

ENGLISH

STANDARD EIGHT

TERM I

UNIT 1

NOTE TO THE TEACHER

Unit I opens the minds of children to understand and respect the feelings of grandparents at home. They would appreciate and reciprocate their love. 'The Wooden Bowl' is an adaptation of Leo Tolstoy's wonderful story of the same title. It is an eye opener to all. It is suggested that the introduction to the lesson could be an interactive session, inviting students to share their precious experiences with their grand parents.

This lesson is quite simple. It opens a framework for the active learning of language. The activities help the children to read, to relate with the content, to understand, to recall, to assess and to interact in small and large groups.

In grammar, the tenses learnt in class VII are reinforced through interactive language activities. The Active and the Passive form of sentences are discussed in detail.

The second part begins with a nostalgic poem called 'My Grandmother's House', a poem by Kamala Surayya who was earlier known as Kamala Das. Her thoughts on a loving grandmother, who is no more, could be used to encourage the children to ponder over the changes of life, and the universal need to be loved always. The teacher can motivate the students to write poems on their grandparents and other people who play significant roles in their lives.

The story for supplementary reading, 'A Mother's Day Gift', is based on a real life incident depicting the courage and selfless love of a mother, which helps her daughter to learn an important lesson in life.

May our society cherish and value senior citizens, and may their happiness be a blessing to all of us.

PROSE

THE WOODEN BOWL

Adapted from Leo Tolstoy's 'The Wooden Bowl'

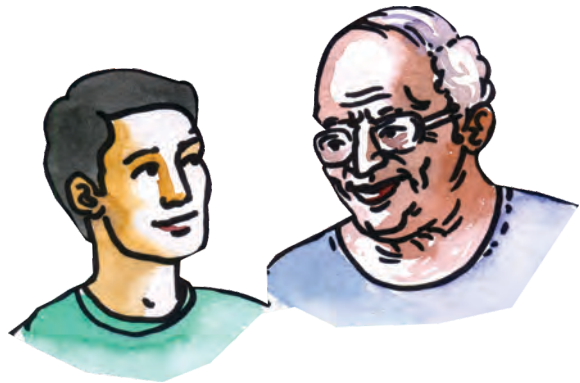
In Preparation

Old people often feel insecure, as their health starts failing and they are left to live alone, when their need for care and rest increases. What can the young do to make the elderly people in their families feel more cared for?

Anbu loved his parents very much. As the only child, he was the centre of attention at home. But this had not spoilt him. His father would always say, "Let us never forget our beginnings," because Saravanan, Anbu's father, was a farmer's son. His parents lived in Karamadai, not far away from Coimbatore. Anbu and his parents would often go to visit his grandparents. He and his cousins loved to play in the fields and orchards that surrounded his grandparents' home. In the distance, one could see the blue hills, sometimes surrounded by **fleecy** white clouds.

fleecy -woolly

Anbu loved the countryside. His friends at school would sometimes laugh at him. They would say, "This is the twenty-first century, Anbu, Don't live in the past." Anbu would only smile and say, "**A tree that forgets its roots cannot grow**" He loved his grandparents very much. He used to listen to stories that his grandmother narrated to him and his cousins. His grandmother was a great story-teller! Anbu shared a silent bond with his grandfather.



Where do your grandparents live?

The old man loved the land that he tilled. While his cousins were busy eating raw mangoes or guavas, Anbu would sit under a tree with his grandfather, looking at the goats and cows grazing nearby.

Sometimes, Anbu would pick up some mud and let it slip through his hands. His grandfather would say, "That mud is more valuable than gold!" Thus, there grew a bond between them, one that was built around the air, the grass, the green fields and the hills far away – a bond that seemed permanent as the earth.

All this was perhaps too good to last – Anbu's grandmother passed away. Anbu's father Saravanan spoke to his brother and sister about his grieving father.

"I am prepared to look after him," he said. "Maybe it is time that we **disposed** the land."

disposed - sold

Anbu was very unhappy when he heard about this. "Why are we selling the land, Appa?" he asked. "Grandpa loves the land. You have told me so many times that we should not forget our beginnings. It is through working on the land that he supported all three of you. Why do you want to break his heart?"

His father looked down sadly at Anbu. "That way of life is no more, Anbu!" he said. "Grandpa is old and cannot live by himself. Just think, he will be coming to live with us!"



And that was how grandfather came to live with Anbu's parents. Through the difficult months following grandma's death, the only bond that kept the old man attached to life was his relationship with his grandson. Though they lived in a flat in Gandhipuram, the heart of the city, Anbu's mother had many pots in the small balcony where she grew a few herbs and flowers. Anbu's grandfather would sit there for hours, staring sorrowfully at the sky. Anbu would come back from school in the evenings and sit with his grandfather. He could feel his grandpa's loneliness, but felt helpless.

He did not know what he could do about it.

There were many questions in Anbu's mind. Why did he have to live in the city? Why did Appa have to work in a big company? Sometimes he would ask his grandfather. The old man would answer, "Life moves on... maybe some day you will go back to the land that gives you life and food."

Do you have any questions that don't have easy answers?

Anbu's mother loved her husband and her young son. But she was helpless about the loneliness of her father-in-law. It had been different when she had gone to Karamadai. There, she had seen a very different attitude of her father-in-law. He was strong and capable and she had found him happy. Here, he seemed to have



shrunk in size, weak and helpless. He stayed at home unable to continue his farming work. She was not **accustomed** to talking to him, and found very little to share with him. Sometimes she was very impatient with him, especially the days when his hands trembled, and he dropped what he was holding in his hands.

One morning at breakfast, grandfather's old hands shook so much that his coffee spilled on the clean white table cloth, and the glass slipped and broke into many pieces. Anbu's mother spoke **harshly** to him. Observing this, and unable to eat any more breakfast, Anbu got up and went away. After that, grandfather had to eat his meals all alone in the kitchen. Anbu kept quiet about this new arrangement. So did Anbu's father. Anbu was scared that if he **confronted** his mother, she would ask him, "Are you ready to stay at home and clean the mess everyday?"

Now, grandfather began telling stories to Anbu in the evenings. His stories were different from his grandma's stories. They were about birds and grains and ants and goats and all the things that he had loved and observed keenly when he was farming. Anbu was very happy! The little verandah where they sat became a wonderland where there was no pain, and they could roam happily, hand-in-hand, in an **imaginary** countryside.

As he grew older, Grandpa's hands shook more and more. One night his hand trembled, and he dropped his bowl of porridge. The porridge spilled all over the kitchen floor and the bowl **shattered** into many pieces.

confronted: faced
imaginary: not real
accustomed: used to
harshly: rudely
shattered: broke

Anbu's father and mother, closely followed by the child, rushed to the kitchen. "Oh! No! My beautiful **ceramic** bowl!" **wailed** his mother. She burst into a **torrent** of unkind words. She said that she had decided to give food to the old man in a wooden bowl. Anbu was very upset, not only by the anger on his mother's face, but also by the look of fear on his grandfather's face. His grandpa was scared! Anbu's father left the room. Anbu watched silently, as she cleaned up the floor, murmuring and mumbling all the while.

ceramic: baked and glazed clay
wailed: cried loudly
torrent: strong flow

Suddenly Anbu took a small piece of wood from the side of the shelf and began to **whittle** it, keeping his eyes on the broken bowl as though it were a model. His parents, curious to see what he was doing, went over to him.

"What are you doing, Anbu?" asked his mother fondly.

"I'm making a wooden bowl, for you to have, when you grow old," answered Anbu.



Anbu's mother and father were too ashamed to meet Anbu's eyes. For a minute, perhaps, they had a glimpse of what their own future might be like.

His mother then took grandfather by his hand and led him back to the dining table and helped him, while he had his meal.

whittle: shape wood with a knife
glimpse: a quick look

Anbu was happy again. As he watched his parents, Anbu realised that they too had found new happiness.

LET US REMEMBER :

1. What would Anbu's father tell him?

2. What was the special bond that Anbu and his grandfather shared?

3. After his grandmother died, what did the family decide to do?

4. What made Anbu's grandfather unhappy in Coimbatore?

5. How did the grandfather's weakness affect Anbu's mother?

6. Why did Anbu's mother say that his grandfather would be fed in a wooden bowl?

7. Why did Anbu start making a wooden bowl?

Pick out the words and phrases that describe the thoughts and feelings of Anbu's grandfather. Write them in whichever way you like in the box given below:

What kind of a person is Anbu? Match the following columns and find out:

<i>What the narrative says</i>	<i>What I understand about Anbu</i>
Attention did not spoil him.	Anbu knew and valued his grandfather's love of the land.
His friends would tell him not to live in the past – he would tell them, “A tree that forgets its roots cannot grow”	Anbu was happy that his grandfather loved and trusted him.
With his grandfather, Anbu shared a silent bond.	Anbu was not egoistic.
Anbu was unhappy about the decision to sell the land.	Anbu was scared about what his mother would ask him to do.
Anbu would come back after school, and sit with his grandfather.	Anbu knew that his friends might not understand his love for the countryside.
There were many questions in his mind.	Anbu taught his parents a lesson without words.
Anbu got up and went away, when his mother scolded his grandfather.	Anbu understood that his parents were also learning about life.
Anbu was very happy, when his grandpa told him stories.	Anbu and his grandfather shared a deep and quiet affection.
Anbu took a piece of wood and started whittling it.	Anbu was confused and helpless about his grandfather's loneliness.
Anbu realised that his parents too had found new happiness.	Anbu showed his love for his grandfather by spending time with him.

LET US UNDERSTAND: Discuss in groups and present a report.

How can I support the old people in my life?

What do I understand from the story?

Do you share a bond with anyone, like Anbu's with his grandfather?



Savithri Vaithi, who runs the Vishranthi Home For the Aged, has this to say – “Most definitely, no institution can replace the family! The love and care that one receives from a family is irreplaceable. Why should someone pay money for love and care?”

Are Old Age Homes inevitable for all old people in future?

“The system that has long been upheld and glorified is the family system. India is developing in every way but along with it we will have to accept the disintegration of the institution of family.”

VOCABULARY:**LET US LEARN : SYLLABIFICATION**

Syllables help you to spell and pronounce words correctly. Words are made up of syllables. Some words such as **l, come, eat, fish, see**, have only one syllable **i.e;** only one vowel sound.

The underlined letters have a vowel sound.

on, come, eat

The word 'eat' has two vowel letters, but when pronounced it has only one vowel sound like 'ee' in Tamil. Words like 'a-go' and 'a-bove' have two vowel sounds. A vowel sound can be stretched for a longer period than consonant sounds.

Try saying 'a, e, i, o, u' and try saying 'p, k, t' and note the difference. A syllable must have a vowel sound.

Pick out words from this story that have:

One syllable

1. bond
- 2.
- 3.
- 4.

Two syllables

1. sorrow (sor-row)
- 2.
- 3.
- 4.

Three syllables

1. wonderful (won-der-ful)
- 2.
- 3.
- 4.

Four and more syllables

1. Imaginary (i-ma-gi-na-ry)
- 2.
- 3.
- 4.

REVISION : Prefixes and Suffixes

Rearrange the given prefix, base and suffix to form a word that matches the meaning given:

No.	jumbled elements	meaning	word
	employ ed un	having no work	<i>unemployed</i>
	visible in	not able to be seen	
	ment agree dis	dispute	
	appear dis ing	going out of sight	
	mark able re	out of the ordinary	
	arm dis ed	having no weapons	
	understand mis ing	quarrel	
	joint dis ed	not connected	

LET US LEARN :

See how 'e', the last letter, which is usually silent, is dropped before taking on the suffix '-ion'. Use the rule and fill in the blanks.

Word	Suffix	+ion
educate	+ ion	education
animate		
nominate		
associate		
congratulate		
celebrate		



A. Add a suitable prefix or suffix to the root words given below to coin new words.

i) un in im ness ful

able decent perfect kind wonder
happy correct patient good hope

ii) tele tion un in im

likely finite possible vision examine



iii) out able non il ise al

violence channel legible with fashion logic

GRAMMAR

LET US REVISE : TENSES

Let us first revise what a 'verb' is. A verb describes a state of being or an action.

a) Read this nursery jingle and underline the 'state of being' verbs.

