# ENGLISH

## STANDARD EIGHT

TERM III

# UNIT 1

## NOTE TO THE TEACHER

Surely, your journey thus far with your students, must have been an adventure, perhaps, sometimes an uphill task, but always with its own rewards. This lesson **The Unforgettable Johnny** focuses on learning difficulties, particularly dyslexia and the tremendous impact and difference and teachers can make to students with learning difficulties. You can practise the dialogue and get pupils to role play as Ishaan and Rajan. You can develop more dialogues among other characters. As an extension of dialogue practice, a telephonic conversation has also been provided. Lead the students to read and understand a telephonic conversation - to begin, end, how each person takes turns, asking and answering, the use of short forms etc.

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

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

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

PROSE

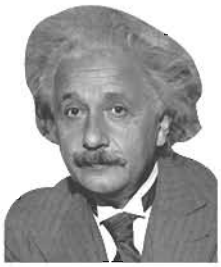
# THE UNFORGETTABLE JOHNNY

**In Preparation :**

Here are four famous persons.

**And here are a few facts about them.**

## Albert Einstein



Albert Einstein could not talk till the age of four. He couldn't write till the age of nine. His teachers thought that he was slow and a dreamer!

## Thomas Alva Edison

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

## Agatha Christie

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

## Leonardo da Vinci

Leonardo da Vinci was a great designer and artist of the 15th century. It is said that he suffered from dyslexia [he wrote his notes from right to left] and ADD (Attention Deficit Disorder – he could not focus for too long on any one activity)

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

**Rajan** : Hi! Ishaan, you look well.

**Ishaan** : Hello Rajan, thanks, I feel good.

**Rajan** : I'm happy to hear that....

**Ishaan** : Well, it's something I learnt about myself. I was reading a few biographies. Before I tell you that, can I ask you a riddle?

**Rajan** : A riddle? Okay, go ahead.

**Ishaan** : What do Edison, Einstein, Agatha Christie, Da Vinci and I have in common?

**Rajan** : Edison, Einstein, Da Vinci - well, all of you are males.

**Ishaan** : No, Agatha Christie was a woman.

**Rajan** : Oh, I see – Maybe, they are all millionaires?

**Ishaan** : Maybe, but I'm not a millionaire. Guess again.

**Rajan** : Give me a clue.

**Ishaan** : All right, think of what people say about me.

**Rajan** : You mean, failing in your tests even though you know all the answers, your dreaming in class – your spelling…?

**Ishaan** : Yes, yes – well, I have dyslexia.

**Rajan** : Dyslexia? You mean, all these people Edison, Einstein were dyslexic? Maybe inside you, there is a great man!

**Ishaan** : Yes! I know that now.

**Rajan:** : Great! In what subject?

**Ishaan:** : I'm not sure yet – but I love photography!

**Rajan** : Fantastic! Then you are also going to be famous – Listen everyone, my friend Ishaan is going to be a famous photographer! You can touch up my photo and make my nose longer, can't you? A little more hair on my face, and a little adjustment of my jaw…

**Ishaan** : No, I'll make you look like a dancing monkey. And hey! I don't know if I want to be famous! I am happy as I am.

Take turns and read the conversation

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

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

dys – a prefix, means not working normally;
dyslexia – difficulty with reading and spelling.

Guess the meaning of

dysfunction _____
dysgraphia _____
dyscalculia _____

Johnny had problems with reading and writing. He could not correctly write the letters of the alphabet. He could not differentiate between 'b' and 'd', 'g' and 'q' and 'p' and 'b'. He had a good mind and could reason things out very well, when he wanted to. Ms. Davis was puzzled about this. However much she tried, she was not able to make him interested in learning. She decided to read his past school history. His mother was looking after him and there was no mention of his father. His mother frequently moved from one place to another, because she could not work hard at any job. She was unhappy and therefore often **neglected** Johnny. Ms. Davis was saddened by what she read. She was determined to give him special care but it was not always easy, because Johnny was easily distracted.

avoid - shun, stay away from
neglected - did not take care of, ignored

**Do you know?**

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

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

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

For sometime, Ms. Davis had suspected that some boys were **bullying** Johnny because of his dirty clothes and rough manners. She saw that two other boys had bruised knuckles and guessed that they must have beaten Jonny. She lashed out against the bullies and they admitted to having tried 'to knock some sense into him'. "Why doesn't he fight back?" one of them asked. "What? And make you feel as bad as I do?" Johnny responded. The teacher was deeply moved. Now she knew why she had wanted to help Johnny. There was something about him that was gentle, strong and loving, despite the things that he had suffered.

| | |
|---|---|
| battered | - beaten up |
| bruised | - discoloured skin after being injured |
| bully | - one who uses his strength to hurt weaker people |

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

_____

_____

What has helped you to learn better?

