

ENGLISH

STANDARD SEVEN

TERM - I

VOLUME - I

Text Book Team:

Thiru.S. Periyasamy, H.M, Govt.Hr.Sec. School, Thiruvandhipuram, Cuddalore Dist.

Thiru.C. Thirumugam,P.G.Asst.,NSS,DLO,St.Joseph's Hr.Sec. School, Manjakuppam, Cuddalore.

Tmt.K.R. Regina Paul, P.G.Asst., St.Aloysius (G) Hr.Sec. School, Tuticorin.

Tmt.Dorreen Mathew, Holy Angles (A.I.) Hr.Sec. School, T.Nagar, Chennai.

Tmt.Jeyashree Marthandam, P.G. Asst., Anna Adarsh Matric. Hr.Sec. School, Anna Nagar, Chennai.

Thiru.P.Jaya Prabu, B.T.Asst., Govt. High School, Varagur, Thiruvaiyaru, Thanjavur Dist.

Review Committee:

Tmt.Dhanalakshmi, P.G.Asst., Subbaiah Vidyalayam, Tuticorin.

Thiru.V. Bhoopalan, P.G.Asst., Dr.G.M.T.T.V.Hr.Sec.School,Chennai.

Chairperson:

Thiru.P. Asaithambi, Associate Professor of English, Presidency College, Chennai.

Expert Committee:

Tmt. Sumitra M. Gautama, Co-ordinator, Outreach, The School (K.F.I.) Chennai.

Laser Typeset & Layout : M. Vijayasathy, T.Raghu,R. Anandhan.

UNIT 1

A NOTE TO THE TEACHER

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

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

The story, '**I Can Take Care of Myself**' is an adaptation of a popular folk tale, wherein the mother rat wants her daughter to be married 'well' – to the most powerful being on earth. The passage given, shows a conversation between the mother and her daughter, where the daughter declares that she wants to study and take care of herself. The question asked here is, 'Can a relationship be based on mutual dependence and trust, rather than on the basis of 'power'? A few exercises have been given to help the student.

This unit paves the way for active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity to share their views with others in the class. There is much scope for functional enrichment in the language. The grammar section extends the student's understanding of vocabulary and syllabification. There is a detailed exploration of various punctuation marks.

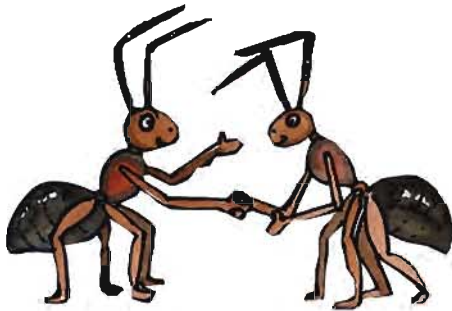
PROSE

UNIT - 1

OUR TINY CO - TRAVELLERS

In Preparation:

We share our lives with millions of other species on earth. Our lives are connected with theirs in many ways. When we carefully observe another species, we can understand a lot more about our own lives. Shall we have a look at the ants?



Ants are called social creatures like us. In fact they come under the 'eusocial' or 'highly social' category of insects, because they show a high level of willingness to co-operate with each other, and care for their young ones.

Ants evolved from wasp - like creatures around 150 million years ago. In fact, along with wasps and bees, ants belong to an order of insects called **hymenoptera** [hymen: thin film, ptera: wings]. They probably shared the world with the last dinosaurs. But they have continued to inhabit this beautiful and changing earth.

Have human beings learnt to co-exist? Have we learnt to adapt ourselves to nature?



The rise in the number of flowering plants greatly increased the number of ant **species**. There are more than ten thousand ant species, each with its own countless 'colonies', or community groups. Each ant species has its own habits and lifestyle. This sounds human, doesn't it?

Ants co-exist and adapt themselves to a range of natural and man-made circumstances. They live **harmoniously** on plants and trees, by weaving nests of leaves for themselves and providing some services for their home plant or tree. They have learnt to live on the ground by building their nests in old logs or under stones and also in the **crevices** of buildings.

species: kind, type
harmoniously: peacefully
crevices: small gaps

They also live in underground holes, in tunnels with many side 'rooms'. They are the only animals known to build working sewage systems. The average ant's nest will have a three metre length of sewage. They allow many other species to co-exist with them – with **mutual benefit**. The worker ants look after and protect green flies

What are the places that ants live in?

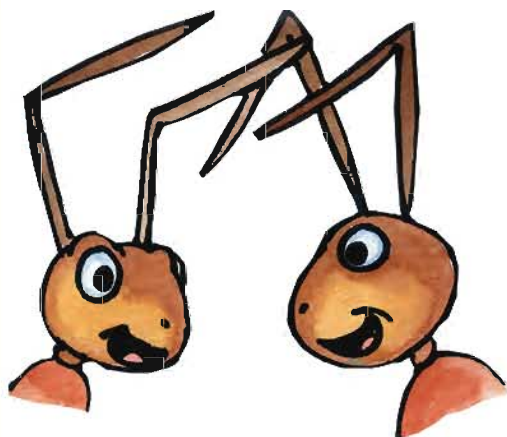
and aphids [plant pests] that live with them in the way that human beings look after cows. When ants touch them with their **antennae** [plural of

mutual benefit: helpful to both **antennae** - a pair of long, thin feelers on the heads of some insects.

antenna] these insects give them honey dew.

The ant has the largest brain in proportion to its size. It is said that the processing power of an ant's brain and a Macintosh II computer might be similar. Ants have six jointed legs. Each leg is provided with two claws at the tip of the legs for grip. Ants are very strong, and this helps them to run quickly. They can lift weights 20 times their own body weight! An ant's head is provided with a pair of compound eyes for vision, but it cannot see very well. Ants are mostly omnivorous. They eat other insects like worms and caterpillars, seeds, oils and sweet things such as fruits. Adult ants cannot chew and swallow solid food. They rely on juice which they squeeze from pieces of food.

About 50 million years ago, ants started 'fungus farming'. The tropical leaf



cutter ant, for instance, uses its sharp outer jaw to cut leaves and make them into pulp. The pulp is later used to make fungus gardens. These gardens are looked after and harvested for food. In fact they are the forerunners of humanity in farming. They are great seed harvesters. They know how to remove the husk and store the seed. Here too, ants are similar to us. Some trees also love ants because they can be great seed dispersers.

Ants have two antennae which serve as their sense - organs. An ant uses its antennae for touch as well as smell. People are learning a great deal about chemical communication by studying ants.

