects in the environment. They are master pollinators who transfer pollen from place to place. Many seeds do not germinate unless they are first eaten and digested by birds. So they are wonderful seed carriers too. This way birds help in the growth of forests.

Every bird plays a unique part in its habitat.

Some birds like living near streams, some in trees and cities. But many species of birds are perplexed and alarmed that human beings seem



**Crocodile**

**Crocodiles** are more than 200 million years old. They play an important role in wetland environment. They also have a role in maintaining the balance in the complex web of life.

<b>germinate</b>	- sprout
<b>unique</b>	- special
<b>habitat</b>	- animal's home

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



Horn Bill

encroach - intrude  
bole - tree trunk  
spectacular - very impressive

This way, the chicks are safe from predators but get their daily meals and snacks on time. But old forest trees are becoming rare. The smugglers are cutting them down for their valuable wood, others are clearing forests for the kind of

What are some of the reasons for cutting down the trees?

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

'development' like extending cities, widening dangerous highways, plying with faster cars that create more pollution. Thus we destroy not only birds and other wild creatures but also ourselves. By destroying Nature we are destroying ourselves.

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

We know so much more today about birds, largely because of Dr. Salim

Ali Khan and his associates. We know about the behaviour of different species. We know their special calls or their songs. We also know the places where they are likely to be found. For example, the Tern, which looks like an origami [Japanese art of folding paper so as to make different forms] project, is a beach and ocean freak, and will not be found in forests. The star singer, the shama, **freak** - enthusiast for however, sticks to its **unusual things** thick forest home.

Tern



**Solai Paadi**

Yet, so much is still to be discovered; to increase our knowledge as well as to help conserve certain rare species. Because of the overuse of pesticides, some birds are becoming rare. Can you guess why? The chemicals in the pesticides make the egg shell thinner, which breaks before the chick is ready to hatch. Many countries have **banned** - prohibited certain pesticides which are dangerous to birds. In India, many birds which were once common in certain areas are disappearing. We need to find out why and do something about it - *quickly*.

If you are interested in birds, you too can help in the very important effort to study and conserve birds. You can do this even if you are a young student-in fact all the better, as you can be more active and travel more miles than the older bird watchers. Unlike many hobbies, this is not an expensive one, and can be done anywhere. You may live near the sea or in the mountains or near a forest or even in the middle of the city. The good news about birds is that they are always around!



If you can get a pair of binoculars, that's great! But a pair of young eyes would **suffice**. Keep a small notebook and pencil or pen to write down every observation **meticulously**, starting with the date, time and location of the birds you see. And, of course, you need a reference book and the best one is 'The Book of Indian Birds'. Make a bird

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

<b>suffice</b>	- be enough
<b>meticulously</b>	- carefully
<b>pursue</b>	- follow
<b>vagaries</b>	- variety in behaviour

Interested to know more about birds? Log on to [www.birding.in](http://www.birding.in)

## LET US REMEMBER:

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

---

---

2. What happened when they did so?

---

---

3. Why do fishermen get angry with crocodiles?

---

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

---

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

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6. How does the Malabar Hornbill feed its young ones?

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7. What does the writer feel, it is possible for every young person to do? Write three sentences.

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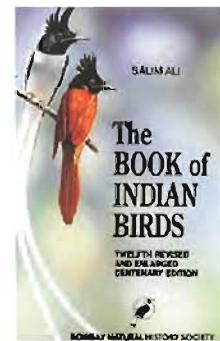
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## LET US UNDERSTAND: Discuss and share in small groups!

1. Why do we need to co-exist with other species on this planet?

2. In what way have we encroached upon the habitat of birds?

3. Why does the author compare chopping trees to destroying your own home?



**Have a debate in classroom**

Is there a problem if a species dies out?

**Do you know?**

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

**LET US WRITE:**

**What would you do if you become a bird-watcher?**

**LET US REVISE:**

Choose appropriate antonyms of the words from the list given below and fill in the corresponding boxes with the number.

host  annoyed  excited  prey  triumph

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

**PROJECT :**

The prose passage you have studied in this unit speaks of where some birds live – their habitat and suggests that we can find out more about the birds we observe.