_____

_____

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

The new clothes seemed to give Johnny more confidence. His manners improved. Whenever Ms. Davis sensed that Johnny was **scared** to go out of the classroom for fear of the bullies, she went with him. She spent extra hours after school, coaching him and helping him with his homework. They also read together. Reading was Johnny's passion, though he didn't read very well. He loved stories of any kind – **fables**, **parables**, short stories

| | |
|---|---|
| scared | - frightened |
| fable | - a short story with animals doing the talking |
| parable | - a narrative of imagined events with a moral |

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

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

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



The next day just before leaving the town Johnny rushed in with his backpack full of children's books. "Ms.Davis, these are my gifts to this class. These have been the only things I have ever asked my mother for," he said. "Thank you, teacher," he added softly. "I can read now." After emptying his bag, he ran to his impatient mother. Ms. Davis looked at the books. They were mostly children's books that he had carefully collected from the time he was four. He had kept them well. Ms. Davis **cherished** these books because they were the only good things Johnny had ever had in his life and he had gifted them to her class. Some of the children had tears in their eyes and Ms. Davis realized what a beautiful thing a **generous** heart can be.

| | |
|---|---|
| friendly | - pleasant |
| thrilled | - excited |
| cherished | - valued, treasured |
| generous | - willing to give freely |

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

"As one lamp lights another, so nobleness **enkindles** nobleness."

| | | |
|---|---|---|
| nurture | - | cherish |
| enkindles | - | inspire, stimulate |

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

## LET US REMEMBER :

1. What is dyslexia?

2. What problems did Johnny have with learning?

3. What was Johnny's past history?

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

5. Who troubled Johnny? What did they do?

6. Why did they trouble him?

7. What did Ms. Davis do about it?

8. What did she notice?

9. Why did Johnny not hit them back?

10. What was Johnny's reaction, when Ms. Davis presented him a set of clothes?

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

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

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

14. How did Johnny's classmates bid him farewell?

15. What did Johnny do before he left?

**LET US UNDERSTAND :**

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

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

Why was Johnny thrilled by Ms. Davis' gift?

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

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

What is the meaning of the line,
"As one lamp lights another, so nobleness enkindles nobleness."?

## Write and share! [Individual Work]

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

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

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

## LET US LEARN WORDS:

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

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

il – in – un –ir

| | | | |
|---|---|---|---|
| _tidy | _____ | _punctual | _____ |
| _legal | _____ | _legible | _____ |
| _ability | _____ | _accurate | _____ |
| _responsible | _____ | _regular | _____ |
| _clean | _____ | _attentive | _____ |

**Expand the following abbreviations :**

| | | | |
|---|---|---|---|
| PTA | | DEO | |
| TC | | CEO | |
| HM | | CM | |
| AHM | | EM | |
| SSLC | | DSE | |

**LET US LEARN MORE ABBREVIATIONS:**

**Collect from newspapers and magazines**

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## LET US LEARN:

Singular nouns in plural form

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

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

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

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

**Can you think of any other words?**

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

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

**Now use a dictionary and learn about these subjects.**

**Linguistics – the study of languages**

Phonetics _____

Statistics _____

Mechanics _____

Economics _____

Electronics _____

Civics _____

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

| | | | | |
|---|---|---|---|---|
| 1. | distracted | a) disturbed | b) inattentive | c) disappointed |
| 2. | pitiful | a) patient | b) sympathetic | c) pathetic. |
| 3. | stink | a) stench | b) fragrance | c) flavour |
| 4. | charity | a) service | b) behaviour | c) compassion |

## LET US TALK TOGETHER: Relay Story

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

### Taare Zamin Par (Stars on Earth)

Eg: Ishaan was a sad student who did not know that he was dyslexic. ☐

1. With his parents' and headmaster's permission, Nikumbh helped Ishaan with his studies. ☐

2. Ishaan was even more lonely and unhappy in the new school. ☐

3. Ishaan's father was very disappointed with his poor marks and bad remarks. ☐

4. As every one teased him for the time he took to learn, Ishaan began to cut classes. ☐

5. Nikumbh admired Ishaan's aptitude for drawing. He helped Ishaan to express himself and organized an art exhibition for the school. ☐

6. Nikumbh, Ishaan's new art teacher understood Ishaan's difficulty and decided to help him. ☐

7. So his father admitted him in a residential school to discipline him. ☐

8. His parents were thrilled when Ishaan's painting was widely appreciated. ☐

9. Ishaan blossomed out under Nikumbh's care and his new techniques of teaching. ☐

10. Every one realized that disability is not inability but a different way of learning. ☐



## LET US WRITE :

### Collate information

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

**Primary Health Centre**

**Location of the centre** _____

**Name of the doctor** _____

**Name of the nurse / midwife** _____

**Telephone Number of the clinic** _____

**Number of beds available** _____

**Working hours** _____

**Does it have a pharmacy?** _____

**Does it have an ambulance?** _____

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

What is done for those cases that need specialised care?