Ants release chemical substances called 'pheromones' to communicate with each other. This scent of the chemical warns ants when there is danger. Each colony has its own 'scent', and the source of the scent is the queen! Ants 'sense' other ants from their own community, and will protect them selflessly. When they find a source of food, they leave a trail of scent to attract other ants from their colony towards the food. They can also occasionally 'go to war' with another colony of ants, when their food resource is threatened. Most ants sting, when they defend or attack. Black ants and wood ants do not have a sting. Instead, they are able to squirt a spray of formic acid.

One can also note the strange phenomenon of 'enslavement' among ant groups. The slave-maker ant raids the nest of other ants and steals their pupae [plural of pupa, or cocoon]. Once the

Do all species on this earth have some common qualities? What makes us human?

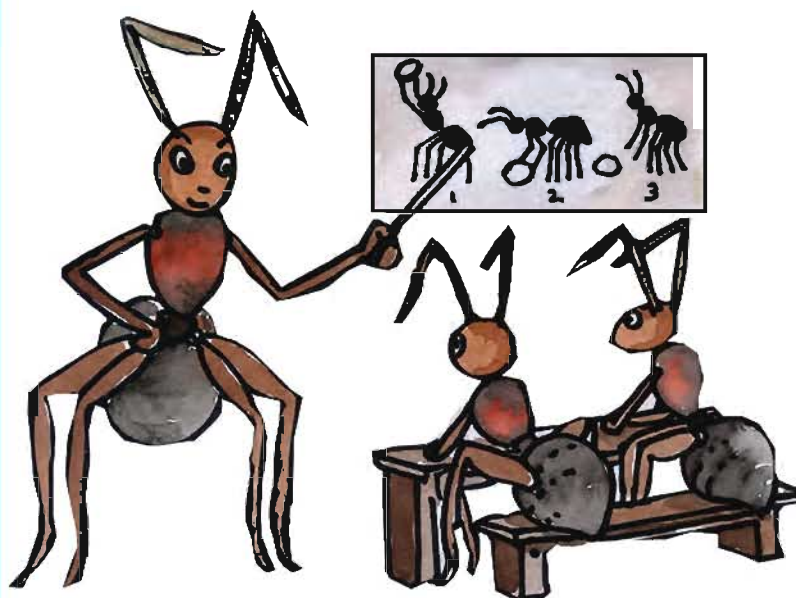
pupae hatch, they are made to work as slaves within the colony.

squirt - eject the liquid forcibly

slave - a bonded servant

cocoon - a silky case spun by the larva of many insects. It protects it while turning into an adult.

An ant colony has three types of ants. There are many worker ants, a few male ants and the queen ant. The amazing thing is, in every batch of eggs laid, their proportion is the same!



Queen ants are provided with wings at birth. The male ants have wings, too. The flight of the queen ants and the male ants to mate is called their marriage flight. Soon after that, when they settle down to start their colonies, they lose their wings. The queen ant lays eggs in the soil.



A few days later, the larva hatches from the egg. Within eight days the larva makes a hard cocoon around its body. The worker ants cut open the cocoon after three weeks, so that the new ant can come out. The queen is the mother of the entire population in the colony. She lives for fifteen years. The male ants live only for a few months. The life span of worker ants is five years. So, as you can see, among the worker ants, which do all the work in the nest or colony, there could be an overlap of two generations of looking after the same nest, along with its queen – so the younger worker ants are 'trained' to assist older ones in their work.



In every species, the queen is the biggest ant. The workers are the smallest ants. They are half as big as the queen. Worker ants do a range of jobs for the colony in which they live.

Worker ants take care of the nests. The workers hatch and look after the eggs laid by the queen. They also look after the queen and build the nest. Worker ants are always alert. They are always on the look out for predators (enemies who eat them) such as birds and ant eaters. They feed, clean and also carry the larvae for an 'airing'. Different groups of worker ants do different things in a nest. Some work as soldiers. Others work to maintain the nest, and take care of the larvae. Some others do the tough job of collecting food for the whole colony, and also digging new nests.

Over all, the lives of ants throw up many questions for us to look at. How does our society organize itself? As a species, we too have multiplied. Science and technology have developed a great deal. We dream of travelling to outer space, and making contact with other planets. Don't you think that we, the human beings, need to learn a lot from our tiny co-travellers?

LET US REMEMBER:



What do ants build along with their homes?



Which class of insect do they belong to, and why?



For what do ants use their antennae?



Write five lines describing the ant.

How are ants the forerunners of humanity in farming?



What chemical do ants release, to communicate with each other?



Why do ants go to war?



Why do ants steal the pupae of another colony?



What three types of ants does each colony have?



Draw the life cycle of the ant.

What thoughts do you have about ants at the end of this lesson?



LET US UNDERSTAND, DISCUSS AND SHARE:

1. What do you feel about the division of labour in the ant world?
2. What do we learn from the lives of ants?
3. If you were to organize a society, how would you do it?

A. Find out the meanings of the following words from a dictionary and frame a sentence of your own for each word.

1. observe -
2. Intelligent -
3. discover -
4. peaceful -
5. discipline -



B. Having found out the meanings of the listed words, discuss among yourselves as to how the above words can be used in different situations.

- e.g.,
1. The life of an ant shows how **discipline** can make life peaceful.
 2. It is fun to **observe** how ants move in a line.

C. Match the opposites:

No.	Opposites	
1	tiny	cold
2	hot	bravely
3	high	small
4	alert	united
5	cowardly	failed
6	war	huge
7	succeeded	low
8	work	dull
9	large	peace
10	divided	leisure

PREFIXES

D. Let us learn what prefixes are:

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

Here are a few examples.

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

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

comfort	loyal	movable	perfect	storey
reading	mature	final	behave	cycle

F. What are compound words?

When two words are brought together with or without a hyphen, they are called compound words. They give different meanings when they exist alone.
e.g., postbox, pinpoint, cowshed, dry-clean, sense-organs.

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

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

G. Complete the given lines with what you have understood from the lesson:

1. Ants have antennae to _____.
2. Their homes are called _____ and they live in _____.
3. The queen ant _____.
4. The hatched eggs are carried by workers for _____.
5. Different worker ants _____.

LISTENING SKILL: PAIR UP AND SHARE!

Listen to the method of preparing any item of your choice. You could try to explain the method of preparing any one of the following:

- ⇒ Tomato soup
- ⇒ Rice
- ⇒ Coconut milk
- ⇒ An envelope
- ⇒ Fried vegetables



READING SKILL:

Read a paragraph from the given text with the right pause, intonation and stress to understand the meaning conveyed in the passage.