Observe the birds in your neighbourhood and Tabulate species and habitats, following the example given below:

Streams	Forests	Sea	Fields & Scrub	Mountains
kingfisher	shama	tern	sparrow	eagle

**LET US DO : Semantic Mapping**

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

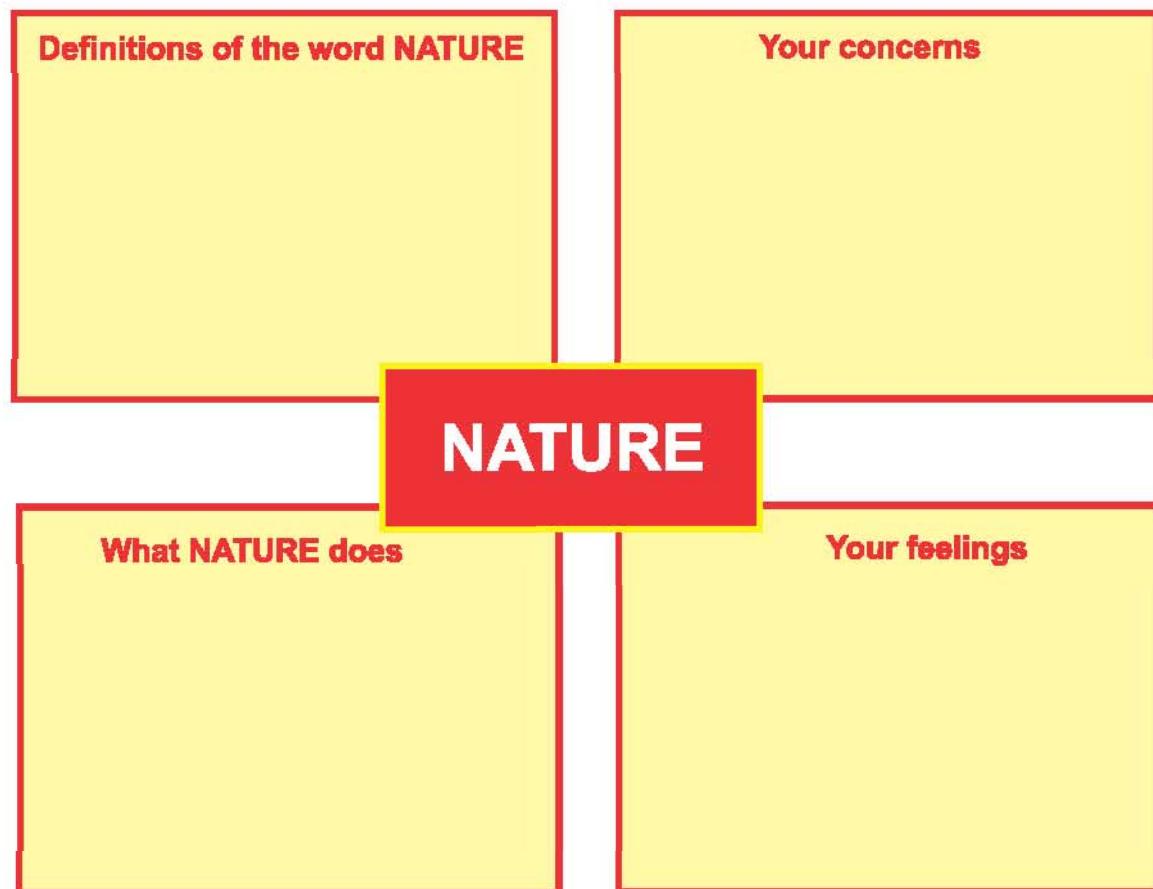
Let's try putting them down like this.