Write a paragraph using the information you have gathered.

**Primary Health Centre**

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

_____

_____

_____

_____

_____

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## WRITING A PARAGRAPH :

Paragraphs are made up of sentences which centre around a particular topic. Read the following paragraphs

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

**Paragraph 2- A dyslexic child is an intelligent child who fails at school.** He or she would give all answers orally but fail to do a written exam. The child might lose the place when he reads words and sometimes skit lines. A child might perform well one day but badly the next day. He might draw well but feel troubled because he is told that he has bad handwriting. He or she might have spellings that are very

wrong and numbers that are inverted, and yet be capable of cogently arguing a point. So teachers might feel that a dyslexic child is lazy.

**Paragraph 3 -** We live in a world which uses the written or printed language such as SMS, books, newspapers etc. These threaten a dyslexic child who develops a great deal of tension and anxiety. Actually, what life requires is not just the ability to read and write. Life requires the ability to think, feel, reason and act. No two dyslexics are alike. The diversity in our abilities is what makes us human.

What do the paragraphs talk?

The paragraphs discuss dyslexia, its nature, its impact, the mental pain it can cause to the person who suffers from it.

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

Here is the topic sentence - of the first paragraph

Dyslexic children have problems only in the area of language.

- of the second paragraph

A dyslexic child is an intelligent child who fails at school.

- of the third paragraph

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

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

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

_____

_____

_____

_____

_____

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

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

The first one has been done for you.

**PARA 1 -** **undetected** **misconceptions** **estimated** **ratio**

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

**PARA 2 -** _____

_____

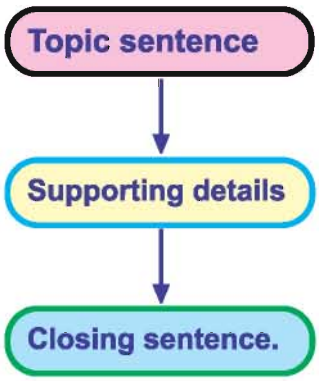
**PARA 3 -** _____

_____

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

Now look at the diagrammatic structure of this paragraph.

_____

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

Thomas Alva Edison was dyslexic but he had a scientific mind. Edison was curious about everything. One day he saw a hen sitting over her eggs and asked his mother why it was doing so. She told him that it was sitting on the eggs to hatch them. It was giving the eggs the required warmth to hatch.

He asked her how long the hen would sit on the eggs. His mother replied "Until they hatch."

Edison thought about this and came up with an idea for the eggs to hatch faster. He chased the hen away and sat on the eggs himself. You can imagine what would have happened next. All the eggs were broken and the hen and his mother were furious. But this did not stop Edison from trying out new ideas.

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## Telephonic conversation [Pair work]

Study the telephonic conversation between Ishaan and his mother.

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

**Ishaan** : Hello Ma! How're you?

**Mother** : I'm fine, my dear. How're you? How's your new school?

**Ishaan** : The school is O.K. but I miss you ma. I miss your hugs and bed time reading.

**Mother** : I too miss you very much. How's the food?

**Ishaan** : Ma, I suppose it's all right but not at all like your cooking.

**Mother** : How about your studies?

**Ishaan** : My new teacher Mr.Nikumbh is helping me.

**Mother** : Ok, I'm so proud of you. Bye-bye Ishaan. Take care.

**Ishaan** : Bye Ma. Please take care of my cat. I love you mum.

## GRAMMAR

In this lesson let us do the reverse activity of changing sentences in Reported Speech into Direct Speech

Study the following examples of Direct Speech changed from Reported Speech. Note the change in the tense, in person, words referring to time and place and the deletion of the reporting verbs and addition of proper punctuation marks and capitals. Here are four examples.

Indirect speech:

The teacher told the class that stars seem smaller than the sun.

Direct speech:

The teacher said to the class, "The stars seem smaller than the sun."

(Note the changes in the underlined parts. As the above sentence in the reported speech is a universal truth, the present tense is used both in the Direct and Indirect speeches.)

The policeman ordered the boy to stop his scooter and show him his licence.

The policeman said to the boy. " Stop your scooter. Show me your licence."

Abishek asked Sameer when he was going to the park.

Abishek said to Sameer, "When are you going to the park?"

Rani told David that she was going to the market then.

Rani said to David, "I am going to the market now."