PROJECT : OBSERVE, RECORD!

Place something sweet on the ground. Observe how long it takes for the ants to find it.

1. Where do they come from? How do they find out where the food is?
2. What do they do immediately after that?
3. Do they eat it? Do they communicate with each other? How?
4. Do they immediately carry it back?
5. How long is it before there is no food left?

WRITING SKILL: LET US REVISE

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

Place:

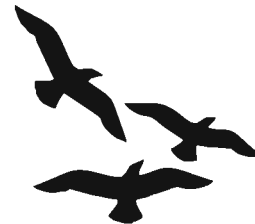
Date:

Dear _____

Yours affectionately,



GRAMMAR



LET US REVISE - NOUNS:

What is a noun?

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

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

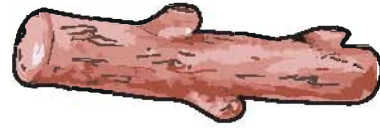
A **proper noun** is the name of a **particular** person, place or thing, such as Sathish, Chennai Onida etc. All proper nouns start with a capital letter.

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

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

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

Example : cotton, wood, silk etc.



EXERCISE - COMMON NOUNS:

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

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



EXERCISE - PROPER NOUNS:

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

1. paris is the capital of france.

2. william shakespeare is a famous english dramatist.

3. 'war and peace' was written by leo tolstoy.

EXERCISE - ABSTRACT NOUNS:

Form Abstract Nouns of the following words:

e.g., child - childhood

happy _____ scholar _____

know _____ think _____

strong _____ wise _____

EXERCISE - COLLECTIVE NOUNS:

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

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

herd,
pride,
flock

LET US REVISE

VERB:

A verb is a word or group of words that expresses an action or says something about the condition of the subject.

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

e.g., Raju writes a letter. I study in the morning hours.

The **Present Tense** is the tense that may be used to express:

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

SIMPLE PRESENT TENSE :

e.g., John _____ (work) in a restaurant. **John works in a restaurant.**

1. Children _____ (make) a lot of noise.
2. Sarala _____ (like) music very much.
3. I _____ (brush) my teeth twice a day.
4. She _____ (do) her homework regularly.
5. Kamala _____ (drink) milk for breakfast.
6. They _____ (get up) at 7.00 in the morning.
7. My father _____ (arrive) home at 7.00 p.m.
8. Saina and Mary _____ (go) to bed at 9.00p.m.
9. This train _____ (stop) at Chennai.
10. We _____ (play) football all the while.



CIRCLE THE CORRECT ANSWER :

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



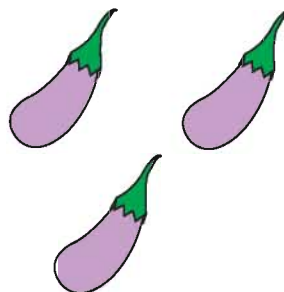
SIMPLE PAST TENSE :

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

Example: I **liked** the film, She **ate** the fruit, They **played** football

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

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



SIMPLE FUTURE TENSE :

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

Example: I **will eat** an apple tomorrow.
We **will go** out to play in the evening.
They **will dance** in the festival.

Put the verbs in the correct form (simple future)

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



LET US LEARN: THE PHRASAL VERB

Definition: A phrasal verb is a combination of : * a verb and a preposition
* a verb and an adverb * a verb with both an adverb and a preposition.

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

e.g., **come across:** to meet or find by chance

We come across many cows in the village.

come along: to go with someone else who takes the lead

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

come up: to climb

One must work hard to come up in life.

come down to: to lead to a final result

Finally the vendor came down to the price we quoted.

come down with: to contract illness

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

DO AND SEE :

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

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

POEM

BAT

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

Are all batsvampires?

In Preparation:

- ✿ Have you seen a bat?
- ✿ What have you seen it doing?
- ✿ These fascinating creatures are good mothers, too!
- ✿ Here is a beautiful, bat - friendly poem by the modern poet Randall Jarrell.

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

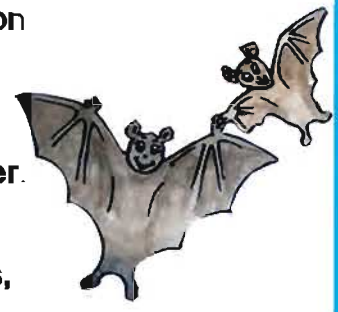


vampire: a night-wandering and blood-sucking ghost
soaring: flying high
somersault: to turn head over heels
echo: sound that comes back to you



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

moths : insects
gnats: a blue fly like mosquito
skims: to have a quick run
rafter: a beam used for a roof



English

- Randall Jarell.

ABOUT THE POEM :

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

LET US REMEMBER - ANSWER THE FOLLOWING QUESTIONS:

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

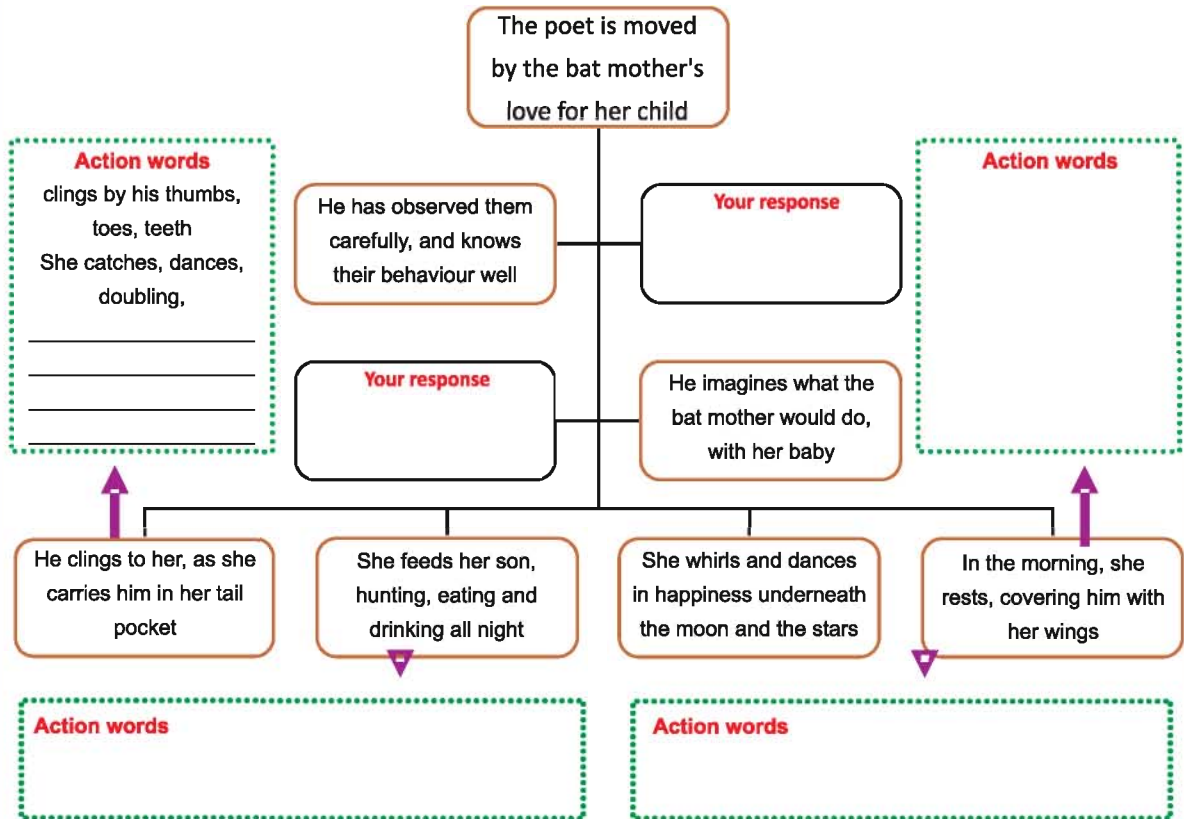
e.g., **The mother dances through the night**