'Roses are red,
Violets are blue, Sugar is sweet, And so are you'.

b) Pick out the verbs in the following sentences and say whether they are 'action verbs' or 'state of being' verbs.

- i) Pride goes before a fall.
- ii) As you sow, so you reap.
- iii) Time and tide wait for none.
- iv) She is tired of writing.

Vicky: How did your English test go?

John: Okay. But I forgot the past tense of 'think'. I thought and thought and then wrote 'thinked!'



Verbs change their forms according to the time of occurrence.

Fill in the table with the right form of the verbs given in brackets:

Simple Present Tense	Simple Past Tense
★ We __ (go) to school at 9.00 a.m daily.	★ Yesterday I _____ (go) to the beach.
★ He usually _____ (wear) a white shirt.	★ India _____ (become) independent in 1947.
★ We _____ (celebrate) Christmas on the 25 of December every year.	★ I _____ (visit) Delhi a month ago.
★ Stars _____ (shine) at night.	★ The British _____ (rule) India before its independence.

Pair Work: Make meaningful sentences from the following tables:

Present Continuous Tense ['be' verb + ing]

I You He They	am is are	playing	chess tennis cricket hockey	now.
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Past Continuous Tense ['be' verb + ing]

We You He They	was were	eating	when	the lights went out. the guests came. a cat came in.
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Future Continuous Tense [shall / will + be + verb + ing]

I You She They	shall + be will + be	going	home to Chennai	next week. tomorrow.
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Look at the following sentences:

Abirami has drawn a picture.

Monica has finished reading.

He has read five books so far.

The underlined verbs show actions just completed.

These verbs are in **the Present Perfect Tense**.

The format of the **Present Perfect Tense** is has / have + verb(past participle form)



THE USE OF THE PRESENT PERFECT TENSE :

1. We use the Present Perfect Tense to denote an action which has been completed in the immediate past.

Example:

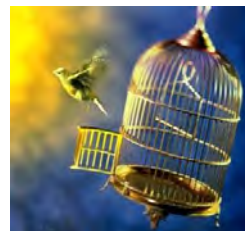
I **have taught** in this school for three years.

Your example: _____

2. We use the Present Perfect Tense to talk about an action in the past, without stating the exact time of the action.

Examples:

PAST TENSE	PRESENT PERFECT TENSE
We visited the Science Museum yesterday .	We have visited the Science Museum.
The bird in the cage flew away last week .	The bird in the cage has flown away.



Your example: _____

3. The Present Perfect Tense is used to describe an action which has been completed, finished or done just now or a little while ago but near the present time.

It is a kind of link between the Past and the Present.

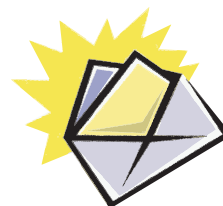
'Has + done' gives a sense of 'Present + Past'.

Examples:

I **have finished** the work just now.

He **has posted** the letter today.

Your example: _____



4. The Present Perfect Tense is used to indicate that the action has taken place sometime in the Past (it may be long back), but the action so completed in the Past has its effect in the Present Time.

Examples:

He **has not returned** my pen. (... And at present I feel bad about it!)

Ajay **has eaten** all the biscuits. (Therefore, there is nothing left to give you.)

The meeting **has not started** yet. (...as I find it at present.)

Your example: _____

FOR PRACTICE :

Tick the correct sentences and correct the wrong sentences.

- ☐ Dad polished his shoes yesterday.
- ☐ Subhash has cut the vegetables just now.
- ☐ The ripe fruit has fallen from the tree.
- ☐ The spectators have throw rubbish all over the field last night.
- ☐ The police have catch the motorcyclist for speeding.

THE PAST PERFECT TENSE :

1. When we refer to completed actions in the past, we can use different Past Tense forms to indicate what we mean.



Examples:	Simple Past Tense	+	Simple Past Tense
	I <u>wrote</u> a letter.	+	I <u>posted</u> it.
	She <u>won</u> the match.	+	She <u>received</u> a certificate.

Your example: _____

We use the Past Perfect Tense for an action or situation that happened earlier and the Simple Past Tense for the action or situation that happened later.

Examples:

Past Perfect Tense	+	Simple Past Tense
The bell had rung		when Rajesh entered the school.
The rain had stopped		when the Minister arrived .



Your example: _____

2. We use the Past Perfect Tense with words like 'already' and 'just' to refer to actions which were completed before a specific time in the past.

Examples: Dad **had** already **confirmed** our tickets, before we **left** for the station.
Dad **had** just **finished** his dinner, when the phone **rang**.

Your example: _____

3. We use the Past Perfect Tense with indefinite time words and phrases like 'always' and 'more than once' to refer to repeated actions in the past.

Examples:

I **had** always **suspected** that Brian was to blame for the accident.
Before I left the workshop, the mechanic **had reminded** me more than once to check the tyres.

Your example: _____

FOR PRACTICE :

Cross out the incorrect verb forms to complete the sentences.

1. They **have emphasised/had emphasised** the importance of the course to all those present before they introduced the speakers.
2. We **passed/had passed** through the entrance of the monastery when we heard the ringing of bells.
3. Tom and Abbas **always disagreed/had always disagreed** on this issue, and so I wasn't surprised when Tom spoke this time.
4. Arul and I **hadn't done/haven't done** our project, and so we didn't submit it.
5. The two children **have fallen /had fallen** ill after the trip and were taken to the clinic for treatment.

THE FUTURE PERFECT TENSE :

The Future Perfect Tense is used to refer to the completion of an activity at a definite point of time in the future.

Future Perfect Tense: [shall / will + have + past participle]

- i) They **will have reached** Delhi by next Tuesday.
- ii) I **shall have completed** the project by the end of August.
- iii) Zeenath **will have written** the examination by this time tomorrow.



Your example: _____

FOR PRACTICE :

Now complete the following sentences using the Future Perfect Tense of the verbs given in brackets :

- i) They _____ (lay) the foundation by September.
- ii) We _____ (raise) the walls by December.
- iii) They _____ (paint) the house before Pongal.
- iv) The builder _____ (finish) RCC roofing by the end of February.

Activity: Use the appropriate tense of the verb given in brackets to complete the sentence.

- i) My friend _____ (**write**) many novels so far.
- ii) The committee _____ (**solve**) the problem by next January.
- iii) By the time mother entered the kitchen, the cat _____ (**drink**) the milk.
- iv) Sachin _____ (**occupy**) the first place in the cricket world by now.
- v) By August, my brother _____ (**join**) college.

VOICE – ACTIVE AND PASSIVE

(Recall the two forms of verbs – the transitive and the intransitive)

Observe the following sentences :

1. The boy flew a kite.
2. Ramesh cooked tasty dishes.
3. The plane flew high.
4. Mother cooks well.



In sentences 1 and 2, the verbs 'flew' and 'cooked' are **transitive verbs**. They take an object.

The boy **flew** – (what)

Ans : a kite (object)

Ramesh **cooked** – (what)

Ans : tasty dishes (object)

Consider the verbs 'flew' and 'cooks' in sentences 3 and 4.

They do not take an object. They are **intransitive verbs**.

The plane **flew** – (how) - high.

Mother **cooks** – (how) - well.



Note : The same verb can be used transitively or intransitively.

Transformation of sentences :

Look at the following sentence :

My uncle writes poems.
S V O

The subject does the action. Hence this sentence is of the Active Voice.

Poems are written by my uncle.
S V O

Here, the subject 'poems' does not do any action. It is passive. This sentence is of the Passive Voice.

Note :

1. The subject of the sentence in the Active voice becomes the object in the sentence of the Passive Voice.
2. The object of the sentence in the Active Voice becomes the subject of the sentence in the Passive Voice.
3. The verb undergoes a change. It is of the form 'be' + past participle of the verb.

Let us consider transformation from the Active into the Passive, with changes in the verb according to various tense forms :

I. Simple Present :

1. The child recites a poem every morning. (Active)
 A poem is recited by the child every morning (Passive)
2. We play games every evening. (Active)
 Games are played every evening. (Passive)
3. Does he appreciate you often? (Active)
 Are you appreciated often by him? (Passive)



(structure in the passive – is / are / am + past participle (p.p) of the verb)

II. Simple Past :

1. Meena solved the problem quickly. (A)
 The problem was solved quickly by Meena. (P)
2. Dinesh answered all the questions. (A)
 All the questions were answered by Dinesh. (P)
3. Did he punish you? (A)
 Were you punished by him? (P)



(structure of the verb in the passive – was / were + p.p of the verb)

III. Simple Future :

1. They will conduct a meeting tomorrow. (A)
A meeting will be conducted tomorrow. (P)
2. We shall clear your doubts at the next meeting.(A)
Your doubts shall be cleared at the next meeting. (P)
3. Will he invite you to the wedding? (A)
Will you be invited to the wedding? (P)

(structure of the verb in the passive - will / shall + p.p. of the verb)

IV. Present Continuous :

1. We are writing a test now. (A)
A test is being written by us now. (P)
2. They are performing experiments in the lab. (A)
Experiments are being performed by them in the lab. (P)
3. Are they conducting a quiz next week? (A)
Is a quiz being conducted next week? (P)

(structure in the passive - is / are / am + being + p.p.)



V. Past Continuous :

1. The students were conducting a survey in the village. (A)
A survey was being conducted in the village, by the students. (P)
2. Our teacher was correcting the test papers yesterday. (A)
The test papers were being corrected by our teacher yesterday. (P)
3. Were you delivering a lecture last week? (A)
Was a lecture being delivered by you last week? (P)

(structure in the passive - was / were + being + p.p.)



VI. Present Perfect :

1. The students have completed the project. (A)
The project has been completed by the students. (P)
2. Ram has distributed all the invitations. (A)
All the invitations have been distributed by Ram. (P)
3. Have they given you the necessary instructions? (A)
Have the necessary instructions been given to you? (P)

(structure in the passive - has / have + p.p. of the verb)



VII. Past Perfect :

1. The teacher had completed the portions. (A)
The portions had been completed by the teacher. (P)
2. The court had declared him innocent. (A)
He had been declared innocent by the court. (P)
3. Had they convened a meeting? (A)
Had a meeting been convened? (P)



(structure in the passive - had + been + p.p. of the verb)

VIII. Future Perfect :

1. We will have completed the course by next year. (A)
The course will have been completed, by next year. (P)
2. Will they have closed the shops by now? (A)
Will the shops have been closed by now? (P)

(structure in the passive - will / shall + have + been + p.p. of the verb)

IX. Commands / Requests :

1. Submit your notebooks. (A)
Let your notebooks be submitted. (P)
2. You are to obey the orders. (A)
The orders are to be obeyed. (P)

**X. General Statements :**

1. People say that the price of gold will never come down. (A)
It is said that the price of gold will never come down. (P)
2. They say that Prem is an honest man. (A)
 - i) It is said that Prem is an honest man. (P)
 - ii) Prem is said to be an honest man. (P)

Note :

- * The Present Perfect Continuous and the Future Perfect Continuous Tenses do not have the Passive form.
- * The agent is omitted in the passive, when the agent of the active voice is either unknown, unimportant or well known.
- * In scientific experiments and in newspaper reports (sometimes in formal letters too), the passive voice is used.

- * When there are two objects in a sentence (IO and DO), there are two answers in the passive.

Look at the following sentence :

1. My sister showed me the report. (A)
verb + **whom** – me - **IO**
verb + **what** – the report - **DO**
- i) I was shown the report by my sister. (P)
- ii) The report was shown to me by my sister. (P)

Exercise :

Rewrite the sentences in the other voice :

1. He collects a moderate fee from the customers.
2. The bills have been settled without any dues.
3. Let the work be completed on time.
4. Did they give you a concession?
5. Naveen will submit his leave application tomorrow.
6. The exhibition is being visited by many young children.
7. Have they given you an appointment order?
8. The workers are constructing a bridge.
9. Did someone guide you to the office?
10. The plants are being watered by the gardener.