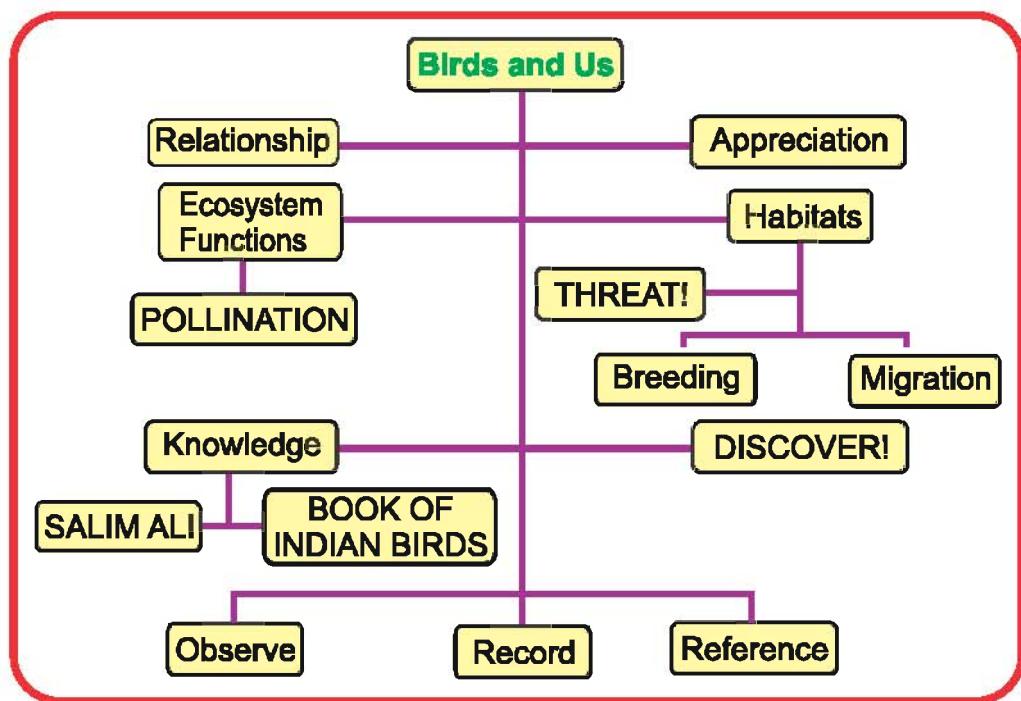
In how many ways can you classify these words? See below!

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

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



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



Write a brief summary of the chapter using the map given above.

**Semantic Field:**

A set of words related in meaning are said to belong to the same semantic field.

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

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

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

**Writing an essay on a given topic:**

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

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

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

**PROJECT TIGER****Introduction to the Essay**

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

## Body of the Essay

### Importance:

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



### Origin of Project Tiger :

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

### Sanctuaries & their benefits:

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

### Conclusion of the Essay

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

### ACTIVITIES :

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

**"Conservation of Forests"**

### Do you know?

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

### WRITING SKILLS :

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

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

From

Ms. Rumana,  
No.6, Thendral Street  
River View Colony,  
Maraimalai Nagar, Chennai.

Heading  
(writer's name  
and address)

25<sup>th</sup> February, 2014.

Date

To

The Director,  
Vandalur Zoological Park,  
Chennai.

Address of the  
receiver

Body or content  
of the letter

Dear Sir,

Salutation

Sub: To rescue the tiger cub and leave it in his natural home - reg.

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

Kindly make arrangements to take charge of the tiger cub as soon as possible.

Thank you,

Subscription

Yours faithfully,

Rumana

Superscription

Address on the Envelope :

To

The Director,  
Vandalur Zoological Park,  
Chennai.

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

**From**

The Director,  
Vandalur Zoological Park,  
Chennai.

28<sup>th</sup> February, 2014

**To**

Ms. Rumana,  
No.6, Thendral street,  
River View Colony, Chennai.