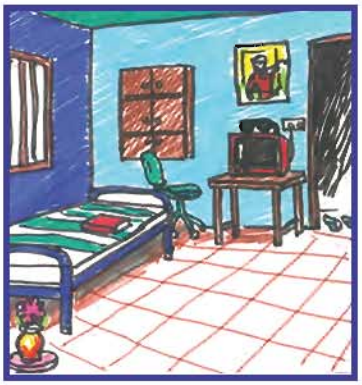
**Change the following into direct speech**

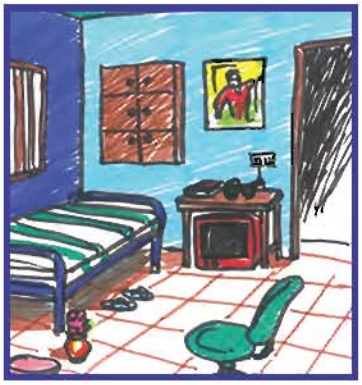
1. Vimal told Anita that her brother had sent her a watch that day.
2. Raju told Meera that he was going to Delhi the next day.
3. Kala asked Varam if he was feeling tired then.
4. The teacher asked the class if they had all paid their fees.
5. The captain ordered the soldiers to march quickly.
6. The woman begged the tourist to help her little child.
7. My mother advised me not to leave my things everywhere.

## LET US HAVE FUN : GRAMMAR IN COMMUNICATION

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

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





**Picture A:**
**sunglasses, poster, table, book, slippers**

**Picture B:**
**television, door, floor, window,chair**

**Use as many prepositions as possible!**

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

**Example :** **A.** The sunglasses are <u>on</u> the TV. **B.** The sunglasses are <u>on</u> the table.

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

POEM

# NINE GOLD MEDALS

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

**In preparation:**

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

**The athletes had come from all over the country**
**To run for the gold, for the silver and bronze**
**Many weeks and months of training**
**All coming down to these games.**

**The blocks were all lined up for those who would use them**
**The hundred-yard dash was the race to be run**
**There were nine resolved athletes in back of the starting line**
**Poised for the sound of the gun.**

**The signal was given, the pistol exploded**
**And so did the runners all charging ahead**
**But the smallest among them, he stumbled and staggered**
**And fell to the asphalt instead.**

**The eight other runners pulled up on their heels**
***The ones who had trained for so long to compete***
**One by one they all turned around and went back to help him**
**And brought the young boy to his feet.**

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

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

**David Roth**

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

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

## LET US UNDERSTAND :

1. When does one get a gold medal?

2. Who gets a silver medal?

3. Where does the described scene take place?

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

5. How many competitors were there for the event?

6. What happened when the gun was fired?

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

8. In how many ways was this Olympic special? Explain.

9. Who gave the standing ovation? Why?

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

i) Pick out the words that rhyme. Can you add one more rhyming word? Example – run, gun, sun….

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

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

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## SUPPLEMENTARY READING

# GOD, THIS IS CHARLES

Read the following letter written by Charles.

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

Dear God,

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

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

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

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

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

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

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

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

Yours lovingly,
Charles

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**LET US REMEMBER :**

1. What learning difficulties does Charles experience?

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

3. How does dysgraphia affect Charles' writing?

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

5. What does he want to be? Why?

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

7. How does the computer help Charles?

8. What do you like the most about Charles?

## LET US REVISE - SUFFIXES :

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

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

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

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

There are many more suffixes. Find out words with prefixes, suffixes or both. Examples un+lawful+ly- unlawfully; un + condition + al + ly

## INFORMATION TRANSFER TASK :

How much power do you use?

Nowadays we use more and more electrical appliances which consume energy. This energy is measured in watts.

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

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

1. Which appliance uses maximum energy? _____
2. Which of the above uses the least energy? _____
3. Of the above, which appliances are used in your home?

   _____

4. Saving energy is the need of the hour. After studying this table, the use of which appliance will you give up?

   _____

5. How much energy does the iron, which we wrongly call "iron box" use? Instead of the iron what can you use?

   _____

**READ AND ENJOY:**

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

Children from both schools have passed out and gone to colleges and universities to become productive citizens.

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

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

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

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

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

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

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

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

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

# UNIT 2

## NOTE TO THE TEACHER

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

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

In grammar, Prepositions, though simple, are essential to learn good English. Prepositions can make a big difference in meaning. So, enable the students to observe and fill in the graphics before using the right preposition.

The poet **Elizabeth Barrett Browning** expresses the cure she found in nature for her worries. Her words are so evocative that we can experience the sounds and scenes she enjoyed during her walk as the poem is onomatopoeic. You can take your students for a nature walk and ask them to describe what they see and hear.

The Supplementary Reading text, **The Sunbeam** is an excerpt from Dr. Neeraja Raghavan's excellent book for children. **'Curiouser and Curiouser',** records a conversation between a butterfly and a sunbeam on the theme of wonder inherent in all creatures.