LET US EXPAND :

Here is a small story outline for you to develop, using the right tense form of the verbs given in brackets:

20 years ago in Erode-Ashok saw a young girl- looked tired and hungry- on her way back from school-**(search)** his pockets-**(find)** a biscuit-**(give)** it to her-**(walk)** a little distance-**(stand)** watching- a skinny dog **(come)** by- the girl **(break)** the biscuit into two- **(give)** one half to the dog- He **(move)** by the generosity of the girl.

Try to imagine this incident and add other details to this outline to make it more interesting!



ENGLISH

READING :

Read aloud a paragraph from the prose passage with correct pronunciation and intonation.

SPEAKING : Pair work

Take turns with your partner and role-play the dialogue.

Sundar : Hello! This is Sundar. May I speak to Sam?

Receiver : Hold the line, please. I'll call him. (after a few seconds)

Sam : Hi! Sundar, how are you?

Sundar : Fine, thank you. Why haven't you been attending the computer class?

Sam : Well, I had to help my grandma. She was suffering from 'chickungunya'.
My sister Sarojini and I had to take care of her.

Sundar : Oh, really, that's good. You are so kind to your grandma.

Sam : I am not being kind. I do it because I love her.

Sundar : True! But old people require additional love and care when they
become sick. Keep it up. Will you join us this week?

Sam : Sure, my grandmother is fine now. I'll come to class on Monday.

POEM

MY GRANDMOTHER'S HOUSE

In Preparation

Grandma is always special.

What does your grandma mean to you in your life?

In the poem 'My Grandmother's House', Kamala Surayya writes about her childhood in Kerala. She contrasts her present life in which she begs for love 'at least in small change' [not wholly or completely] 'at stranger's doors' [from people she doesn't know well], with her childhood in her grandmother's house where she experienced love in abundance, without ever having to ask for it. Her language is lively and imaginative.

ENGLISH

There is a house now far away where once
I received love... That woman died,
The house withdrew into silence, snakes moved
Among books I was then too young
To read, and my blood turned cold like the moon.
How often I think of going
There, to peer through blind eyes of windows or
Just listen to the frozen air,
Or in wild despair, pick an armful of
Darkness to bring it here to lie
Behind my bed room door like a brooding
Dog... you cannot believe, darling,
Can you, that I lived in such a house and
Was proud, and loved... I who have lost
My way and beg now at stranger's doors to
Receive love, at least in small change.

- Kamala Surayya



now far away - Kamala Das lived in Mumbai

peer - look at something with difficulty

despair - loss of hope

darkness - want of light

blind eyes of windows - darkness is all that one can see through the windows of a closed house.

brooding - thinking deeply



LET US REMEMBER :

1. Where did Kamala feel loved?

2. What happened to that place?

3. What does she often think of doing?

4. Why does Kamala call the windows 'blind eyes'?

5. What does Kamala hope to hear from the 'frozen air' in her grandma's place?

6. What makes Kamala experience 'wild despair'?

7. What makes Kamala say, "you cannot believe, can you?" to the person she addresses in the poem?

8. What words does Kamala use to describe her feelings? What do they tell you?

9. What has happened to Kamala now?

Note 1: In a city, even neighbours remain strangers, because of the busy lives people lead. The total security and warmth that Kamala Surayya experienced in her grandma's house, has gone out of her life. The loneliness that she feels, drives her to talk to people whom she does not know very well, for whatever warmth and comfort she can get.

Do you feel lonely sometimes in class? What do you do when you feel that way?

Note 2: Kamala uses the 'metaphor' or image of 'wealth' to describe what she felt in her grandma's house - she was wealthy in love and safety. Now she feels like a poor beggar, who has no affection in her life, and has to ask for it.

LET US UNDERSTAND :

Choose the correct answer to the following:



A. 'The house withdrew into silence'

This line means that

- a) the house was haunted.
- b) nobody lived there any more.
- c) Kamala couldn't receive love from her grandmother or interact with her.

B. 'My blood turned cold like the moon'

This line means that

- a) she didn't feel warm and loved, but desolate like the moon.
- b) she became a vampire.
- c) she learnt that the moon was cold.

C. 'Listen to the frozen air'

This phrase means that

- a) the icy air speaks to her.
- b) she feels very weak and tired.
- c) life in that house froze into stillness when her grandma died.



D. 'Or in wild despair, pick an armful of

Darkness to bring it here to lie

Behind my bedroom door like a brooding dog...'

These lines tell us that

- a) the poet's dog was brooding behind the door.
- b) the darkness in her grandma's place had made her feel secured, and she wants some of it to be with her, like a loyal dog.
- c) there was darkness behind her bedroom door.



- d) The main idea in the poem is that
- a) we should not neglect grandmothers.
 - b) we should learn to appreciate our parents' love.
 - c) Kamala received deep affection from her grandmother, and she misses it now.

WRITE

Where and with whom have you felt safe and cared for? Write a few lines about it.

Supplementary Reading

A MOTHER'S DAY GIFT

Apsara had just shifted with her parents to a new neighbourhood, and she was happy to have got admission to Class VIII in the local school. On her first day of school, her father accompanied her, and she nervously waited to meet the Principal. Suddenly, through the corner of her eye, she saw a girl laughing as she ran through the **corridor**. "How I wish I could be like that girl," she thought to herself. "She seems so happy!"



When she went into the Principal's office Mrs. Rose, the Principal, greeted them kindly, and asked, "Isn't Apsara's mother here?" Her father gave an **evasive** reply, and they talked of other things. But Apsara felt sad. Why couldn't her mother be like other mothers? Mrs. Rose asked another student, Selvi, to take Apsara to her class. Imagine Apsara's surprise, when she found that it was



the same girl whom she had seen laughing

corridor : passage in a building
evasive : avoiding

as she ran along the corridor! Selvi soon became her best friend. Both girls enjoyed learning and playing. They participated happily in all the activities at school.

It was a month after their Half-yearly Examination that the school announced that they were going to honour all mothers and care-givers on School Day. "Please bring the people who love and care for you," said Mrs. Rose, at the morning assembly. "A mother is one who loves and looks after you." Apsara was both happy and sad as she heard the news. She was unable to focus on any activity at school, throughout the day.

Are there times when you feel both happy and sad? Mention one such time.

Her friends asked her, “What is wrong, Apsi?” but she couldn't answer. How could she tell them that she was ashamed to bring her mother to school? Her mind went down memory lane, and she remembered the first time her mother had gone to her previous school.



It was a bright morning in August. The school was planning for a Cultural Show, and all parents of Class V had been called for a Parent-Teacher meeting. Usually, her father dropped and picked her up, and attended all the meetings. But he had gone away on work, and her mother said she would come that day. For the first time, Apsara 'looked' at her mother, and experienced her first **twinge** of doubt. Her classmates had talked so proudly of their mothers – one of them said her mother had participated in television programmes, besides being a Manager in an office. Another student who lived with his grandmother said that she was a 'super' grandma – she could do so many things! Apsara's mother

Have you ever
been hurt by things
people didn't say?

found it difficult to move fast, though she did all the work at home, since a fire accident had affected both her neck and her knee joints. Her father had always said that she was beautiful, but Apsara wondered if her classmates would think so.

And they didn't! Her mother had taken a great deal of trouble to dress well for the meeting. But when she got to school, Apsara was shocked and hurt beyond words by what she had seen in the eyes of both her teachers and her classmates. “What is wrong with my mother? She is my mother, isn't she? Why do the teachers look at her so unpleasantly” she had thought. She had overheard one of her

twinge: sudden movement or pain



classmates telling another, “Did you see Apsara's mother? She looks like a monster!” Things were never the same for Apsara after that day. It was not only what the people had said. It was also what they hadn't said. She continued to study well, and played all games enthusiastically. But her classmates had ceased to treat her as 'normal'.



Thinking back on that awful experience now, Apsara decided to tell her mother to find an excuse not to come to the tea party. She went home troubled.

When she reached home, her mother asked her, "Why do you look so tired and unhappy today?"

Apsara told her what had been announced at the assembly.

"And you would prefer that I didn't go?" asked her mother quietly. Apsara broke down. "Well, since you ask, yes, I would!" she said, crying. "I don't want

anyone to say that you aren't beautiful! I don't want anyone to call you a...a...monster!"

She put her head down on her mother's lap. Her mother gently stroked her hair, and wiped her hot wet face with her 'duppatta'.

"But do you know, Apsara, I don't feel bad about my scars at all!" she said.

"When you were just one year old, I was about to give you a bath. When I switched on the water heater there was a sudden short circuit and the heater burst. Before I realized it, there was fire everywhere, spreading quickly. I called out to your father, rushing through the fire. I threw you into your father's arms and fainted. When I woke up, I was in the emergency ward and critically ill. After a great struggle they were able to save my life, but not my neck and face". By now tears were flowing down Apsara's cheeks. She kissed her mother's face, and came up with a new resolve. "Ma, it doesn't matter what they think. I want the whole world to see my mother," she vowed.

"That's truly brave of you, my dear!" said her mother smiling.

On the day of the tea party, Apsara took her mother to Mrs. Rose's room and proudly announced, "This is my mother." And to her great surprise and happiness, Mrs. Rose did not **flinch** at all! Neither did the teachers! They all smiled and talked to her mother as if they could actually see the person beneath the scars! The biggest surprise of all was when Selvi wheeled her mother in. One or two of her classmates were helping her. "What happened to your mother, Selvi?" asked Apsara, before she could stop herself. "Oh, she met with an accident when she was driving her moped, and lost her legs," said Selvi. "A rash motorist had banged into her and there was a bus just behind. We were lucky that the doctors could save her life." She smiled fondly at her mother.



flinch : shrink back

Apsara realized many things that day. Most importantly, she realized that beauty lies in the heart, and in the mind. **Beauty lies in the eyes of the beholder. Physical beauty fades with age. The beauty of the heart shines brightly as one grows older.**

fades : disappears

LET US REMEMBER :

1. Which class was Apsara studying in?

2. What was her school planning to do?

3. What was she reminded of?

4. What had happened in her old school?

5. Why didn't Apsara want her mother to come to attend the tea party at school?

6. What did her mother share with Apsara?

7. What did Apsara discover when she took her mother to meet Mrs. Rose?

8. What did she find out about Selvi's mother?

9. What did Apsara learn that day?

LET US UNDERSTAND :

Work in small groups and share:

Many changes happen in Apsara's mind and heart. Fill in the spaces with lines from the story that tell you what she feels. One has been done for you.

Apsara's feelings	Lines from the story
longing [to be like Selvi]	'How I wish I could be like that girl,' she thought to herself. 'She seems so happy!'
sad and happy	
upset [memory]	
doubtful [previous school]	
deeply hurt	
sad and troubled [now]	
deeply moved	
surprised and happy	
new learning	

LET US REVISE :

Write an Informal Letter

Date: _____

My dearest Patti/Aaya/Grandma/Daadi/Naani, _____,

Thank you for your letter. Appa/Amma is _____. All at home are well. [Write about anyone else you want] _____

In school, _____. I have been _____.

Do you know, _____?
_____?

I will spend my holidays _____. I am looking forward to _____. I hope you _____. How are/is _____?

I remember the stories _____, and wish _____.

I also remember _____. I am looking forward to seeing you _____. Take care of yourself, and don't forget to _____!

Your loving grand _____,

P.S.

I am going to _____ competition this _____. Pray specially for me on that day!

UNIT 2

NOTE TO THE TEACHER

In this unit an attempt has been made to enable students realise the role of women in today's world. There are also deeper questions embedded in the text, 'The Power of Laughter'. It speaks of how different our world could be, if our societies were built on compassion towards others. Help students to listen to selected words, and observe and practise word stress. The teacher should pronounce all the new words and make the students repeat them correctly. The comprehension questions given beside each paragraph must be answered and discussed. A passage for reading is provided at the end of the unit. Students are made to arrange the sentences in logical sequence. There are antonyms to be formed with the prefixes 'dis', 'im', 'un'. A crossword puzzle, true or false statements and exercise for dramatization facilitate learning with interest and joy.

The grammar in communication covers gerunds, participles and Infinitives, with examples. Exercises such as fill in the blanks, substitution tables, choose the correct grammatical word are given for each of the above topics.

The poem, a child-friendly one, **You Can't Be That, No, You Can't Be That** by Brian Patten describes one's ambition in life and states how it differs from person to person. Children need to be encouraged to pursue their dreams in life. They can discuss their dreams and ambitions along with other members in their group and describe how they will work towards achieving them.