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

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

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

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



LET US UNDERSTAND: DISCUSS IN SMALL GROUPS AND SHARE.

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

Study this table.

No.	What the bat-mother does	What she feels	The line that shows it
1	<i>catches her son as he is born, by her tail pocket</i>	<i>protective</i>	<i>bat child is naked and blind and pale – she catches him</i>
2	<i>she dances in the air</i>	<i>overjoyed</i>	<i>she dances through the night - doubling and looping, soaring, somersaulting - Her baby hangs on underneath</i>
3	<i>she hunts and flies</i>	<i>happy</i>	<i>her high sharp cries echo back, and tell her what they have touched</i>
4	<i>she eats & drinks while flying, and feeds her son</i>	<i>caring</i>	<i>her baby drinks the milk she makes him in moonlight or starlight, in mid-air their shadows are one against the moon</i>
5	<i>the tired mother sleeps, keeps her son safe</i>	<i>devoted</i>	<i>all other bats are resting, during the day, she sleeps, keeping her son safe with her wings</i>

Explain what you have understood of the poem in a few sentences.

DO AND SEE!

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

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

Write down six pairs of rhyming words from the poem.

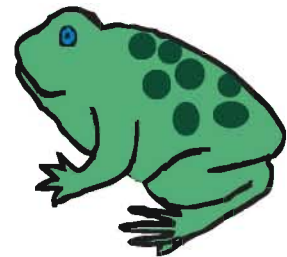
LET US BECOME POETS:

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

POST READING:

The Frog

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



**Supplementary
Reader**

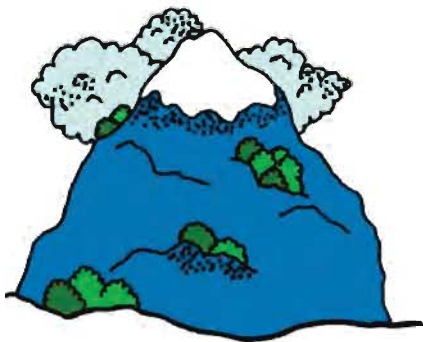
I CAN TAKE CARE OF MYSELF



Once upon a time, there was a mother rat who wanted to get her young daughter married as soon as possible, to the most powerful being that she could find. 'Who is the most powerful being on earth?' she asked herself. She saw the bright Sun God, travelling across the sky, and thought, 'Surely, all beings depend on the sun. The Sun God is the most powerful being on this earth.' She asked the Sun God, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the rain. Without the rain, no crop or tree would grow. There would be no water on earth.'



Just then, it began to rain. She thought, 'How wonderful the rain is! It makes the whole land green. It makes the rivers flow. Surely, the Rain God is the most powerful being on this earth.' She asked the Rain God, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the mountain. Without the mountain, there would be no protection for the creatures of this earth. The mountain blocks the clouds, and lets the water flow safely for the people and all life in the valleys.'



Just then, she looked around, and saw the beautiful blue mountain. She thought, 'How big and strong the mountain is! It withstands all winds and storms. It protects the earth and its creatures. Surely, the Mountain God is the most powerful being on this earth.' She asked the Mountain God, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the worm. Without the worm, the earth would be hard and nothing would grow in the soil. The earthworm is the greatest friend that living beings can have.'

Just then, she saw her daughter coming towards her. She asked her mother, 'What are you doing?' 'I am trying to find out who the most powerful being on earth is,' said the mother. 'Why?' asked her daughter. 'I want you to marry him and be safe,' said the mother.

'Why would I need to marry to be safe?' asked the daughter. 'To be safe, I need to know how to take care of myself.' 'You are small. You need protection,' said the mother rat. 'The best protection is to be able to protect oneself,' said the daughter. 'To protect myself, I need to learn to be strong and work hard.'

'But why would you need to work? If you marry someone rich and powerful, he will support you,' said the mother rat. 'Who is rich and powerful, amma?' asked the daughter. 'The truly powerful being is one who can take care of oneself and those one loves. One is truly rich, if one is rich in love. I want to be powerful **myself**, so that I can take care of myself and those that I love.'



The mother rat was confused. 'What will you do?' she asked. 'I will learn to stand on my own feet. I will find work to do that supports me, and my family. For that, I need to learn more about the world, and learn to live in it as a good creature.' 'Let me first learn to take care of myself.' 'But don't you need help?' asked the mother rat. 'Yes, from you, amma!' said the daughter. 'Help me support myself. I am not interested in marrying anybody rich or powerful. Depending on another person's power, position or prosperity does not promise peace and security in the long run. **One has to depend on the power within oneself to seek the target in one's life.**'

LET US REMEMBER:

1. What did the mother rat want to do?

2. Why did she find the Sun God the most powerful?

3. Why did she find the Rain God powerful?

4. Why did she find the mountain god powerful?

5. What two things did she want for her daughter?

6. What did the daughter want for herself?

LET US UNDERSTAND, DISCUSS AND SHARE IN SMALL GROUPS.

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

DEBATE AND LEARN !