PROSE

# WHAT IS YOUR ADDRESS?

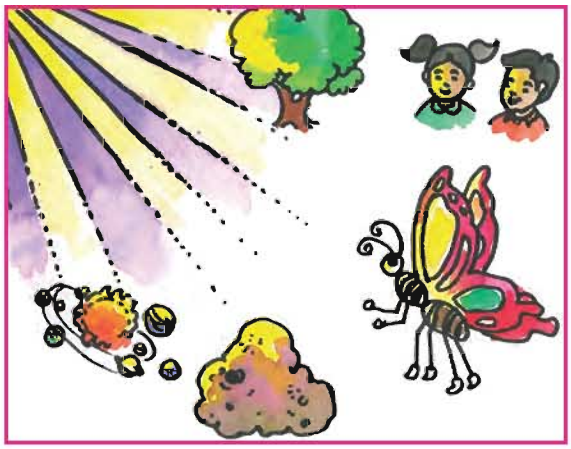
**In Preparation :**

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

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

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

| | |
|---|---|
| explosion | : sudden burst |
| galaxy | : collection of stars |
| swarming | : flooded with |



This small-green-blue planet is grand creation, with its mountains and valleys, rivers, lakes and oceans. It is learnt that life evolved, as a single cell. Some myths call this the birth of life in the waters. Soon the rivers, lakes, and oceans of the world were **swarming** with a rich variety of life. And behold, it was good! It would be impossible to give a reason for the emergence of land on this planet. The earth acquires its name from the soil that gives us food and sustains the cycle of life.

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This happened over four hundred million years ago, when the first plant appeared and that could survive entirely on the land was discovered. Once it had taken the root, it spread across the continents.

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

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

evolve - develop gradually as a natural process

extinct - species that has died out

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

Around 7 million years ago, some of these ape-like creatures moved away from the forests and began living on the grass covered plains. They began walking on two feet. Slowly they learnt to balance and walk upright. These animals were the early ancestors of humans. Around one million years ago, they learned how to keep

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fire burning and began cooking their meals. They spread across Africa, Europe and Asia migrating in waves that continued for hundreds of thousands of years.

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

| | |
|---|---|
| denuding | – removing, stripping |

**What now?**

Today, man has made the earth unlivable by **denuding** forests, killing animals and birds beyond need, and polluting air and water. This has resulted in climatic changes and monsoon failures. We have made our lives cosy and comfortable, watching cricket matches and serials on the TV, using electrical gadgets, travelling in speedy vehicles and flying to far off places, but we send enormous amounts of plastic waste to landfills.

We extensively use oil, coal and gas to meet our energy needs. These fuels emit carbon dioxide which accumulate in the atmosphere. It acts like a harmful blanket around the planet. This is why the temperature around the world is increasing. This is called global warming.

An increase in global temperature causes sea-levels to rise, threatening us with storms and tsunami, floods and

famines and destruction causing natural loss of lives.

However, everyone of us can do our part, by planting trees, reducing the use of electricity, gas and other fuel, thus promoting a better environment.

## What should we do?

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

### Assess your carbon footprint!

segregate - to separate

How do you get to school? _____

What means of transport does your family use? _____

Do you turn off the lights when you leave a room? _____

Do you **segregate** your waste at home? _____

Do you have a **compost** pit at home? _____

What is compost? _____

Do you recycle anything? _____

Do you carry a bag to do your shopping? _____

How much junk food / packed chips / others do you consume in a day? _____

How do you get your water? _____

How much garbage does your family make in a day? _____

Do you have the gadgets listed on the right?

How many do you have?

How long do you use them per day?

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

These questions do not measure the footprint but hopefully it will give you an idea of what you use! Here are a few suggestions!

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

## 2. Keeping the environment clean:

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

**An Alarm:**

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

| | | |
|---|---|---|
| refrain | – | stop doing it |
| submerged | – | completely under water |

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

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

**a)** Solar energy: One kilo watt home solar system will approximately generate 1600 kilowatt hours per year in a sunny climate and prevent 150 Kgs of carbon dioxide, being released into the atmosphere.

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

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

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

Think and write a few sentences on the above heading.

## LET US REMEMBER :

1. How are galaxies formed?

2. What makes the earth look beautiful?

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3. Why did dinosaurs go extinct?

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

5. What have human beings done to the earth?

6. What is global warming?

7. Why is the temperature around the world increasing?

8. What are the effects of global warming on our earth?

9. What is a carbon footprint?

10. What can you do to preserve this beautiful earth?

**DISCUSS & FILL IN!** in a nutshell, 'Evolution' - Fill in words and phrases

| 400 m years | 350 m years | 300 m years | 240 m years |
|---|---|---|---|
| | | | |

| 7 m years | 1 m years | NOW |
|---|---|---|
| | | |

## LET US REMEMBER

**FILL IN THE BLANKS WITH SUITABLE WORDS FROM THE LESSON :**

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

## MATCH THE FOLLOWING :

| | | |
|---|---|---|
| 1. | wind energy | non bio degradable |
| 2. | cycling | gas emission |
| 3. | petrol vehicles | global warming |
| 4. | plastic | freely available |
| 5. | carbon dioxide | non-pollutant |

**Antonyms :**

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

## LET US UNDERSTAND :

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

1. "These fuels emit carbon dioxide"

   a) What are the fuels which emit carbon dioxide?

   b) How can we minimize the use of fuels?