In the supplementary reading section, students will read about Saralabehn, a woman of great courage, who fought for justice and truth. She pleads with people and arouses their interest to save the forests and never to give up until they succeed in their struggle to protect the environment. Activities on writing 'slogans' and 'captions' on environment have been included. Children may be encouraged to reflect upon what courage implies. There is a story for language enrichment activity, called **It's Who You Are, That Matters**, that builds upon the skills of sequencing and summarising. Children should also be encouraged to write poems and essays and to role play and debate, using their creative skills.

PROSE

THE POWER OF LAUGHTER

In Preparation

Do we need to be supervised, in order to be good?

Do we need to build high walls, in order to be safe?

Can we live and let live, without the fear of punishment?

And...can we laugh?

Long, long ago, there was a village without a headman. There was complete harmony among the villagers. Everybody helped each other and had care and concern for all. Into such a village came a stranger. He boasted to the villagers of how that he had solved all the problems he had faced in the village from which he came. He said he had fought and defeated the enemies of that village. Since everyone in that village was dead, he did not want to stay on in that village. So here he was, a brave and experienced headman, ready to help this village – his new home – to fight its enemies.

He looked impressive. He was at least six feet tall, and had a face **gashed** with **grim** scars and a deep voice. But no one knew

gashed: badly cut
grim: unattractive

what to do with the stranger's offer of help.

"You see, we really don't have any enemies," said a middle aged woman. She wove beautiful baskets, and did many things with love and concern for the people around her. Many a time, her wise decision-making had brought peace after a quarrel. Now, she told the stranger, "We really don't have any enemies."

Answer in words and phrases

1. How did the stranger look like?

2. Who brought peace and happiness to people around?

"A village without enemies?" he asked, and then answered his own question, "Impossible! You're lucky! I came here in time to save you all."

The basket weaver opened her eyes wide, as if plucking up courage to talk to this scary looking stranger, and asked hesitantly, “Sir – Do we have some secret enemies? Do you know who they are?”

The stranger **beamed** at her. “There are all kinds of enemies,” he informed her **loftily**.

beamed: smiled happily
loftily: in a superior way

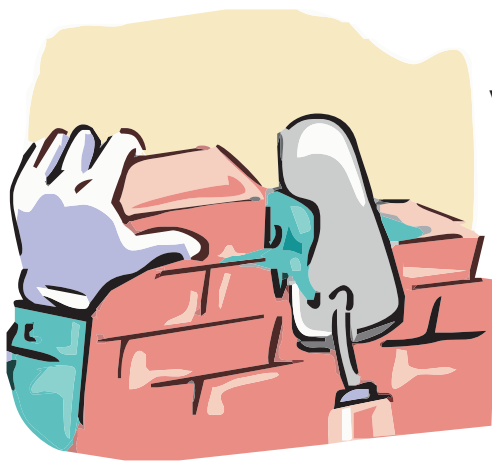
“There's the kind of enemy who wants the water from your lakes and rivers. Then, there is the kind of enemy who wants all your money. There is yet another kind of enemy, who thinks of you as his enemy, so what can you do but make him your enemy first?”

The stranger warned them in a **dramatic** whisper, “Even now, while you are wasting time looking for your enemies, your enemy is getting ready – cleverly, cunningly - to come and defeat you.”

dramatic: exaggerated

The headman's speech got the people thinking. They agreed that this was very bad. How could they have been so innocent? And how were they going to fight when they had never gone to a battle before? Maybe, they needed someone as mean and tough as this war hero to be their leader.

"Since this stranger is experienced, why don't we make him our headman?" said a young man. That is how the stranger became one of them. Not just one of them, but their new all powerful village headman who was going to prepare them for battle.



A few months had gone by. The village seemed to have changed completely. So completely that they, its makers and citizens, barely recognized it. All the walls in the village had grown taller. There were a lot of new jobs for people – things like sticking crushed glass on the tall new walls surrounding every building, enclosing houses and trees with barbed wire and piling up sandbags at the corner of every street

so that groups of fierce looking men could hide behind them. Every house now had a peculiar kind of chimney – what looked like a chimney was really a **spy hole**. **Disguise** shops had opened up on every street and were doing brisk business.

Schools had replaced subjects like literature, arithmetic and science with the art of

Answer in words and phrases

1. Why did the villagers accept the stranger as their leader?

2. Where did the headman live?

3. What did he do all day?

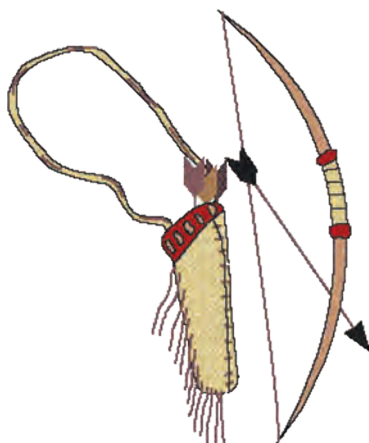
spy hole : a place from which one can look without being seen
disguise : give a different appearance to conceal one's identity
backstabber : one who hits from the back
double-crosser: one who promises and then cheats

spying on enemies, on neighbours, and even spying on one's best friends. Neighbourhoods gave prizes for the best **backstabber** and **double crosser** of the week, and the most passionate hater. It seemed natural then that the only animals left in the village were fierce watch dogs

trained to bite and tear apart anyone who looked like an enemy.

The village headman moved into the best house in the village, a house like a bungalow. He sat all day in a huge, **plush** throne-like chair,

plush: luxurious
fawned: pretended to honour
oily: flattering



consulting his growing band of war experts, weapon-makers, spies and astrologers. One day, the village headman asked his chief astrologer when he would die. "Not for a long time," **fawned** the **oily** man, and added in desperation, "not till the village overflows with fun and laughter." He thought that this was a good answer. There was so little laughter in the village. The headman didn't like this prediction one bit. He called for a meeting of the villagers.

"We must be prepared," he said to them. "We have to eat and sleep and breathe hate for our enemies, if we want to win. There's no time for silly things like fun and laughter. So from today, no laughter in this city. It's banned."

The great village became silent. Since no one was allowed to laugh, laughter died. So did a lot of other things. How, for example, could you have dance, music, sports and festivals without laughter? People started falling ill. The doctors suddenly became very important people.

The basket weaver decided she had to do something. She spent hour after hour in the village corner looking at passersby, hoping for inspiration. She saw that everyone badly needed to laugh. Then an idea struck her. There was an old banyan tree that had been in the village for as long as she could remember. The tree was so old that its trunk was hollow. The woman remembered the games. She and her friends had played when they were children hiding inside the tree trunk, and scaring **unsuspecting** villagers.



Suddenly, the woman **grinned** and ran to find her army – the one that would fight the new village headman's **regime**. The basket weaver was **never at a loss**!

unsuspecting	: not expecting
grinned	: smiled broadly
regime	: rule
never at a loss	: resourceful

Gopal, Kevin, Nasira, and Kannagi – were the basket weaver's army. Not one of them was more than ten years old. One after the other, her army slipped into the hollow tree trunk. The trunk had the odd hole or two, so they had no trouble, breathing, or peeping.

It was a bit of a **tight squeeze**, but they didn't mind it. Then, the

tight squeeze	: crowded
rumour	: false story
spread like wild fire	: passed on very fast

woman made sure a new rumour **spread like wild fire**. The **rumour** was that in their laughter less village, there was a big old banyan tree in the village corner that had taken to laughing. Every time someone passed the old banyan tree, the tree would laugh. And what a laugh it was! A laugh that began like an innocent, playful little giggle and grew so loud and noisy that it became a great big wave. No one could pass the tree without getting infected. Everyone wanted to laugh!

One of the village headman's spies, a frowning old **tattletale**, passed by and began to laugh helplessly. The headman's chief weapon - maker had to be rushed to the doctor, because he was laughing so much that he had a terrible stomach ache. The basket weaving woman couldn't help laughing either. The furious headman went to the village corner. When he reached the banyan tree, and heard its laughter the headman too felt like laughing aloud. He almost did, but covered his mouth, and turned it into a hoarse cough. "Chop that tree!" he managed to yell!

tattletale: sneak

Answer in words and phrases

Why did the weapon-maker suffer from stomach ache?

Why did the village headman become furious?

What did the village headman try to control?

Who wanted the tree to be chopped off?

His chief tree-cutters came running with axes. But once they got close to the tree, they found themselves **pelted** with tiny stones from inside its trunk, as if there was a band of teasing monkeys hiding there. And even while they were being hit by the stones, the tree cutters were laughing so much they could hardly hold on to their axes.

chop: cut

The headman took the basket weaver aside, and asked, 'What has happened to this tree? Is it possessed?'

pelted: hit

"Yes sir, I think you are right," said the woman wiping the tears of laughter off her face. "It looks like a bad case, sir. Maybe it's some magic. Could our enemies have done something to this tree?" But for once, the headman didn't care about the enemy. The headman remembered the astrologer's prediction: that he, the fighting headman, would die the day laughter came back to the people of the village. Besides, all this laughter was making the headman feel positively sick.

"I have to pack," he told the woman. "I'm in a hurry. If anyone asks, will you tell them that I've had to rush to another city that needs my help?" He rushed away in panic.

panic: fear



The basket weaver didn't have to tell anyone anything. The minute the headman ran away from the village, the woman heard the sound of clapping, a chorus of cheering, drums, pipes, anklets, and lots of laughter. The villagers were **astounded** to see four little children, two boys and two girls, crawl out of the old banyan tree laughing.

astounded : astonished, amazed

LET US REMEMBER :

1. Who was the new stranger in the village?

2. Who were the three kinds of enemies, according to the headman?

3. What did the headman ask people to do with a person who thinks of them as his / her enemies?

4. What did he say the enemies were doing?

5. What were the changes in the village? Write five sentences describing the changes.
[clues – walls, chimney, spy holes, education, neighbourhood, animals]

6. What did the headman ask his astrologer?

7. Why was laughter banned in the village?

8. What did the basket weaver notice?

9. What did she decide to do?

10. Who was rushed to the doctor? Why?

11. Who were the members of the woman's army? How old were they?

12. What was the question the headman posed to the lady?

13. Why did the headman leave the village?

14. What did the people do, as soon as the headman left?

LET US UNDERSTAND :

Discuss and share [Write 5 lines]

1. What are your impressions about the headman? What sort of a person do you think he is?

2. What were the changes in the village? Fill in and discuss. [Small Group/Pair]

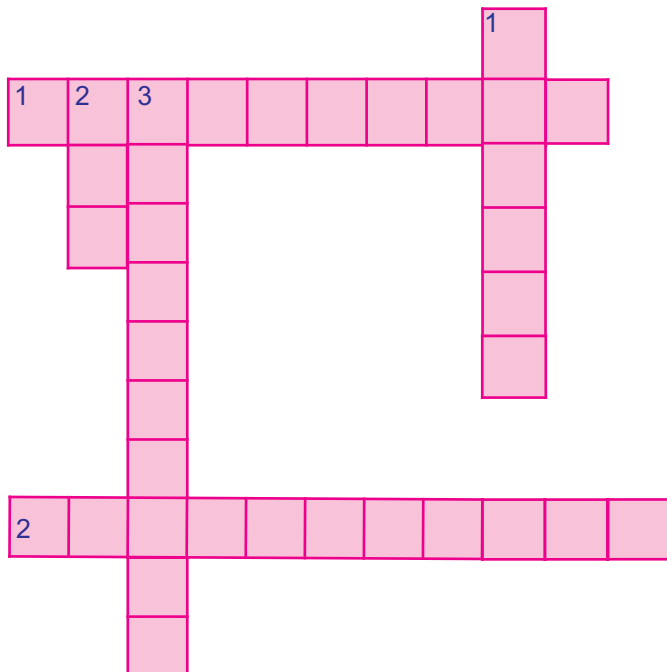
Changes	
when they had no enemies	when everyone was an enemy

3. What were the different ways in which the basket weaver and the headman settled quarrels? Write two differences that you see. [Small Group/Pair]

basket weaver	headman
What do you feel is a good way to settle quarrels?	