Do you agree with the daughter rat or the mother rat? Support your answer with reasons.



UNIT 2

A NOTE TO THE TEACHER

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

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

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

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

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

PROSE

UNIT - 2

THE NEEM TREE

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

In preparation

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



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

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

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

"Sorry, teacher," said Malar.

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



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

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

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

GOOD

BAD



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

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

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

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

"Act in a play".

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



"Or...rrr... dance."

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

"We'll see about that," replied the teacher **evasively**. The bell rang. It was

break time and the class **dispersed**. Malar and Nila ran out hand in hand. They ran to the row of trees that provided shade for the children. They ran in and out of the row of trees. Malar loved the white flowers of the neem tree. She thought that the green leaves of the neem tree were dotted like pearls with the **tiny** flowers of the neem trees. Suddenly, Nila stopped running and pointed up to one of the trees.

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

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

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

There were a few red marks on the neem tree.

The girls continued to run and play.

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

"Why not?" Malar replied briefly.

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

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

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

Malar felt **elated** and decided to give her best. During the dance practice, the teacher taught the girls to stand in a circle and move inward and outward in step with the music. The movements were easy and the girls danced



elated - very happy and excited

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



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

"Why?" enquired Malar, anxiously.

"We are going to build a new toilet here," he replied.

"N... oooo, You can't cut the tree..."

she cried and put her hands around the tree.



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



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

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

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



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

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

"This is the best I can do for you, now, Malar," the teacher replied.

"In this way you need not fear about any wrong movements on the stage. But you have to be **alert** and pull the curtain strings in the right way at the right time. Please don't start dreaming."

alert: attentive

Malar suppressed her tears and said,

"Teacher, may I be given another chance?"

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

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



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

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



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

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

cope: manage to do

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

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

The teacher agreed.



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

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

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

bewitching – having a magical spell

Suddenly, Malar felt a hand on her shoulder. She turned round and saw the Principal smiling at her. "Beautiful, aren't they?" she asked. "You are a bright, beautiful blossom too. Remember, Malar, you're a winner – we can all be winners. Nobody has to lose the race." The Principal patted Malar's cheeks and said, "Happy holidays, girl."

Adapted from: Indira Ananthakrishnan

LET US REMEMBER :

1. What was Malar thinking about while her teacher was taking class?
Malar was _____.
2. Why was Malar's teacher doubtful about Malar's participation in a play?
She felt that _____.
3. Why did the girls look at Malar angrily?
They felt that _____.
4. Why had the Principal decided to remove the neem tree?
The principal had decided _____.
5. What good news did the Principal have for Malar?
The Principal told Malar that _____.

LET US TALK TOGETHER : (IN SMALL GROUPS)

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

Link the opposites

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

PRESENT YOUR VIEWS IN CLASS!

LET US UNDERSTAND: WHO SAID THESE WORDS AND TO WHOM?

“Keep your flag flying high. You will do well.”
 Who? _____
 To whom? _____

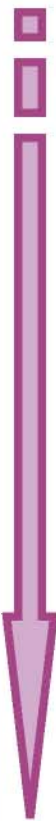
“You will never learn anything if you keep on dreaming in the class.”
 Who? _____
 To whom? _____

“Malar has fallen out of step. Start all over again.”
 Who? _____
 To whom? _____

“I appreciate your love for the tree.” Who?

 To whom? _____

MATCH THE FOLLOWING - WHAT MALAR FEELS AND THINKS - A FLOW CHART :



S.No.	WHAT MALAR FEELS AND THINKS	WHAT MAKES HER FEEL THAT WAY	YOUR FEELINGS AND OPINIONS
1.	dreams	cultural programme	
2.	feels ashamed	principal's words and actions	
3.	feels inspired	dance teacher's disapproval	
4.	wants to participate	the neem tree	
5.	feels sad	grandma's encouragement and support	
6.	feels anxious	Included in the group dance	
7.	feels elated	neem tree to be cut	
8.	feels put down	grandma's words	
9.	speaks her mind	teacher's doubts; laughter in class; wants help	
10.	feels supported and happy	teacher's words	

THINKING BEYOND THE TEXT:

What would happen if we keep on cutting all the existing trees?

Why are deserts unfit to live in?

What role do trees play in keeping our environment pure?

“One family, one tree”,

Why is this a good idea?

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

WORD POWER: (DO THIS IN GROUPS)

PREFIXES AND SUFFIXES

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

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

1. read + er = reader

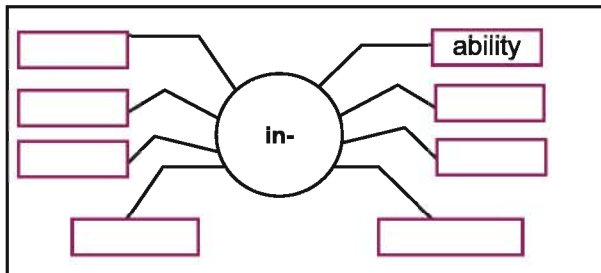
2. im + polite = impolite

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

Spider talks!

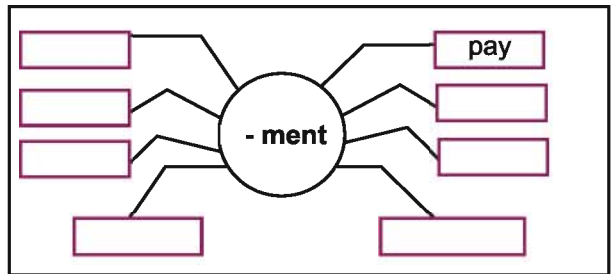
Prefix: in-

Suffix: -ment



active	different
discipline	ability
born	sufficient
efficient	animate

govern	astonish
pave	pay
require	treat
agree	settle



Create similar webs for the affixes: mis-, -some, im-, un-. Examples may be given.

LET US SCAN THE TEXT:

1. Words/Phrases describing states of mind:

The words/phrases given below against each person describes the state of mind of that person.

Write down the moods of the persons with the help of the words or phrases mentioned against them.

S.No	persons	words / phrases	mood
1.	Nila & Malar	went hand in hand	happy
2.	Malar	rushed	_____
4.	Class Teacher	raised her eye brows	_____
5.	Girls	frowned	_____
6.	The Dance Teacher	stop, stop girls	_____

VOCABULARY CHECK:

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

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

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

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

COMPOUND WORDS:

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

(e.g.) Fire proof, Stamp pad, Bus station

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

Join the following column A and column B to form compound words.

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

LET US REVISE: TENSES

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

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

⇒ Nila is singing.