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

2. "Most of the people live in coastal areas."
   a) What will happen to the people living in coastal areas, if there is an increase in the global temperature?

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

3. "Plant and care for a tree!"
   a) Why do trees play an important role in our lives?

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

**LET US 'SERVE' AND PRESERVE! INDIVIDUAL / PAIR WORK - FILL IN :**

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

1. preserve - _____ 2. conserve - _____
3. reserve - _____ 4. observe - _____

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

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

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

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

There are many alternatives and choices that we have, to make our lives ecofriendly. Some of them are very simple, but require a great deal of care. For example, switching the lights off when one has to leave a room! Turning a tap off properly!

## LET US UNDERSTAND :

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

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

## PROJECT :

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

**Share your answers with the class!**

## GRAMMAR - PREPOSITIONS :

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

**Read these sentences**

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

**Prepositions**
under
on
in
near
behind
between

**Definition:**

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

Examine the following sentences!

A man is standing at the bus stop. _____

A stranger is standing at the door. _____

There is a house sparrow at the window. _____

Write your name at the top of the page. _____

Sign at the end of the page. _____

There is a car at the end of the street. _____

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

**Write your examples too!**

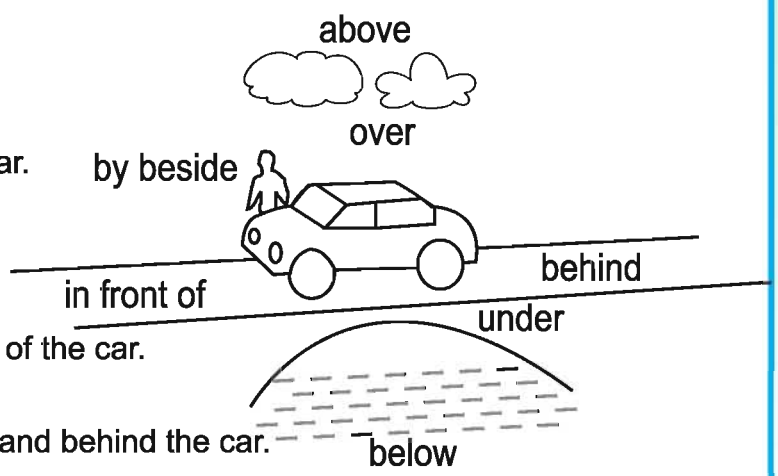
The river is below the bridge.

There are clouds above the car.

The car is on the road.

A man is standing by the side of the car.

The road stretches in front of and behind the car.




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

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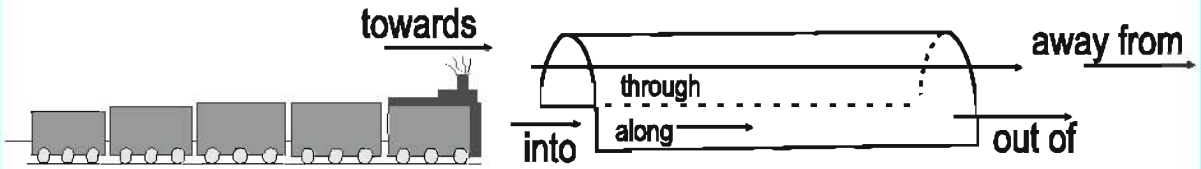
**You may try to form your own sentences in the space provided, using man and subway instead of train and tunnel.**




The train is going towards the tunnel.

The train is going into the tunnel.

The train is going through the tunnel.

The train is going along the tunnel.

The train is going away from the tunnel.

The train is going out of the tunnel.

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

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

**Fill in the blanks to make a meaningful sentence, choosing an appropriate preposition from the box :**

| between, under, in, below, on, among |
|---|

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

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

| In relation to a line – one dimension | | Your example |
|---|---|---|
| **on** the road | **beside** the road | |
| **across** the road | **along** the river | |
| **In relation to a surface – two dimensions** | | |
| **upon** the platform | **off** the platform | |
| **beyond** the field | **through** the room | |
| **In relation to a space – three dimensions [length, breadth, height]** | | |
| **inside** the house | **outside** the house | |
| climb **up** the mountain | climb **down** the mountain | |
| jump **over** X | crawl **under** X | |
| **over** the river | **underneath** the river | |
| **At the front, at the back, at the side, or facing** | | |
| X **in front of/before** Y | X **behind** Y | |
| X **beside** Y | X **opposite** to Y | |
| **On more than one side** | | |
| **around** the park | belt **round** my waist | |
| **between** X and Y | **among** friends | |
| X walks **with** Y | Y walks **with** X | |

ENGLISH

## PREPOSITIONS EXPRESSING RELATIONSHIP IN TIME

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

   Come before or after 8 o'clock.