DO AND SEE :

Let us have fun with words. Fill in the grid using the given clues.



Clues Across

1. one who foretells the future

2. dramatic

Clues: Down

1. smiled happily

2. secretly watches people

3. one who reveals secrets

Compound words are formed by adding two or three words together, to form a single unit.

Read the following compound words, stressing the parts underlined. You can also consult a dictionary to understand how the stress is marked with a dash above and to the left of the syllable.

Note : Some compound words are written side by side with a small space, some with a hyphen between and some are joined together.

Example :

walkie - talkie (Say 'wa' more forcefully than other syllables)

1. broad - minded
2. spellbound
3. funny bone
4. keyboard
5. black board



Fun with words: [Pair Work]

Form antonyms attaching the **prefix 'dis', 'im', 'in' or 'un'** to the words given in **column A**. Write your answers in **column B**.

A	B
approve	
possible	
courage	
complete	
different	
secure	
agree	
appear	
natural	
moved	
like	

LET US RECALL :

State whether **true [T]** or **false [F]**:

1. The new headman was a soft gentle man.
2. The basket weaver was loved by all.
3. The village headman changed the village completely for the worse.
4. The old banyan tree came to the rescue of the villagers.
5. The people in the village were sad when the headman left them.
6. There were four children in the woman's army.

DISCUSS AND SHARE:

What do you think the tattletales did for the rest of their lives?

GRAMMAR :**LET US LEARN: THE GERUND**

Let us look at the following sentences:

- ★ **Walking** is a good exercise.
- ★ **Reading** story books gives pleasure.
- ★ **Painting** and **sculpting** are taught by artists here.
- ★ She likes **swimming**.

☐ The highlighted words are known as '**gerunds**' or '**verbal nouns**'. They are used as **simple nouns** to function as a subject or an object in a sentence.

☐ Gerunds are formed by adding 'ing' to a verb.

I) Read the following sentences and pick out the gerunds :

1. Watching plays can be fun. _____
2. Keeping left is always safe. _____
3. Eating moderately is good for health. _____
4. Climbing mountains is a good sport. _____
5. Reading poetry teaches us many things. _____

2) Read the information usually found on the sign boards and try to form gerunds to complete the sentences :

Don't park the vehicles here!

1. **Parking** vehicles here is prohibited

Don't trespass - prohibited area!

2. _____ is prohibited.

Don't cross the yellow line!

3. _____ the yellow line is prohibited.

Match the following :

Painting	is	forbidden
Eating too much		interesting
Walking on the roof		dangerous
Watching television		a good exercise
Swimming		a pleasant hobby
Playing on the street		bad for health

LET US LEARN : INFINITIVES

Read these sentences:

1. **To err** is human.
2. He wants **to come up** in life.
3. Dhanush likes **to read** science fiction.
4. **To obey** the traffic rules is a must.
5. You are invited **to attend** the party.



★ The highlighted phrases denote the infinitive form of the verb. Infinitives are used as nouns to function as a subject or object in sentences.

★ Infinitives are formed when '**to**' comes before a verb.

1) Underline the 'infinitives' in the following sentences :

Example:

1. To get up early in the morning is good for health.
2. David wants to study Biology.
3. To protect the environment is the order of the day.
4. To find fault with others is easy.
5. We should learn to help others.



2) Pick out at least five verbs from the list given here:

Try to form an infinitive with these verbs and write simple sentences:

enrich	to enrich	Read newspapers to enrich your knowledge.
meet		
respect		
go		
obey		
help		
drive		
swim		
play		

3) Combine the following pairs of sentences into one, using an infinitive :

1. Sushma walks fast. She must catch the train. (one is done for you)

Sushma walks fast to catch the train.



2. Kishore works hard. He earns money to build his house.

3. My friend leaves for Trichy next week. He will visit his uncle there.

4. Eat well. You will be healthy.

5. Be positive. You can shape your attitude.

4) Fill in the sentences with suitable infinitives given below:

(to eat, to carry, to wear, to learn, to follow)

- The parcel was too heavy_____.
- These clothes are comfortable_____.
- English is an easy language_____.
- Her speech was difficult_____.
- Apples are good_____.



5) Complete each of the following sentences with an infinitive of your choice.

- He agreed_____.
- I forgot_____.
- Would you like_____?
- They allowed her_____.
- The officer ordered his men_____.

LET US LEARN : THE PARTICIPLE

Read this sentence:

Seeing the tiger the man ran away.

★ '**Seeing**' is a form of the '**verb**' and has an object, namely, '**tiger**'.

'**Seeing**' is also like an '**adjective**' as it qualifies the '**noun**', '**man**'.

It is, therefore, called a **Participle**.

★ A participle is partly a '**verb**' and partly an 'adjective'.

It is a verbal adjective.

Now, read these sentences:

1. I saw a boy **running** along the road.
2. The child spoke with a girl **selling** flowers.
3. **Hearing** a loud sound, they rushed out of the room.
4. The boy cried, **thinking** that he would be beaten.



In all these sentences, the highlighted words are '**Present Participles**' as they indicate an unfinished action. However, the sentences given are determined by the '**finite**' verbs such as '**saw, spoke, rushed** and **cried**'.

Observe these sentences:

1. **Driven** by heavy rain we took shelter under a tree.
2. We saw a goods train **loaded** with grain.
3. **Stricken** with grief she kept herself alone in the room.
4. Time once **lost** is gone for ever.

In the above sentences, the highlighted words are called '**Past Participles**' as they indicate the completed action. The past participles usually end with

-ed, -d, -n, -t or -en'.

- ★ Apart from the above, the present participles and the past participles are used as adjectives to qualify the nouns.

Examples:

1. This is a **dancing** doll.
2. Mother bought a **tilting** grinder.
3. These are **rotten** fruits.
4. The police returned the **stolen** jewels to its owner.



Here the words '**dancing**', '**tilting**', '**rotten**', '**stolen**' qualify the nouns following them. However, '**dancing**' and '**tilting**' are **present participles** and '**rotten**' and '**stolen**' are **past participles**.

- 1) Underline the 'participles' in the following sentences and say whether they are present participles or past participles.

For you: **Seeing** the police, the thief hid himself. [**Present Participle**]

By you :

1. Hearing the noise, I woke up.
2. It was sad to see the house burnt to ashes.
3. Enraged, the leader left the meeting.
4. Furnishing the details, he requested for a job.
5. Seema is a person loved by all.
6. We met a man riding on a donkey.
7. The bus was driven at full speed.
8. She rushed to the bus stand, seeing the bus there.
9. A rolling stone gathers no moss.
10. We should not worry about the fallen leaves.
11. Recovering from illness, he was very weak.
12. We saw a man begging in the streets.



2) Pick out the verbs from the box given below: Form a participle and write a sentence.

For you: **Driven** by hurry, everyone pushed the car.

Observing the flower, they all felt happy.

By you:

enjoy see observe steal delete drive	
---	--

- _____ the ice cream the children went around the park.
- _____ the balloon vendor, the girl was happy to buy a balloon.
- _____ the energy of the children, the teacher suggested a game.
- The police displayed the _____ jewels to the people.
- We need not study the _____ portions.

WORD PLAY: Combine words

Link a participle to a noun; write the words in the third grid and write whether they are the present or the past participles. Make two of your own, as well!

Example:

broken	furniture	broken furniture	past participle
First grid	Second grid	Third grid	Fourth grid
broken sparkling wounded painted rolling spilt armed	stone men doll milk lights furniture dog		

TRY THIS AS WELL :

Join the pairs of sentences together using participles. Follow the first example given.

Example:

1. We listened to the radio. It was playing in the next room.

We listened to the radio **playing** in the next room.

2. We could smell something. It was burning in the kitchen.

3. The farmers heard the boy. He was shouting for help.

4. Look at the policeman. He is controlling the traffic.

POEM

YOU CAN'T BE THAT, NO, YOU CAN'T BE THAT

What do you dream to be? Do you feel troubled by what other people think you should or shouldn't be? Keep your dreams! They make you who you are!

I told them:

When I grow up
I'm not going to be a scientist
Or someone who reads the news on TV.
No, a million birds will fly through me.
I'm going to be a tree.

They said:

You can't be that, No, you can't be that.



I told them:

When I grow up, I'm not going to be an airline pilot, a dancer, a lawyer, or an MC.
No, huge whales will swim in me, I'm going to be an ocean.

They said:

You can't be that. No, you can't be that.



I told them:

I'm not going to be a DJ, a computer programmer, a musician, or beautician
No, streams will flow through me, I'll be the home of eagles;
I'll be full of nooks, crannies, valleys, and fountains.
I'm going to be a range of mountains.

They said:

You can't be that. No, you can't be that.



I asked them:

Just what do you think I am?
Just a child, they said.

And children always become at least one of the things we want them to be.
They do not understand me.

I'll be a stable if I want, smelling of fresh hay.
I'll be a lost glade in which unicorns still play.

They do not realize I can fulfill any ambition.
They do not realize among them walks a magician.

Brian Patten

(Memoriter - Lines 1-20)

NEW WORDS :

MC : Master of Ceremony; someone whose job is to introduce speakers and performers at a public event

DJ : Disc Jockey; someone who plays CDs and records in a club, restaurant, and so on, or someone who introduces and plays music on the radio

nooks : sheltered spaces

crannies : long narrow holes or openings

unicorn : a mythical white horse like creature with a single horn growing from its forehead

Appreciation

A refrain is a chorus - the repetition of a line or lines through a poem, at given intervals. Find the refrains in the poem. What purpose do they serve?

Who is the 'I' in the poem? Who does 'them' refer to?

LET US REMEMBER :

1. In the first stanza, what doesn't the young person want to become when he/she grows up?

2. What does she/he want to become? Why?

3. In the second stanza, what doesn't the young person want to become when he/she grows up?

4. What did she/he want to become? Why?

5. In the third stanza, what doesn't the young person want to become when he/she grows up?

6. What did she/he want to become? Why?

7. Why do 'they' feel that she/he can't be 'that'?

8. What did 'they' say when he/she asked them, 'What do you think I am?'

9. Why does he/she say 'They do not understand me?'

LET US UNDERSTAND : Discuss in groups

Work in groups of five. Discuss what each of you would like to be. Let the other group members repeat the refrain from the poem after each person defends their ambition.

Do you sometimes feel that you can't explain a deep thought or dream? Write about it!

A WOMAN OF COURAGE

In preparation

Courage means the ability to do something dangerous or face pain or opposition, without showing fear. There have been people who have stood by what they thought to be right and true, and they provide inspiration for us all. One such person is Saralabehn [*behn* means 'sister' in Hindi] As a Britisher, she supported India's struggle for freedom. There were many in England who did so, but not all of them came to India and spent their lives working for justice and equity in the Kumaon Hills.

Let us read about her.

Saralabehn's name had not always been Saralabehn. Long ago, when she had lived with her parents in England, it had been Catherine Mary Heilman.

One day, young Catherine heard about Mahatma Gandhi and the freedom movement in India. "I must join the Indian people in their struggle," Catherine said, "for they are fighting for freedom, truth and justice."

That is how she came to India and met Mahatma Gandhi who spoke to her about the country and its people. Young Catherine was inspired by Mahatma Gandhi's words. However, he warned her that most of the people of India lived in the villages and were poor.

"Can you live with them and work with them?" asked Gandhiji.

"I can and I will", answered Catherine.

She made her home in the villages in the Kumaon hills and worked among the people there.

She began to call herself Saraladevi and she started a school for girls where they learnt to care for the earth. They learnt about their environment, the Kumaon hills



in the Himalayas, the rivers and the forest which were their home. They learnt how the forest looked after them.

“The forests look after our needs. We in turn must look after our forests,” she told her students. Years passed, but Saralabehn never lost touch with Gandhiji and the freedom movement.

In August 1942, Gandhiji started the 'Quit India Movement' and decided to launch a non-violent call to force the British to leave India. News reached the village that the people of the country had risen against the British. “Quit India immediately!” they shouted too. The angry British rulers put thousands in jail. Saralabehn led the freedom fighters in the Kumaon district. The hills came alive with the cry of “Quit India”. She went from valley to valley, helping the women whose men had been jailed. This did not please the British and very soon Saralabehn too was put behind bars!