⇒ The girls are dancing.

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

⇒ I am going to Chennai tomorrow.

⇒ The Prime Minister is meeting the President tonight.

LET US DO:

A list of the base form of the verbs is given below. Form sentences in the Present Continuous Tense.

write

A girl is writing.

cook

_____.

walk

_____.

climb

_____.

ride

_____.

play

_____.

dance

_____.



TRY THIS IN GROUPS:

1. Look at the pictures and answer the questions.

1. What is he doing? He is swimming.

2. Is he riding a cycle? No, _____.



3. What is he doing? _____ .
4. What are you doing? _____ .
5. What is your teacher doing? _____ .



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

Example:

At 5 p.m., Kabilan **was singing** a song at the function.

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

Look at the picture showing the activities of Ms. Saina, the previous day. Complete the sentences given below:

- At **9.30** a.m., **She was riding her bicycle.**
- At **10.30** a.m., She _____ .
- At **11.30** a.m., She _____ .
- At **1.30** p.m., She _____ .
- At **2.30** p.m., She _____ .
- At **3.30** p.m., She _____ .



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

Examples:

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

I shall be playing cricket tomorrow evening at 4 p.m.

Construct sentences using the future continuous tense from the table given:

1	The children	shall be will be	enjoying	in the evenings
2	I		going	to Chennai next month
3	Anitha		playing	Pongal in January
4	We		celebrating	rushing out of the door
5	Ramesh		working	the film
6				to temple today
7				hard tonight for exam.

LET US KNOW MORE:

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

What happens when trees are felled?

Over the years, billions of tonnes of carbon dioxide in the atmosphere are absorbed by the world's forests. When the trees are cut or burnt down, the carbon stored in the tree for years is released back into the atmosphere.

Deforestation releases carbon dioxide from the trees. This speeds up the rate of global warming. When trees are cut, the forests are destroyed. We need more trees to absorb the

amount of additional carbon dioxide in the atmosphere. However, forests are not being replaced at the same rate at which they are being destroyed.



Answer the following questions:

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

THINK AND WRITE: [WRITE TEN SENTENCES]

“Nowadays plastics has replaced almost everything”. Write down your **thoughts and feelings** about this statement.

Plan

What information do you want to collect about plastics?

What do you know about its use?

Why is plastics useful?

How is plastics harmful?

How can we regulate its use?

What is the alternative to plastics?

What do you think of encouraging the use of paper?

What are you willing to do in your own life?



POEM

WHAT TREES ARE FOR



Some trees are for playing
- hide and seek with a friend,
Some trees are for chatting
- as if each day has no end
Some trees are for dreaming
- at times I cease to think!
Some trees are for watching
- at times without a blink!
Some trees are for observing
- a bird, without a sound,
Some trees are for making
- twig patterns on the ground
Some trees are for discovering
- an insect, bug or fly,
Some trees are for relaxing
- staring right through at the sky!
Some trees are for swinging
- till you fall, upon a root
Some trees are for treating
- your friend to a nice, fresh fruit
Some trees are for fanning
- your mind to make it cool
Some trees are for feeling
- at home when you walk to school.

What games do you play under a tree?

What birds have you observed on a tree?

What insects or bugs have you observed on a tree?

What trees do you come across, as you go to school?

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



NEW WORDS:

cease - to end

blink - closing and opening one's eyes quickly

swing - seats held by ropes or chains for swinging

LET US UNDERSTAND:

1. Who are the speakers in this poem?



2. What feelings do the poets communicate about the tree through this poem?

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

SHARE IN GROUPS:

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

WORD PICTURES:

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

PICK OUT A FEW LINES THAT BRING PICTURES TO YOUR MIND:

1. Trees are to play hide and seek in

When we heal the earth,
we heal
ourselves.

WORD POWER:

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

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

LET US BE POETS:

Try in groups: (complete the poem)

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

Try this!

Imagine you are a tree!
Write your autobiography!



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

FUNCTIONAL ENRICHMENT ACTIVITY:

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

S.No	Kinds of tree	Uses of the tree	Where it grows
1	Mango tree	Used as food	
2			
3			
4			
5			

LET US WRITE:

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

**Supplementary
Reader**

NATURE CARES FOR NATURE



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

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

“Oh! Its only a mango,” said Ramana with contempt and threw it on the dining table casually.

“Ramana, are you funny?”

“Amma, don't talk to me”

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

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

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

“What is it, Ramana?” asked Grandma Neelambal.

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

HOW CAN WE?

The child of nature is a tree
How can we take its life?
The child of the beautiful tree is a flower
How can we take its life?
The child of a flower is the lovely fruit
We eat it for our need
The lovely fruit of the earth is ours
What have we done with the seed?

G.Sangeetha, Class VII



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

"Ramana, let me taste it first and tell how it is!" said Grandma. She tasted one and persuaded the boy to taste it.

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

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

"What are you searching for?" asked Grandma.

"Help me, Grandma, to find out the mango seed"

"Why do you need it?"

"To plant it"

"Plant it!" exclaimed Grandma.



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

"Here it is" said Grandma.

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

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

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

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

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

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

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

"We will fence the garden soon" said Grandma.

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

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

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

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

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



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

"Ramana, where are you?" Grandma shouted.

She came there and sat by his side.

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

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

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

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

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

"I had better not disturb nature."



A. WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER:

1. Ramana's mother says that her son is _____.
a) valuable gift b) a naughty boy c) very playful d) very studious
2. "If you plant a mango seed now, it will yield mangoes within three or four years", this is said by _____.
a) Ramana's father b) Neelambal c) Lalitha d) Ramana's teacher
3. The goat ate _____ of the mango tree
a) only a few leaves b) all the leaves c) the whole tree d) only the fallen leaves
4. Who watered the mango tree daily?
a) Ramana's brother b) Lalitha c) Neelambal d) Ramana
5. The whole family was happy to see _____.
a) the tree b) the mangoes c) the blossoms d) the goat

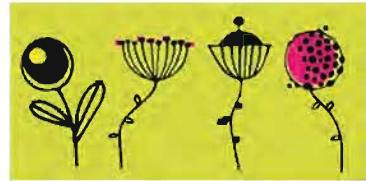
B. DISCUSS IN SMALL GROUPS: (TEACHER HAS TO INITIATE)

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

GROW YOUR ECO - FAMILY:

Things you need:

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



- Step 1:** Fill three-fourths of all the containers with soil.
- Step 2:** Spread a handful of grass seeds on the soil. Cover the seeds with another layer of soil.
- Step 3:** Sprinkle some water over the newly sown seeds. Place the pots in a sunny place. Twice a day, spray water generously on the seeds.