**Your example:** _____

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

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

**Your example:** _____

3. **BY** = not later than, as in—

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

**Your example:** _____

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

   Nobody was allowed to go out during the examination.

**Your example:** _____

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

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

**Your example:** _____

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

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

**Your example:** _____

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

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

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

**Your example:** _____

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

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

**Your example:** _____

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

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

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

**Your example:** _____

10. **AROUND** = about, as in—

I will see you around 5 o'clock.

**Your example:** _____

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

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

**Your example:** _____

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

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

**Your example:** _____

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

We must be back within [in] fifteen minutes.

**Your example:** _____

POEM

# OUT IN THE FIELDS WITH GOD

**In preparation :**

Do you enjoy a walk in the park or on the beach? Most people feel better after a walk. Read the poem and see how the poet felt after a walk in the fields.

The little cares that fretted me
I lost them yesterday,
Among the fields above the sea,
Among the winds at play,
Among the lowing of the herds,
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what might happen,
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the husking of the corn,
Where drowsy poppies nod,
Where ill thoughts die and good are born,
Out in the fields with God.

***-Elizabeth Barrett Browning.***

| | |
|---|---|
| fretted | - worried |
| lowing | - call of animals |
| herds | - animals that live and feed together in groups |
| rustling | - the sound made when the wind passes through the leaves |
| cast away | - throw away |
| new-mown | - recently cut |
| husking | - remove the outer covering of grains. |
| drowsy | - sleepy |

## LET US UNDERSTAND:

1. Where did the poet go for a walk?
2. Was she happy or worried? How do you know?
3. The poet heard many sounds during her walk. Fill in the blanks in the table given below.

| Living things | Sounds |
|---|---|
| winds | play |
| _____ | mow |
| trees | _____ |
| _____ | sing |
| bees | _____ |

4. Fill in the blanks with the poet's description of plants.

_____grass

new _____ _____

_____ _____ _____corn

_____poppies

Have you ever heard the sound of a cuckoo? It calls out cu…ck…oo. The sound made by the cuckoo gave the bird its name. Such words which echo the sounds are called **Onomatopoeic** words. Example: boom, buzz.

List the onomatopoeic words in the poem.

_____

_____

_____

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## LET US REMEMBER:

1. What was the mood of the poet when she went for the walk?
2. What changed her mood?
3. How was she able to throw away her fears?
4. Do you have fear about our world, our environment? List out them.

Example : water scarcity
global_____
_____
_____
_____

6. What can you do to get rid of them?

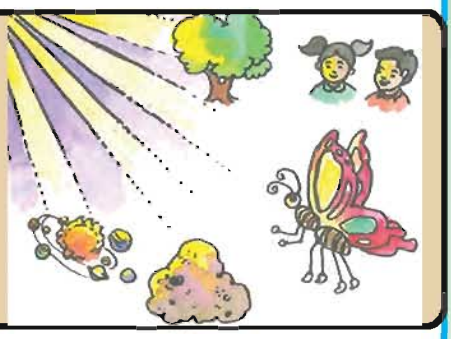
ENGLISH

## SUPPLEMENTARY READING

# THE SUNBEAM

**In preparation:**

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



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

| | |
|---|---|
| canopy | - tree cover |
| shaft | - ray of light |

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

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

"Hello, sunbeam! Whom do you bring dancing down?" asked the butterfly.

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

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

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

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

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

| | |
|---|---|
| incredible | - unbelievable |
| vibrant | - full of energy |
| static | - still |
| eternal | - last forever |

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

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

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

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

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

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

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

in step with itself - to its own rhythm

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

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

**LET US REMEMBER :**

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

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

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

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

5. How does the sunbeam answer it?

6. What is the butterfly's next question?

7. What was the sunbeam's answer?

8. What did the butterfly feel about itself after listening to the sunbeam?

## GRAMMAR & VOCABULARY WORKSHEET

I. **Here are some prefixes and root words. Join them appropriately to form meaningful words:**

| | | | |
|---|---|---|---|
| 1. | in | pertinent | _____ |
| 2. | de | mission | _____ |
| 3. | un | pronounce | _____ |
| 4. | im | secure | _____ |
| 5. | mis | safe | _____ |
| 6. | pre | fault | _____ |
| 7. | mal | view | _____ |
| 8. | dia | friend | _____ |
| 9. | be | polar | _____ |
| 10. | inter | meter | _____ |
| 11. | bi | function | _____ |
| 12. | para | mantle | _____ |
| 13. | contra | able | _____ |
| 14. | dis | power | _____ |
| 15. | em | military | _____ |
| 16. | en | indicate | _____ |