In 1947, India became free and the freedom fighters came out of the jails. There was much joy when India became independent. “Now our problems are over,” sang everyone. But they were wrong. The struggle was not over; there were other battles to fight.

Saralabehn saw selfish people in their greed for money come to the Himalayan forests for their rich timber. They cut down the trees and carried them away in their trucks.

They did not care that when they destroyed the forests, they were destroying the homes of the people. They only thought about the money they would make. Saralabehn saw all this with horror. All her life, she had fought for justice and truth. “It is no different now,” she told herself. “We must fight the evil forces that are destroying our beloved Himalayan forests.”

Once more, she put herself into the struggle- a new kind of struggle this time- a struggle for the earth, its soil, its forests, its rivers and lakes against the greed and stupidity of humans. She wrote many books, articles and letters on the subject and roused the people against the dangers of hurting the environment. With her followers, she went from village to village, working to prevent the traders from cutting down the old and beautiful trees.

"We must never give up", she cried "We must save our forests, our Himalayas, our environment." Saralabehn did not live to see the end of her struggle. She became ill and her condition rapidly deteriorated. But through all her pain, her thoughts were about her people and their environment.

"Remember," she whispered as she lay dying, "the struggle to save the forest is not easy. But we must not give it up. It must go on". To this day, the people of the Kumaon hills tell their children and grandchildren the story of the brave woman and her wonderful life.

LET US UNDERSTAND :

1. Where did Catherine Mary Heilman live?

2. What was she fascinated by and what did she do?

3. Why did she change her name to Saraladevi?

4. What did she do in the Kumaon Hills?

5. What did girls learn in her school?

6. What did Saralabehn do during India's struggle for freedom?

7. What did she find happening in the Kumaon hills after India's freedom?

8. What did she do?

9. What were her last words to the people of Kumaon?

Work in pairs and discuss, share and make sentences using these prepositional phrases:

1. inspired by _____
2. in close touch with _____
3. make people aware of _____
4. moved on _____

CREATIVE WRITING :

Write a short paragraph about a time when you have had the courage to stand alone and live by what you know to be true.

Language Enrichment - READING COMPREHENSION
Summarising / Sequencing

It's Who You Are, That Matters

"Is it true, Daddy? Will we have to give up all this?" Renu looked around the expensively furnished drawing room. "Please say that it is just a joke!"

"I'm sorry, Renu, but it is true," her father said. "My business has done badly and I have lost money. So our present lifestyle has to change."

"Have we really become poor?" Renu whispered.

"No. We haven't become poor. But we must be careful about how we spend money," her mother explained to her bewildered thirteen-year-old daughter.

Renu's parents had told her that they would be moving to a smaller flat some distance away from their present house.

They all worked to make their small flat cosy and nice. Renu had to use the public bus to go to school as her father no longer owned a car. Renu entered her classroom to put away her bag before joining her friends as usual.

"Hi, Tabu! Have you started your revision for the exams?" Renu asked her best friend. "No, there's plenty of time." Tabu turned to greet her friend, Sonia.

Renu found it a little odd that the girls stared at her and exchanged whispers. It occurred to her that many girls whom she had thought of as her best friends, were trying to avoid her company. Perhaps they had heard about her father's financial problems.

"Happy Birthday, Renu dear," her parents greeted her one morning. "We've planned a party for you on Sunday. You can invite all your class friends!"

Renu was very touched that despite their troubles, her parents had arranged a party to make her happy. She wrote out the invitation cards and proudly took them to school. After the assembly, she sought out Tabu and the others.

"Do come to my birthday party on Sunday!" She invited them all as she handed them the cards.

"I will come if possible!" Tabu's voice seemed strained.

Renu looked around the neatly arranged sitting room with satisfaction. Her mother had made the sandwiches, cake and snacks herself. Renu had enjoyed helping her. Everything was in place. Only the guests had to arrive.

The doorbell rang and some girls came in. Renu wasn't very friendly with them, especially Maya who sat next to her in class. Maya had never been a part of the '*smart*' set. But a guest is a guest and Renu chatted with the girls pleasantly.

Time passed, but none of Renu's special friends came. Renu concealed the hurt she felt and decided to cut the cake. She was surprised to find that she enjoyed the evening spent with Maya and the other girls.

"It's so strange that I never noticed them before," she thought. Why did I think they were dull?

"Why didn't you come to my party yesterday?" Renu asked Tabu when the two girls met at school. "My aunt fell ill suddenly and we all went to see her," Tabu replied.

"Hey, Tabu! Thanks for taking me to the film yesterday evening!" Sonia exclaimed as she came up just then. Maya, who was standing some distance away with Renu, heard this. Both girls showed no reaction. But Maya noted that Tabu looked ashamed of herself.

"Don't worry," she said to Renu. "She is the loser."

A sudden downpour at the end of the day took the girls by surprise as they streamed out of the gates. Maya and Renu covered their heads with books as they walked to the bus stand. A car whizzed by and Renu saw Tabu sitting in the rear seat. She pretended not to see them.

"I was a show off like her," Renu had the grace to admit.

Renu and Maya spent more time together in the following weeks. Her parents were pleased to see how Renu had adapted herself to the changed situation and had learnt true contentment. She was careful with her things, and never wasted food. Influenced by Maya, she too started to see the beauty of living simple and well.

Renu thought how snobbish she had been - how she had earlier used the generous allowance given by her parents to buy the friendship of girls like Tabu and Sonia. But they had spurned her when her father had lost money.

Maya wasn't impressed either by Renu's wealth or her lack of it. She had taught her that what mattered in life was not what you had – but who you were.

Summarising / Sequencing :

Rearrange the given sentences in logical sequence: Write the corresponding number in the blank.

1. Tabu, Sonia and some others did not attend the birthday party. _____
2. Maya was not concerned about Renu's status. _____
3. Renu's father's business wasn't doing well, and the family had to face tough times. _____
4. Renu prepared invitation cards for all her friends for her birthday party.
5. The family moved into a smaller apartment as they had to cut down their expenses. _____
6. Renu and her mother worked hard, to make all the food for the party. _____
7. Maya and some of her other classmates attended Renu's birthday party. _____
8. Through Maya, Renu learnt that it is not what you have that matters, but who you are. _____
9. Renu's parents told Renu to invite her friends home for her birthday. _____

LET US REMEMBER :**Choose the correct answer**

1. In the beginning _____ was Renu's best friend.
a) Sonia b) Tabu c) Maya
2. Renu travelled to school by _____.
a) car b) train c) bus
3. Renu's mother was pleased to see how her daughter _____ to the situation
a) adapted b) disliked c) irritated
4. Tabu said that she had not attended the party because _____.
a) her aunt was sick b) she went to the movies c) it was raining heavily
5. Maya taught Renu to value _____.
a) what she had b) her exam performance c) who she was

LET US UNDERSTAND :**Present it to your class : Dramatisation (Small group)**

Form groups and discuss this prose passage. Write a small play using this story. You can adapt it to any similar situation that you have encountered in your class.

The title of the prose passage, '**Living Amicably**' is an excerpt taken from Dr. Kalam's autobiography. He writes objectively and dispassionately about his childhood. In describing his boyhood years in Rameswaram, Dr. Kalam paints a rare picture of communal harmony. He had met with discrimination, but because of the influence of broad-minded people like his parents, teachers and elders, he was able to understand what propels positive change. The prose piece, the poem and parallel passages all deal with some facts on global harmony. Use them to teach language, social values and to develop social sensitivity. As suggested, you can role play these incidents, adding more dialogue and enact them in your Literary Association meetings.

The poem, '**No Men are Foreign**' expresses how all of us, no matter which country we may belong to, are one in our humanness. We all need the same elements such as air, water and light. We are engaged in similar pursuits. So why should we fight against each other and spoil the earth? Enable the students to appreciate the metaphor used for war and the weapons of war in the last stanza and share the poet's desire for global peace.

The grammar section introduces clauses and phrases, using sentences from the text. You can get the pupils to identify clauses and phrases from other lessons too, both as pair and as group activities, to make it interesting and to maximize their oral use of language.

The parallel passage and supplementary reading are for independent reading by the learners. For the Supplementary passage, an adaptation of Hemangini Ranade's beautiful story, '**Sorry, Best Friend**' has been selected. The story inimitably explores the difference between the social and the psychological backgrounds. Two children discover the beauty of friendship, beyond the divisions that money can cause. You could also ask students to assess their reading speed and note their progress.

Translation is a complex skill. Capturing the essence of the original text is more important than word - for - word translation. You can begin with sentences and then give each stanza of Bharathi's poem to each group to translate. The extension activities and the project work can also involve family members. Contribute as much as you can to bring peace, "for blessed are the peacemakers."

PROSE

LIVING AMICABLY

From Dr.A.P.J. ABDUL KALAM'S Autobiography

'Wings of Fire'

In preparation.

As you know, India is a federal, constitutional, parliamentary democracy and is pluralistic [multiple religions], multilingual [multiple languages] and multi-ethnic [multiple cultures]. This is what makes us what we are. What does this mean, for each one of us? A great visionary gives us a clue...



Apart from being a notable scientist and engineer, Dr .A.P.J. Abdul Kalam served as the 11th President of India from 2002 to 2007. People loved and respected him so much during his tenure as President that he was popularly known as the People's President. Due to his achievements in the field of science, Dr. Kalam had received the Bharat Ratna Award before he assumed the highest office in the country. In his autobiography 'Wings of Fire', he traces the various phases of his life as a son, student, scientist and leader.

I was born into a middle class family in the island town of Rameswaram. My father Jainulabdeen had neither much formal education nor wealth. Despite these disadvantages, he possessed great **innate** wisdom and a true **generosity** of spirit. He had an ideal helpmate in my mother Ashiamma.

My parents were widely regarded as an ideal couple. I was one of their children. We lived in our ancestral house, which was built in the middle of the 19th

innate	- natural, in-born
generosity	- being liberal
austere	- one who chooses a simple lifestyle
comforts	- things that make your life easier
luxuries	- expensive things

century. It was a large concrete house, made of limestone and brick at the Mosque Street in Rameswaram. My **austere** father used to avoid all inessential **comforts** and **luxuries**. However I would say mine was a very secure childhood both materially and emotionally.

The famous Shiva temple, which made Rameswaram so **sacred** to **pilgrims** was about a ten minute walk from our house. Our

sacred	- holy
pilgrims	- people who travel to a holy place
predominantly	- mainly

locality was **predominantly** Muslim but there were quite a few Hindu families too living amicably with their Muslim neighbours.

There was a very old mosque in our locality where my father would take me for evening prayers. When my father came out of the mosque after the prayers, people of different

Answer in a word/phrase

Did Kalam's father prefer a luxurious life style? **YES/NO**

Many of them offered bowls of water to my father, who would dip his finger tips in them and say a prayer. This water was then carried home for **invalids**. I also remember people visiting our home to offer thanks after being cured. The high priest of Rameswaram temple, Pakshi Lakshmana Sastry was a very close friend of my father. One of the most **vivid**

invalids	- sick people
vivid	- clear
attire	- dress

memories of my early childhood is of the two men, each in his traditional **attire**, discussing spiritual matters. When I was old enough to ask questions, I asked my father about the relevance of prayer. My father told me there was nothing mysterious

Answer in words/phrases

Pick out the words that describe Kalam's father.

Answer in a word/phrase

Who was his father's intimate friend?

What does Kalam remember about them? _____

about prayer. Rather, prayer made possible a communion of the spirit between people. "When you pray," he said, "you **transcend** your body and become a part of the cosmos, which knows no division of wealth, age, caste or creed.

Is it possible to be friendly with someone who eats/lives/speaks differently from you?

Who is your close friend?

Can there be 'ranks' in a democracy?

I have throughout my life, tried to **emulate** my father in my own world of science and technology.

I have **endeavoured** to understand the fundamental truths revealed to me by my father, and I feel convinced that there exists a divine power that can lift one up from confusion, misery, **melancholy** and failure, and guide one to one's true place.

transcend	- to rise above
emulate	- to try to be like
endeavour	- attempt
melancholy	- deep sadness

I had three close friends in my childhood, Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys were from **orthodox** Hindu Brahmin families. As

Answer in a word/phrase
Who were Kalam's friends?

children none of us ever felt any difference among ourselves because of our religious differences and upbringing. One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class.