**Dear Rumana,**

**Sub: Request for rescuing the tiger cub - reg.**

**Ref: Your letter, dated 25 Feb 2014**

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

---

---

---

**Address on the Envelope**

**To**

**TRY THIS :**

Write a letter to the Commissioner of your area complaining about the insanitary conditions there.

**Extension Activity**

**PROJECT: Think and write slogans.**

**Slogan on saving tigers:**

Save the tigers  
before they are  
silenced forever.

Write your own slogans or couplets (two lined poems like Thirukural) on any one of the following topics.

- Save Tigers
- Save the Forests
- Global Warming

Eg:

Don't ask for a carry bag but carry a cloth bag.



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

### Direct Speech

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

### Indirect Speech

What did Sara say?

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

We often have to inform a person of what someone has said to another. In order to do this we use,

**Direct (or) Quoted speech** or

**Indirect (or) Reported speech**

### Direct speech / Quoted speech

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

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

### Indirect speech / Reported speech

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

Eg. Naveen said that he was very busy.

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

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

### TENSE CHANGE :

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

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

### EXCEPTION :

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

Eg.

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

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

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

Eg.

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

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

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

### Changes in Pronouns:

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

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

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

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

### Modal verb forms also change:

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

Eg.

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

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

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

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

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

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

### Change in Time and Place words :

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

Eg.

- |                        |  |
|------------------------|--|
| <b>Direct Speech</b>   | : He said, "Hari may come tomorrow".         |
| <b>Indirect Speech</b> | : He said that Hari might come the next day. |

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

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

### Change in the reporting verb

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

In statements 'said', becomes 'told / stated'.

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

Eg.

- |                      |                                      |
|----------------------|--------------------------------------|
| <b>Direct Speech</b> | : The Captain said, "Stand at ease." |
|----------------------|--------------------------------------|

- |                        |  |
|------------------------|--|
| <b>Indirect Speech</b> | : The Captain ordered the soldiers to stand at ease. |
|------------------------|--|

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

## Reporting of Statements

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

Eg.

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

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

## Reporting Commands / Requests:

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

Eg.

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

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

Eg.

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

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

## LET US REPORT :

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

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

---

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

---

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

---

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

---

5. He said, "I am unable to come because I am ill".

---

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

---

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

---

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

---

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

---

### Activity:

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

### LET US PLAY :

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

#### Do you know ?

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

Expand the abbreviation of this organization set up to protect animals-  
**SPCA**.

## POEM

**A TIGER IN THE ZOO****In Preparation**

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

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

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

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

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

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

- Leslie Norris



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

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

**LET US REMEMBER :**

Where does the tiger, described in the poem, live?

---



---

**Translate the following words into Tamil**

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

Where does the poet think the tiger should be?

---

Why would the tiger 'lurk in shadow'?

---

What would he do at the jungle's edge?

---

Why do you think the tiger is 'ignoring visitors'?

---

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

---

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

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

---

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

Caged

Free

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

And stares with his brilliant eyes  
At the brilliant stars.

1st:  
2nd:

On pads of velvet quiet  
In his quiet rage

1st:  
2nd:

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

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

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### Have a debate

Organize a class debate on the topic "Are zoos necessary?" What is the alternative place for human beings to see wild animals?

### Roaring Facts about Tigers

Just like human finger prints, no two tigers have identical markings on their body.

### PARAGRAPH WRITING :

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

### LET US KNOW :

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

as meek as a \_\_\_\_\_

as fast as a \_\_\_\_\_

as strong as an \_\_\_\_\_

as brave as a \_\_\_\_\_

as stubborn as a \_\_\_\_\_

as sly as a \_\_\_\_\_

as clever as a \_\_\_\_\_

as proud as a \_\_\_\_\_

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

### SPEAKING SKILLS : DISCUSS

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



## SUPPLEMENTARY READING

### THE ANTEATER AND THE DASSIE

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

#### In preparation :

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



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

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

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



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

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

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

On each of Pangolin's visits, Dassie had observed that it was difficult for his heavy friend to climb up and down among the rocks and pathways. He himself was small and sleek and able to run along easily.