**II. Join the root words with their appropriate suffixes and write the answer in the space provided:**

| | | | |
|---|---|---|---|
| 1. | scandal | ly | _____ |
| 2. | tribe | ness | _____ |
| 3. | magnet | ful | _____ |
| 4. | pure | or | _____ |
| 5. | understand | ical | _____ |
| 6. | cunning | ier | _____ |
| 7. | philosophy | y | _____ |
| 8. | rain | ity | _____ |
| 9. | doctor | al | _____ |
| 10. | attract | cy | _____ |
| 11. | escalate | ise | _____ |
| 12. | accurate | ive | _____ |
| 13. | peculiar | ion | _____ |
| 14. | meaning | ic | _____ |
| 15. | calculate | ing | _____ |
| 16. | carry | fy | _____ |

**III. Add proper prefixes/ suffixes to the following words and indicate the part of speech of the new word obtained:**

(in, ous, or, be, er)

fame - _____ , _____

friend - _____ , _____

sufficient - _____ , _____

act - _____ , _____

lead - _____ , _____

**IV. Choose the right expansions of the following abbreviations:**

1. SMS
   a) Swift Means of Service
   b) Short Message Service
   c) Sent Message System

2. CA
   a) Commander of Army
   b) Chief of Airforce
   c) Chartered Accountant

3. IMF
   a) International Medical Force
   b) International Monetary Fund
   c) Integrated Medical Formulae

4. SBI
   a) State Bank of India
   b) Sales Branch of India
   c) Service Banking of India

5. B.Sc

a) Best in Science

b) Builders Scenario

c) Bachelor of science

6. ATM

a) Automated Teller Machine

b) Action Transfer Money

c) Always Transfer Money

7. LIC

a) Less Investment Committee

b) Life Insurance Corporation

c) Large Ideal Construction

8. AIR

a) All India Radio

b) Airforce In Reserve

c) Army In Reservation

9. SOS

a) See Our Ship

b) Seize Ocean Syndrome

c) Save Our Souls

10. TB

a) Typhoid Bacteria

b) Tuberculosis

c) Travel Bag

## V. Choose the correct singular / plural forms of the given words:

1. axis

   a) axises  b) axes  c) axie

2. ox

   a) oxes  b) oxen  c) ox

3. child

   a) children  b) childs  c) childrens

4. bureau

   a) bureaue  b) bureaus  c) bureao

5. formula

   a) formulae  b) formuli  c) formula

6. data

   a) datum  b) datas  c) datae

7. phenomena

   a) phenomenum  b) phenomenon  c) phenomenus

8. radii

   a) radius  b) radia  c) radi

9. theses

   a) these  b) thesi  c) thesis

10. spectacles

    a) spectacle  b) spectacles  c) spectacla

## VI. Rewrite the given passage using the indirect / reported speech:

Raghav said to Satish, " Could you come to my house this evening ? " Satish said to Raghav , " Why ? I have to go home early today". Raghav answered him saying , " My parents are not at home. They will return after 10 pm. I am scared to stay alone at home". Sathish then said to him, " Let us go to my house first. I shall seek my parents' permission. Then we shall go to your house together". Raghav said, " Thank you Satish. I know you will never let me down".

## VII. Fill in the blanks with suitable prepositions:

1. "Don't argue_____me", said Naveen to his brother.
2. Rekha sits _____ to Veena in class.
3. I agree _____ your proposal.
4. An elephant can stand _____ its head.
5. The cat jumped _____ the fence.
6. Add more sugar _____ the milk.
7. We are marching _____ victory.
8. We live _____ door No.11, _____ Netaji Street.
9. The boy _____ the gate is my cousin.
10. Beware _____ dogs.

**VIII. Rectify the errors in the following sentences and rewrite them correctly:**

1. My father is angry on me.
2. Neha is drawing a picture in the wall.
3. Contact me of this number.
4. I am afraid in the dark.
5. We learn good manners about our parents.
6. Renu shook hands on her friend.
7. We started preparing about the trip to Shimla.
8. Raghu heard a loud knock on the door.
9. Sarathy tried hard to swim outside the river.
10. The child wanted to escape away the thief.

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## Acknowledgements

**Prose** : The Unforgettable Johnny – adapted

**Source** : Chicken Soup for the School, Canfield & Housen P.O. Box 700, Co5, Co6 CT 06807-0700.

**Poem** : Nine Gold Medals by David Roth

**Source** : Chicken Soup for the School,Canfield & Housen.

**Supplementary Reading** : God, This is Charles

**Source** : Dr. Beula Jayaseeli

**Poem** : Out in the fields with God

**Source** : Elizabeth Barrett Browning

**Supplementary Reading** : The Sunbeam

**Source** : Excerpt from Curiouser and Curiouser by Dr.Neeraja Raghavan, Full Circle Publishing House, 3-40, Jor Bagh Lane, New Delhi-110 003.
Email : fullcircle@vsnl.com

'I can, I did'

Student's Activity Record

Subject:

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