I used to wear a cap which marked me as Muslim and I always sat in the front row, next to Ramanadha Sastry. He always wore a sacred thread.

The new teacher could not put up with a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the teacher saw it, I was asked to

orthodox - closely following old, traditional, religious beliefs

downcast - sad, depressed

summoned - ordered

bluntly - directly

apologise - say sorry for a wrong doing

conviction - strong belief

conservative - traditional

go and sit on the back bench. I felt very sad and so did Ramanadha Sastry. He looked utterly **downcast** as I shifted to the last row, which left a lasting impression on me.

After school, we went home and told our respective parents about the incident. Lakshmana Sastry **summoned** the teacher and in our presence told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He **bluntly** asked the teacher to either **apologise** or quit the school and the island. Not only did the teacher regret his behaviour, but the strong sense of **conviction** Lakshmana Sastry conveyed, ultimately reformed this young teacher.

My science teacher Sivasubramania Iyer though an orthodox Brahmin with a very **conservative** wife, was something of a rebel. He did his best to break social barriers, so that people from varying backgrounds mingled easily.



One day the science teacher invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. Sivasubramania Iyer was not **perturbed**, nor did he **perturbed** - worried, anxious get angry with his wife, instead he served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal.

When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told me not to get upset.

Answer in a word/phrase

Do you think Kalam relished his first meal in his teacher's house? **YES/NO**

What surprised Kalam during his second visit to his teacher's house?

“Such problems have to be **confronted**,” he said. When I visited his house the next week Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands!

confront - face boldly

For my Higher Studies, I had to leave Rameswaram and study at the District Head Quarters at Ramanathapuram. My father took me to the mosque and recited a prayer from the Quran. He said, “This island may have housed your body, but not your soul. Your soul dwells in the house of tomorrow, which none of us can visit, even in our dreams. May God bless you, my child!” Despite my homesickness, I was determined to come to terms with the new environment, because I knew my father had invested great hopes in my success. My father visualized me as a Collector in the making and I thought it was my duty to realize my father's dream, although I desperately missed the familiarity, security and comfort of Rameswaram. I tried hard to control my thoughts and my mind, to influence my destiny.

The highest result of education is tolerance.

- Helen Keller

LET US REMEMBER :

1. Where did Kalam live?

2. How does Kalam describe his locality?

3. What happened when Kalam's father came out of the mosque after prayers?

4. What did the new teacher ask Kalam to do? Why?

5. How did his friend feel?

6. Why did it leave a lasting impression on Kalam?

7. What did Lakshmana Sastry do?

8. Why did Kalam have to leave Rameswaram?

Tick the correct synonyms of the words underlined.

1. Kalam experienced communal harmony.

- a) purity b) unity c) innocence

2. Jainulabdeen possessed great innate wisdom.

- a) famous b) inborn c) sacred

3. Hindu families lived amicably with their Muslim neighbours.

- a) emotionally b) quietly c) cordially

4. Sivasubramania Iyer was not perturbed.

- a) flustered b) worried c) denied

5. Sivasubramania Iyer's wife was very conservative.

- a) traditional b) ideal c) liberal

Match the following words with their antonyms:

wisdom	-	accepted
generosity	-	intolerance
tolerance	-	discomfort
refused	-	selfishness
comfort	-	foolishness

Dr. A.P.J. Abdul Kalam's memories... Fill in with correct words/phrases!

Of his locality	Of his friends	Of the new teacher	Of Ramanathapuram, and his destiny...
Of Ramanadha Sastry		Of what Lakshmana Sastry did	
Of his father...		Of what Sivasubramaniya Iyer did	
Of his father's words...		Of what Sivasubramaniya Iyer's wife did	

LET US UNDERSTAND :

Let us think more about the lesson.

“When you pray”, he said, “you transcend your body and become a part of the cosmos, which knows no division of wealth, age, caste or creed.”

What did Kalam's father mean?

“I have throughout my life, tried to emulate my father in my own world of science and technology.”

What does Kalam mean?

“Such problems have to be confronted,” he said.

What did Sivasubramania Iyer mean?

"Your soul dwells in the house of tomorrow, which none of us can visit, even in our dreams."

What did Kalam's father mean?

"I tried hard to control my thoughts and my mind, to influence my destiny."

What does Kalam mean?

Describe Dr.Kalam's unforgettable experiences at the Rameswaram Elementary School in about ten lines.

READ AND ENJOY :

The Rainbow

The following is a story about how the rainbow was formed:

Once upon a time, all the colours in the world started to quarrel; each claimed that he or she was the best, the most important, the most useful or the favourite of all.



Violet rose up to her full height and said, "I am the colour of royalty and power. Powerful people have always chosen me to represent them. I am a sign of authority and control"



Indigo spoke quietly, "I am the colour of silence. I represent thought and reflection."



Blue interrupted, "Consider the sky and the sea, the bases of life. The sky gives space, peace and serenity and it is blue".



Green said, "I am the most important one. I am the sign of life and of hope. I make the majority. The whole world has decided to go green!"



Yellow chuckled [made a laughing sound] and said, "I bring laughter, gaiety and warmth. The sun, the moon, and the stars look golden yellow; look at the sunflower; without me there would be no fun."



Orange started next, "I am the colour of health and strength. I carry all the important vitamins. Think of carrots, pumpkins and oranges. I fill the sky at sunrise or sunset."



Red shouted out, "I'm the ruler of you all. Blood is life and it is red. It's the colour of danger and of bravery. I am the colour of passion and of love. Remember the red rose."

And so the colours went on boasting, each convinced that he or she was the best. Suddenly there was a startling flash of brilliant white lightning. Rain started to pour down relentlessly [without pity]. The colours all crouched down in fear, drawing close to one another for comfort.



The Rain spoke, "You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that life made you all? Life will stretch you across the sky in a great bow of colours, as a reminder that to live is to love, and that you can live together in peace. The rainbow is a promise that life is with you. It's a sign of hope for tomorrow." As the rain ceased, the rainbow was formed. Whenever we see a rainbow in the sky remember to appreciate one another.

Let us remember

1. Why did each of the colours mentioned in the passage think it was important?

- a. **Violet:** _____
- b. **Indigo:** _____
- c. **Blue:** _____
- d. **Green:** _____
- e. **Yellow:** _____
- f. **Orange:** _____
- g. **Red:** _____



2. Why did the rain call the colours foolish?

A Rainbow

3. What does the rainbow symbolise?

ACTIVITY :

Draw a rainbow in the box given above and colour it. Then write what each of the colours means to **you**.

GRAMMAR : PHRASES AND CLAUSES

In brief: Look at the sentence, Jainulabdeen was Kalam's father.

This sentence has a subject '**Jainulabdeen**' and a verb '**was**'. It expresses a complete thought.

This is a simple sentence. It can also be called a 'Main Clause'.

In the following sentence, the predicate has more than one verb.

Abdul Kalam **lived in his ancestral house, which was old.**

In this sentence, "Abdul Kalam **lived**" is a complete thought – it is a sentence, or a main clause. 'In his ancestral house' does not have a subject or a verb, but adds to the meaning of the sentence – it is a **phrase**. 'Which **was old**' has a subject [the word **which** refers to 'house'] and a verb [was], but this part does not stand on its own. This is called a **Subordinate Clause**.

Let us look at Phrases and Clauses more carefully.

Phrase – Look at the sentences:

In the beginning, I thought he was cruel.

Early in the morning, I wake up and sing.

- The highlighted words **form a group** by themselves. They make sense, but **not complete sense**.
- They **cannot stand by themselves**, but have to be a part of a larger group of words which makes complete sense.
- They have **no subject or predicate** of their own. Such a group of words is called a phrase.

Discuss in groups and fill in the blanks with apt phrases from those given below.

1. **despite these disadvantages**
2. **observing my hesitation**
3. **in our presence**
4. **living amicably**
5. **with their Muslim neighbours**
6. **as children**

1. _____, he possessed great innate wisdom.
2. There were a few Hindu families, _____
3. _____ none of us felt any difference among ourselves.
4. _____ Lakshmana Sastry told the teacher that he should not spread the poison of social inequality.
5. _____ he told me not to get upset.

ACTIVITY : [Individual]

Identify the phrases in the following sentences and underline them:

1. An old building stood beside the river.
2. Mithun was in a happy mood.

3. Nanmozhi was shouting at the top of her voice.
4. We shall do it as soon as possible.
5. On her return we asked Keshwari many questions.

What are Clauses?

Look at this sentence:

When the cat is away, the mice will play.

It contains two groups of words.

(1) When the cat is away

(2) the mice will play

Each has a subject and predicate of its own but one group of words makes complete sense, and the other doesn't.

Which group of words makes complete sense?

The mice will play makes complete sense. It is a **Main Clause**. **When the cat is away** has a subject [cat] and a verb [is], but does not make complete sense [the word **when** is a conjunction]. So it is a **Subordinate Clause**.

Clause



Main Clause

Subordinate clause

A group of words, which has a subject and a finite verb and makes complete sense is called the **Main Clause**.

A group of words which has a subject and a verb, but makes incomplete sense is called a **Subordinate Clause**.

When the cat is away,



Sub-ordinate clause

the mice will play.



Main Clause

Discuss with your partner and fill in the blanks with the subordinate clauses from below:

1. We lived in our ancestral house, _____
2. He looked downcast, _____
3. _____, you become a part of the cosmos.
4. _____, Iyer invited me to join him for dinner again.
5. _____, Iyer's wife served me food with her own hands.

which was built in the 19th century
 when I revisited his house
 which left a lasting impression on me
 when you pray
 when I was leaving

LET US PRACTISE :

Match the Phrases with suitable clauses:

On seeing the snake	the teacher appreciated me
Despite his sickness	the ship set sail.
By working hard	she ran away.
The tide having turned	he attended school.
Observing my skill	Kalam became a great scientist.

LET US DO : (INDIVIDUAL TASK)

Identify the main and sub-ordinate clauses in the given sentences.

1. Shiva showed Petra the bike which he had just bought.
2. The milk man came when the sun rose.
3. If it rains, the match will be cancelled.
4. Though he is thin, he is strong.
5. As Rahim is tired, he takes rest.

The following is an imaginary dialogue. Read the dialogue with your partner!

Kalam : Come on Ram, don't look so sad.

Ram : Kalam, I just can't bear it. This new teacher should not have asked you to take a seat at the back of the class.

Kalam : Don't worry Ram. A seat at the back does not mean that I'm dull.

Ram : No, but haven't we always sat together? I should have joined you!

Kalam : Perhaps the new teacher doesn't know how friendly we are here. I feel bad too. But we're still friends, aren't we?

Ram : Yes, we are, But it's **not** all right! I feel so ashamed! I **have** to do something! Wait. I'll tell my father. He will not put up with such things.

Now imagine you are Ram. Fill in the dialogue and role play it in the class.

Sastry : Ram, Kalam, what happened? Why are you looking sad?

Ram : Appa, you won't believe what the new teacher did in class today.

Sastry : Really! Did he stand on his head?

Ram : No, He.....

Sastry : What ? Why?

Ram :

Sastry : You have to understand that you cannot always be together. Concentrate in your studies wherever you are.

Kalam : Sir, I'm not upset, please let it go.

Sastry :

Try this!

Write a dialogue between Sastry and the new teacher.

POEM

NO MEN ARE FOREIGN

Countries may go to war, but the people who fight with each other are human beings. Each has the same blood, the same hopes, the same needs, and the same search for a meaning in life. What makes us forget this?

Do you consider all fellow human beings as your brothers/sisters?
Why/ Why not?

In preparation

Our species has survived two World Wars – do you know, of the 70 million people dead in World War II, 40 million were civilians - people like you and me? The average age of the soldiers who died was 25! Some countries, like Russia, lost nearly 15 – 20% of their population. Many of those who died were teenagers. Think of young people like you, across the world – and send out a positive thought! You are the future of the human species on this planet!



Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours; the land our brothers walk upon
Is earth like this, in which we all shall lie.
They too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.

Their hands are ours, and in their lines we read
A labour not different from our own.
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognize and understand.