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

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

UNIT 3

A NOTE TO THE TEACHER

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

The poem, '**Punishment in Kindergarten**' by the well known Indian poet Kamala Surayya, talks of a painful day at school when she was in Kindergarten. The poem speaks of the feelings of the child from the mindset of the adult. It would help the young adolescent to build relevant perspectives. A range of exercises have been given to help this process.

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

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

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

IN QUEST OF INDIA'S FREEDOM

In preparation :

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

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

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



place upon	: require of
to herald	: to bring in
the dawn of	: the beginning of
secular	: free of religion
spell	: influence
Instantaneous	: in the moment
surges	: rushes forward

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

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

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

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

When Subhash was 15, he came under the **profound** influence of an outstanding spiritual leader, Swami Vivekananda, and was deeply impressed with his teachings. He understood the saying 'Work is Worship'. He also started practising yoga to discipline himself.

mighty : strong
kindled : awakened
patriotism : love of the motherland
profound : deep and strong

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

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

Have you seen two sides in the same person? Share.

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

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

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

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

zeal	- excitement
massacre	- holocaust
called on	- visited
expressed	- revealed

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

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

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

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

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



Jai Hindh

The conditions at the jail were horrible. There was no shelter from the shine or the rain. Bose was also upset that he had not even been given a chance to explain his point of



view. A huge number of people protested his imprisonment. He was released. Bose felt that only an armed struggle would liberate India. He felt too that he would need military help for this difficult task. Therefore, he had gone to the extent of seeking help from foreign countries like Japan, Italy and Germany. Bose formed the Indian National Army (INA) in 1941 in Singapore with the help of the Indian prisoners who were released by the Japanese. He inspired the

secured	-	obtained
coined	-	created
troops	-	army
posthumously	-	after death
rousing	-	full of energy and enthusiasm

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

1943 the Azad Hind Government was set up on foreign soil. It was here that Netaji **coined** the **rousing** words of salutation to our motherland – '**Jai Hindh**'.

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

Let us remember :

1. What did Subhash do as a school student?

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

3. What did Subhash makeout from reading the teachings of Swami Vivekananda?

4. What did Subhash's mother teach him?

5. What did Subhash realize at Cambridge?

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

7. What did the British want?

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

9. Why is Subhash called 'Netaji' or leader?

LET US UNDERSTAND:

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

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

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

LET US UNDERSTAND, DISCUSS AND SHARE :

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

GRAMMAR - LET US REVISE - ADJECTIVES:

Look at Part- A and Part- B

Part- A

Ramya is a girl.

Jasmine is a flower.

Part- B

Ramya is a **cheerful** girl.

Jasmine is a **fragrant** flower.

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

Example :

- 1. A **green** frog
- 2. A **sad** boy
- 3. A **lovely** pond
- 4. An **English** teacher



LET US DO :

Underline the adjectives in the following sentences :

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



LET US LEARN :

There are many kinds of adjectives

I. Adjectives of Quality (Descriptive Adjectives).

They answer the question: **Of What Kind?**

1. The ant is a **tiny** but **wise** creature.
2. He is an **honest** man.
3. The Taj Mahal is a **wonderful** building.



II. Adjectives of Quantity :

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

1. She ate the **whole** apple.
2. Babu ate **some** rice.
3. He showed **much** patience.
4. He spent **all** his money.



III. Adjectives of Number (Numeral Adjectives).

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

For example, How many children are present in the class?

NOTE ON NUMERAL ADJECTIVES :

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

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

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



b. Ordinal adjectives:

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

c. Indefinite Numeral Adjectives :

They do not denote an exact number.

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



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

d. Distributive Numeral Adjectives :

They refer to each one of a number.

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



IV. Demonstrative Adjectives :

They answer the question: Which?

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



V. Interrogative Adjectives :

They question, **What, Which, Whose** to receive information

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



VI. Possessive Adjectives

They answer to the question, Whose?

Their relatives came here.

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



VII. Emphasizing Adjectives :

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

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



VIII. Proper Adjectives :

They are formed from proper nouns.

1. An **Indian** writer.
2. An **American** dollar.
3. A **German** dog



ADJECTIVES – A SUMMARY :

Fill in the examples

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

THINK AND WRITE :

Fill in the blanks in the letter with the right adjectives from the box



- | | | |
|---------|-----------|------------|
| glad | wonderful | brehtaking |
| helpful | clear | friendly |
| perfect | roomy | curious |

15 May, 2012.

Dear Priya,

I am having a _____ holiday in Ooty. The weather is _____ and the scenery is absolutely _____. I've never seen anything like this before. I have a _____ view of the mountains from my _____ quarters. The people here are very _____ and _____. I'm planning to stay on till next Friday.

With love,

Anu

Use each of the following adjectives in a sentence

For you : Mohan is an industrious boy.

By you : lazy, big, small, rich, poor, young, new, long, short, strong, clever, kind

Have fun by joining the adjectives with the nouns



- a violent storm
- a fierce storm
- a terrible storm
- a fearful storm



news	good
	sad
	bad
	happy
	pleasant
	dreadful
important	

good news



LET US REVISE - ADVERBS:

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

Part - A

John walks.
Hema sings.
Madhan writes.

Part - B

John walks **slowly**.
Hema sings **sweetly**.
Madhan writes **carefully**.

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

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

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

Read the following sentences :

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

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

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

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

1. I got a letter two days **ago**.
2. **Tomorrow** will be a working day.
3. Wasted time **never** returns.
4. The train arrived **late**.
5. I have spoken to him **already**.



II. Adverbs of Frequency (*which show how often*)

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

III. Adverbs of Place (*which show where*)

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



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

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



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

1. I had given **enough** money.
2. He was **too** careless.
3. He reads **pretty** well.
4. I am **rather** busy.
5. I am **so** glad.
6. He uses the given time **fully**.



VI. Adverbs of Affirmation and Negation:

(which strengthen the meaning of the verb)

1. **Surely** you are mistaken.
2. He **hardly** goes to movies.
3. He **certainly** went to USA.
4. She **seldom** watches serials.

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

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

VIII. Interrogative Adverbs: (*used to ask questions*)

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

ADVERBS – A SUMMARY :

Fill in the examples!

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

LET US UNDERSTAND :

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

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

LET US REVISE ARTICLES -LET US LEARN :

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

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

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

LET US LEARN -USAGE OF 'a':

Fill in your own examples!