One day he had a splendid idea. He decided to ask Pangolin to race against him down one of the paths. He smiled a wily smile to himself because he felt quite sure that he would win!

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



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

intricate	- complicated
observed	- noted
sleek	- having a shiny healthy coat
splendid	- wonderful
wily	- cunning
kopje (to be pronounced as kop pie)	- round-topped hill
puffing & panting	- breathless

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

This time the scaly one had a special gleam in his eyes which Dassie did not notice. After the count, they started racing down the slope to the ground. Dassie ran as fast as his legs could carry him. Suddenly he wondered what it was that was rolling past him quickly? He was overtaken by a scaly ball swiftly down the slope. It reached the plain long before he did, quite unhurt by the bumps along the way.

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

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

Pangolin straightened himself and got on all fours again. He laughed delightedly as he carefully smoothed his scales back in place with his long claws. Dassie looked at him in amazement and asked, "How did you ever think of doing such a clever and unusual thing?" The scaly anteater explained, "After I had lost the race yesterday, I remembered my father's advice. He used to say, 'There is more than one way to do a thing.' Last night, I thought very hard and realized that even if I could not run as fast as you, maybe I could curl up and roll down faster. As you can see, the new idea worked very well and I am the winner today!"

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

**Ralph Waldo Emerson**  
**Each of us has unique strengths!**

### LET US REMEMBER:

Where did Pangolin and Dassie live?

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Where would Pangolin and Dassie explore?

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What did Pangolin and Dassie usually do?

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What would Dassie show his friend?

What had Dassie observed?

What was Dassie's splendid idea?

Why did Dassie smile to himself?

Why did Pangolin agree?

What had Pangolin thought about, for the second race?

What did Dassie notice as he ran?

What advice did Pangolin's father give him?

What did Pangolin understand about himself?

**Answer in a paragraph of 100 words.**

Summarise the story.

### Animals and Us!

Identify the animals associated with the following phrases:

hot days of the year \_\_\_\_\_.

an unbelievable story \_\_\_\_\_.

to shed false tears \_\_\_\_\_.

changing colours \_\_\_\_\_.

[like a chameleon,

cock-and-bull story,

crocodile tears,

dog days]



### SPEAKING :

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

1. A little girl asked her mother for ten rupees to give an old woman in the park. Her mother was touched by the child's kindness.  
"There you are, my dear, but tell me, isn't the woman able to work anymore?"  
"Oh, yes", came the reply. 'She sells sweets'.
2. How do bees go to school? By School buzz.
3. Hunters, photographers as well as producers do this.  
What is it?  
All three shoot.



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

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

### READING :

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

What occurs once in a minute, twice in a moment and never in 1000 years?  
Ans.: The letter 'm'.

### PROJECT :

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

### Acknowledgements

**Prose :** The Brave Rani of Jhansi

**Source :** Sandhya Rao

**Poem :** Land of our birth...

**Source :** Rudyard Kipling

**Supplementary Reading :** 'After the Storm' (Adapted)

**Source :** Deepa Agarwal, CBT Publication 1992.

**Prose :** Our Winged Friends

**Source :** Excerpt from Zai Whitaker's Salim Ali for Schools: A Children's Biography.

Orient Longman. 3-6-752 Himayat Nagar, Hyderabad – 560 029.

email : [info@orientlongman.com](mailto:info@orientlongman.com)

**Poetry :** 'A Tiger in the Zoo' by Leslie Norris

**Source :** Class X CBSE English Text Book

**Supplementary Reading :** The Anteater and the Dassie

**Source :** The Scaly Anteater and the Dassie, Lakshmi Mukundan (Adapted) From

African Tales from Tendai's Grandmother –1997. Tara Books Pvt. Ltd. Plot No.317, Kamarajar Nagar, 4<sup>th</sup> Main Road, Thiruvanmiyur, Chennai-41.

email : [@tarabooks.com](mailto:@tarabooks.com)

## 'I can, I did' Student's Activity Record

**Subject:**