Let us remember, whenever, we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other.

It is the human earth that we defile,
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own.
Remember, no men are foreign, and no countries strange.

James Kirkup

James Kirkup (1918 - 2009) was an English poet, translator and travel writer.

strange	- unfamiliar
beneath	- underneath
breathes	- lives
lie	- be buried
dispossess	- rob
defile	- pollute
outrage	- destroy

He won the Atlantic Award for Literature in 1950. During the Second World War, he was a '**conscientious objector**' – that is, he refused to fight, saying that he did not want to kill anyone. He, instead worked as a farm labourer during the period of the war.

Understanding the poem:

What do you understand by "beneath all uniforms, a single body breathes like ours"?

What does the poet convey when he says that our enemies too, are fed by the earth's harvests, and starved by the ravages of war?

Carefully examine the following phrases from the poem, and write down what they mean to you.

hands are ours	
eyes like ours	
strength that can be won by love	
common life that all can recognise and understand	
when we are told to hate others, we dispossess , betray and condemn ourselves [consider each word separately]	

LET US REMEMBER:

1. This poem is set in the context of war. So pick out words that refer to 'war'.

_____.

2. What is the 'uniform' referred to here?

_____.

3. Who does the word 'brother' refer to?

_____.

4. Why does the poet compare war to a long winter?

_____.

5. List out some experiences common to all people on earth.

_____.

LET US UNDERSTAND - DISCUSS AND SHARE :

Why does the poet say that when we hate our enemies, we betray and condemn ourselves?

How do we defile the earth during war?

DEBATE

In some countries, military service is compulsory. Argue for and against compulsory military service.

Read and Understand:

வெள்ளை நிறத்தொரு பூனை – எங்கள்
வீட்டில் வளருது கண்டிர்
பிள்ளைகள் பெற்றதப் பூனை – அவை
பேருக்கொரு நிறமாகும்.

சாம்பல் நிறமொரு குட்டி – கருஞ்
சாந்து நிறமொரு குட்டி
பாம்பு நிறமொரு குட்டி – வெள்ளைப்
பாலின் நிறமொரு குட்டி

எந்த நிறமிருந்தாலும் – அவை
யாவும் ஒரே தர மன்றோ ?
இந்த நிறம் சிறிதென்றும் – இஃது
ஏற்ற மென்றும் சொல்லலாமோ ?

வண்ணங்கள் வேற்றுமைப்பட்டால் – அதில்
மானுடர் வேற்றுமையில்லை
எண்ணங்கள் செய்கைகளெல்லாம் – இங்கு
யாவாக்கும் ஒன்றெனல் காணீர்.

– மகாகவி பாரதியார்

The cat that sits at home,
Has white fur, all over
In time, she had a litter,
Amazing! Each kitten - a different colour,

Ash-grey was a little kitten
One dark like tar
Yet another had the colour of a snake,
While a tiny one was white as milk.

Though by colour they differ
Aren't all from the same mother?
Do you a colour to greatness assign?
And consider another of low design?

We differ in colour, indeed -
Yet do we really differ in need?
The lessons from this litter heed!
We're alike in thought and deed.

-Translated version

Supplementary Reading

SORRY, BEST FRIEND

Adapted from the story by Hemangini Ranade

Renu and her thirteen year old daughter Manju had just arrived in Mumbai from Delhi. They were living on the tenth floor of a big apartment in a colony. The schools were still closed. So Manju stayed at home all by herself and her mother went to work. Of course, Manju was not happy when her mother left her alone. But she knew that, for a long time after her father's death, her mother could not find any work. So she did not argue with her mother.

Her mother always said all sorts of things to her before leaving. "Manju, don't open the door for anyone except Bai. And when there is a knock, first find out who it is. Don't climb on anything in the balcony or lean out. Don't turn on the gas. Be sure to have lunch on time." She would listen carefully to it all.

But Manju felt terribly lonely. She would watch TV for a while, or read a book in the balcony. Often she would look down to see what was happening below on the road. She would eat her lunch, and then sleep for a while! What else was there to do, all alone?



A little after her mother would leave for work, Bai would come, and when her work was finished the door would close after her too. Everything was silent next door as well. The people who lived there also went away all day.

When her mother returned in the evening, she would take Manju for a walk. She'd be too tired to answer her questions. She would answer one or two and then stop. Manju would understand that her mother was tired and remain silent. But this

made her feel angry within.

One day Bai brought her young daughter along. She told her sternly, “Now sweep and swab the house, and not a word out of you.” Bai began cleaning the vessels. The young girl did her work, silently. She was terribly thin, and not very clean. Manju asked her name. The young girl looked frightened. Then she whispered “Miriam”. “How



old are you?” asked Manju. “I am thirteen,” said Miriam, shyly. Manju was shocked. The same age as she was! She looked so thin and small! “Do you go to school?” she shook her head. “Why not?”

Miriam glanced at her mother. “I attended school till the sixth,” she said, and fell silent. “I’ll be going to school soon,” she added. Then Bai said, “She was a good student. How can she go to school, *beti*? She does all the housework. I need all the help I can get. Her father has left us, and I have to work more, now.” But she needs to study! Manju wanted to take her into her room and show her all the toys and books that she had, but the girl refused to come.

When Bai was ready to go home, Manju requested her to bring Miriam again. When her mother came back, Manju told her about Miriam. “Did you try talking to her?” asked her mother.

“She refused to respond every time,” said Manju in disgust.

“Keep trying,” said her mother.

On Sunday, when Renu was at home, she said something to Bai and after that Miriam came with her mother everyday. She began to come in clean clothes.

Her hair was neatly oiled and plaited. At lunch time they would eat together. Mother was now leaving lunch for both of them. Bai would bring Miriam in the morning and pick her up in the evening after she had cleaned some of the other homes in the colony. Now the time passed by very quickly for Manju.

The girls had so much to share! Manju and Miriam would talk to each other for hours! Manju and Miriam were happy together. Miriam in turn talked to her about her life in the chawl, and of her rude cousin Mehrab. She also spoke of her dream of having her own embroidery unit. "Don't you want to study?" Manju would ask curiously. "Oh, I do," Miriam would reply. "It's just that Ammi works so hard!" Her eyes would fill with tears.

Another time, Manju asked, "If you could start studying again, what would you like to become?" "I would become an IAS officer," Miriam said, **resolutely**. "I would do a lot of good for the people." Manju said to her mother, "I'm learning so much from Miriam, amma! And it's so much fun!"

resolutely - with determination



Three weeks passed like a dream. May was almost over. School was to begin in a week. She was going to a new school, a new class. Manju wondered what it would be like. "Will I have friends like Miriam?" she asked

herself. As she looked back at her time with Miriam, she was filled with gratitude. "Miriam didn't need to come every day," she thought. "May be she liked me!" Somehow, the thought that Miriam liked her made Manju very happy. It was difficult to say why. Maybe, under other circumstances, she would never have talked to Miriam at all! "And more important, Miriam would never have talked to me!" she realised. Miriam's trust in her was like a precious jewel in Manju's heart.

"I'll never forget these three weeks, never!" she thought.

On the first of June, her mother did something that shocked Manju. She gave some money to Manju as she was leaving, and asked her to give the money to Miriam as her salary. Before Manju could question her, she had left. When Miriam arrived, Manju said in an unfriendly way, "Take the money, you have earned it." But it was Bai who quickly grabbed the money from her hand. That day Manju did not speak to Miriam or play with her. She went off with her books to her own corner, and when Miriam playfully tried to snatch her book away, she flew at her.

"Leave me alone. You can't read or write, stupid!" Miriam stared at her for a moment. Then she shrugged, and started helping her mother.

The next day was Sunday. Manju's mother wanted to take both the children to the beach, because Manju had to go back to school in a couple of days.

Manju was still angry. She walked ahead of her mother and Miriam, without saying a word. There was a cool breeze blowing, and the waves roared in the background.

The girls played separately in the water, and then settled down on the sand. Manju's mother decided to buy both of them some icecream. "When she was paying for them, Manju said rudely, "Why don't you let Miriam pay for her icecream?" Miriam's eyes filled with tears. She threw down her icecream and ran away.

That evening, her mother wouldn't talk to Manju. She did not give her dinner, and she didn't eat either. When it was time to leave for the office, her mother came to her and said, "I am going to Bai's house to tell her not to bring Miriam here anymore. You are not her friend, you are her enemy. I am ashamed of you."

When Manju heard her mother's voice, She began to cry.

"What is troubling you, Manju?" asked her mother gently.

"Oh, I don't know. Why did you give her money, amma? I thought she was a friend! All the time, I thought ...I thought she was the best friend I had ever had! But she was just doing a job!" Manju started crying again, and she wouldn't stop.

Renu tried explaining to Manju that she had actually spoken to Bai, and given Miriam money so that she could go to school, but it made no difference to her. Finally Renu said, "Come, I want to take you somewhere."

They went to a cluster of huts right at the end of their lane. It was terribly smelly. There was garbage lying around in heaps. There was a single water-tap and a crowd of thirty or forty women around it. Miriam had talked to her of all this, but this...this was real! The men and women in the chawl stared at them. Manju felt uncomfortable. "Why do they look at me like that?" she thought. They were now entering a tiny house.



It was so dark inside that they could hardly see. Then they saw a small figure at the stove in the smoky corner. It was Miriam, in torn, filthy clothes again. She got up slowly and looked at Manju. Her eyes became red.

"What do you want?" asked Miriam, rudely. "Mother isn't here."

"Manju has come to talk to you, Miriam," said Renu softly. "Give her another chance."

"What chance?" said Miriam, turning away. "There is nothing I want to say to her. Ever."

Then Manju understood the unfairness of the world. She went to Miriam and whispered, all of them could hear her say, "Sorry, best Friend!"

LET US REMEMBER :

1. Why did Renu and her daughter come to Mumbai?

2. What instructions did her mother give Manju before leaving for office?

3. How did Manju spend her time at home?

4. Who was Bai? What work did she do?

5. Who was Miriam?

6. Why was Miriam not going to school? Upto which class had she studied?

7. What did Manju share with Miriam?

8. Which act of her mother upset Manju?

9. What happened at the beach?

10. Why had Renu given the money?

11. Why was Manju upset?

12. What was Miriam's locality like?

13. Why did people stare at Manju and Renu?

LET US DO:

Pick out the lines / phrases from the story that convey the feelings of the characters:

Manju's feeling	Line/Phrase	Miriam's feeling	Line / Phrase
curiosity		fear	
shock		shyness	
concern		helplessness	
ease and sharing		ease and sharing	
disappointment		disappointment	
anger		withdrawal	
rudeness		hurt and disgust	
sadness		sadness	
understanding		understanding	
<p>What Manju understood – Explain things that money cannot understand, or take away _____</p> <p>_____</p> <p>the unfairness of the world _____</p> <p>_____</p> <p>love and laughter and good times _____</p> <p>_____</p> <p>a little bit about the nature of friendship _____</p> <p>_____</p> <p>_____</p>	<p>What Miriam understood</p>		

LET US UNDERSTAND :**Discuss and write.**

Why did she feel disappointed?

Can you find out how Miriam felt on each of these occasions?

- a.** Miriam's eyes filled with tears. She threw down her ice-cream and ran away. **Feeling:**

- b.** "What chance?" said Miriam, turning away. "There is nothing I want to say to her. Ever." **Feeling:**

WRITE:

Do you keep a diary? Write about a friend whom you have met recently. Say how you became friends.

What according to you should be the qualities of a true friend?

Acknowledgements

The Poem: My Grandmother's House

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Prose: The Power of Laughter

Source : From the Literature Reader VI - Connected for Communication.

Poem : You Can't Be That No, You Can't Be That by Brian Patten, Orient Longman 3-6-752 Himalaya Nagar - Hyderabad – 500029 AP. e-mail – info@orientblackswan.com

Supplementary Reading : A Woman of Courage

Prose : Living Amicably – Excerpts from 'Wings of Fire'

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Supplementary Reading : Sorry, Best Friend

Source : 'Sorry, Best Friend' by Hemangini Ranade, Tulika Publishers 13, Prithvi Avenue, 1st Floor, Abhiramapuram, Chennai-600 018. email : kaka@thlikabooks.com

Subject:

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