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

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

- ➔ **before a singular countable noun when it is mentioned for the first time**

He bought a book.

- ➔ **with an expression of quantity**

a lot of time, a dozen oranges, a great deal of money

- ➔ **with certain numbers**

a hundred rupee note, a thousand time

- ➔ **before half and when half follows a whole number**

half a litre, two and a half kilo

- ➔ Such a mess! What a lovely flower

- ➔ **before a stressed 'h'**

a hotel, a hostel, a history student

Usage of 'An': Fill in your own examples!

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

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

- ➔ **before individual letters spoken with a vowel sound (f, h, l, m, n, r, s, x) :**

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

Usage of 'the': Fill in your own examples.

The definite article 'the' is used before,

A particular noun - You met the man.

A noun already mentioned - The boy you sent is very smart

Well known books - the Ramayana, the Bible, the Quran

Unique nouns - the Sun, the Moon, the Stars, the Earth

Newspapers, Magazines - the Hindu, the New Indian Express, the Week

Musical instruments - the veena, the guitar, the violin

Superlatives - the most useful, the brightest

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

Famous buildings - the Red Fort, the LIC building

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

Directions - the East, the West, the North, the South

Adjectives in the comparative degree - The higher the bird flies the more majestic it looks.

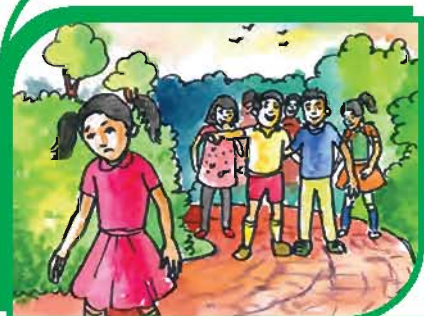
POEM

PUNISHMENT IN KINDERGARTEN

Could you remember your days at the Balwadi or Pre School? What kind of memories are they? What do these memories make you feel? Are all the memories pleasant? This poem is an honest and evocative expression of one of Kamala Surayya's memories of her Kindergarten days. Observe carefully how she shares her thoughts and feelings.

Kindergarten: Pre school, Balwadi

Today the world is a little more my own.
No need to remember the pain
A blue-frosted woman caused, throwing
Words at me like pots and pans, to drain
That honey-coloured day of peace
"Why don't you join the others? What
A peculiar child you are!"



On the lawn, in clusters, sat my schoolmates sipping
Sugarcane, they turned and laughed;
Children are funny things, they laugh
In mirth at other's tears, I buried
My face in the sun-warmed hedge
And smelt the flowers and the pain.

honey coloured: golden yellow
muffled: not heard clearly

The words are muffled now, the laughing
Faces only a blur. The years have
Sped along, stopping briefly
At beloved halts and moving
Sadly on. My mind has found
An adult peace. No need to remember
That picnic day when I lay hidden
By the hedge, watching the steel-white sun
Standing lonely in the sky. - Kamala Das



blur : not clear.
sped along : moved fast

English

Note on the poem: Notice the evocative expressions in this poem:

- ➔ Little Kamala felt that her teacher 'threw words at her **like** pots and pans'.
When do people throw pots and pans?
_____.
- ➔ Kamala remembers the day as honey-coloured.
What kind of day would it have been?

What feeling does Kamala associate with it?
_____.
- ➔ Kamala calls children '**funny**' because '*they laugh in mirth at others' tears.*'
What does she mean? Are they really funny?
_____.
- ➔ Kamala says she smelt 'the flowers and the pain in the sun-warmed hedge.'
What feeling does she create in the reader?
_____.
- ➔ The word 'flowers' contrasts with the word 'pain'. What has she told you
about the day earlier? What spoils it for her?

_____.
- ➔ Kamala talks of the 'laughing faces' of the children being 'a blur'. Why does
she say so?

_____.
- ➔ Kamala 'hides' behind the sun-drenched hedge and sees the 'steel-white sun'.
What makes her describe the sun that way?

_____.

LET US REMEMBER:

- ➔ Why does Kamala Das say that 'today the world is little more her own'?
_____.
- ➔ Why is there no need now to remember the pain?
_____.



➔ What makes her teacher call Kamala 'peculiar'?

➔ What does it make little Kamala feel?

➔ What makes the children laugh at her?

➔ What does she feel when they laugh?

LET US READ: SMALL GROUP – ANSWER AND SHARE IN CLASS.

➔ Read out the beautiful lines from the poem 'Punishment in Kindergarten'. Does this poem rhyme? Yes / No. Do poems have to rhyme to be poems? Yes / No.

➔ What makes the writing in this poem poetical? Write three things that you feel.



LET US UNDERSTAND: SMALL GROUP: FILL IN AND SHARE!

What happens?	What does little Kamala feel?	What does adult Kamala think about it?

RECALL AND SHARE :

Write/paint your own memory of when you were at four or five years old. Is the memory vivid?

What do you feel about it now?

**Supplementary
Reader**

THE SELFISH GIANT

- Oscar Wilde

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

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



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

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

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



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

linnet : a small brown and grey bird

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

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

heart melted: he became kind and loving



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

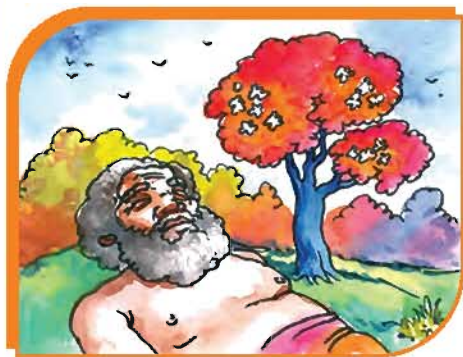
And at once the tree broke into blooming and the birds came and sang on it. The little boy stretched out his two arms and flung them around the giant's neck and kissed him. The other children saw that the giant was no longer wicked and came back; and with them came the spring. "It is your garden now, little children" said the giant and he took a big axe and knocked down the wall. All day long they played and in the evening they came to the giant to bid him goodbye.

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

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

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

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



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

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

LET US REMEMBER :

Put a tick on the right option:

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

DISCUSS AND WRITE:

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

- ⇒ What steps did the giant take to prevent the children from playing in his garden?

- ⇒ Why did the spring not come to the giant's garden?

- ⇒ Describe the wonderful scene which the giant saw in his garden?

- ⇒ Which incident melted the giant's heart?

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

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

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

Discuss with your classmates and comment upon the following statements:

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

LET US WRITE:

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

Place : _____

Date : _____

Dear Ogre,

P.S.

Yours _____,
_____.

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