

ENGLISH

STANDARD SEVEN

TERM II

UNIT 1

A NOTE TO THE TEACHER

Excelling in studies alone need not be the criteria to assess the intelligence or calibre of a student. These days, the intelligentsia accords recognition to multiple intelligences, i.e., a student needs to shine not only in academics, but he can also come out successfully in other fields too, such as music, sports, painting, creative writing etc.. Howard Gardner, a contemporary developmental psychologist from Harvard University, admonishes the parents and teachers to identify the aspects of multiple intelligences among students and encourage them from time to time.

In this unit, the prose lesson '**Dreams Can Come True**' explores a young boy's passionate interest in chess and his devotion to its icon, Vishwanathan Anand. Through his dream, in which he manages to have a long conversation with his hero Rahul bridges within himself the distance between vision and reality. Certain important messages have been communicated through the extraordinary real life personality and the story of Anand himself. There is a simple post-reading unit explaining the basic principles of chess. The passage also seeks to build upon the young reader's interest in this ancient and intelligent game.

The poem, '**Prayer of a Sportsman**' by Berton Braley is a prayer from the heart of a true sportsman. It is sure to help young people build a perspective on what sportsman spirit actually is.

The story, '**Ranji's Wonderful Bat**' by Ruskin Bond is a popular tale that carries a universal appeal.

This unit focuses 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 students' understanding of subject-verb agreement (concord) and question-tags. There is a short exercise on writing a journal and many opportunities offered for role play. Speaking contexts are also given for practising questions and statements.

DREAMS CAN COME TRUE

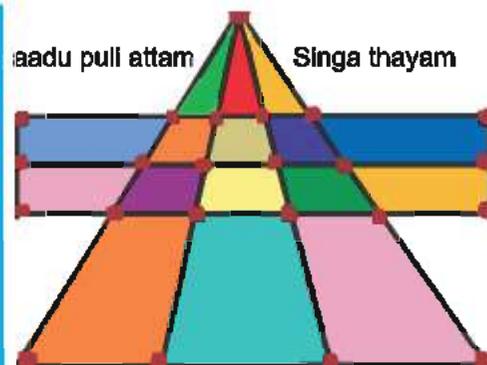
Have you ever played chess? Just try playing it! Ancient Indians from all walks of life played this game. It was used in the army to teach war strategy. Businessmen played it to learn about the market and students played it to enhance their mental agility and sharpness.

In Tamilnadu, everyone plays many interesting games to build not only mathematical ability, but also to enhance shrewd thinking skill and strategy. One among them is **aadu puli attam**. Another is **pallankuzhi**. One should be highly skillful in the nuances of arithmetic if one wants to win in these traditional games.



No one knows for certain where the game of chess was first played. Most people agree that the game began in ancient India, where it was called **Chaturanga**. When it travelled to Persia in the 6th or 7th century, it was called, **Shatranj**. The word refers to the four groups of an army: the foot soldier [the pawn], the elephant, the chariot [from the Persian word, 'rukh' or chariot], and the horse [the knight or horseman]. The Queen in the present game was the General in the original game. The moves reflect the movement of each group.

The end and aim of the game, then and now, has been to protect the King. 'Checkmate' comes from the Persian words '**shat mat**', which mean, 'The King is dead.'



Twelve year old Rahul was very deeply interested in the game of chess.

Even while he was a young boy, he spent many hours playing chess. Seeing this, his parents had enrolled him at Soviet Cultural Centre, Chennai, wherein Viswanathan Anand too had learnt the game.

Rahul loved going there. In May 2012, during his holidays, he had carefully followed the match between World Chess Champion **Viswanathan Anand** and Grandmaster Boris Gelfand of Israel held at Moscow in Russia. Anand retained the World Chess Championship title for the fifth time in the rapid tie-break after playing a strenuous 12 game match. The Russian President Vladimir Putin invited Anand to tea and lauded him for an outstanding game. Rahul went to the Chennai Airport to receive his dream-hero wearing an Anand-mask.



Anand would visit the alma mater whenever he came to his hometown, Chennai. On one such occasion, an adoring Rahul asked Anand whether he should leave school and concentrate on chess. Anand said, "It is healthy to have a lot of interests and go to school. You don't go to school just for academics, do you? You're **smart**. You can very easily **learn to balance** both academics and chess." When Rahul asked whether he had other hobbies, Anand replied assertively, "Of course, I do. I read, swim and listen to music too..."

Rahul liked to compare himself with his Chess Hero. He used to tell his mother that she was like Vishy's mother, Susheela Viswanathan. He had heard Anand say that his mother had helped him learn the game. "You don't need to take extra efforts to coach me, but you always encourage me, amma", Rahul would say. When she heard this, Rahul's mother would react with mixed emotions, because his teachers always felt that Rahul's parents did not demand enough from their son. Rahul did not stand 1st in his class; Rahul did not excel in any field game; Rahul did not win any prize in cultural competitions. He was a bit shy and didn't talk easily to anyone. "You should cut down the time that he spends on chess," they would tell his mother.

smart- intelligent
learn to balance- learn to share proportionately

relayed- broadcast

Chess in Schools

While announcing an award of two crore rupees to the King of Chess, Viswanathan Anand as a token of her Government's appreciation for his recent achievement in Moscow, the Hon'ble Chief Minister of Government of Tamil Nadu declared that efforts would be taken to employ coaches in all schools to create an awareness of the game of chess among school children in the age group of 7 to 17 from the academic year 2012-13.



VISHY'S ACHIEVEMENTS

Khel Ratna, Chess Oscar, Arjuna Award

"National Sub- junior Chess Championship"

1983

"The World Junior Chess Championship"

"Lightning Kid" – 1984

"International Masters' Title"

"Grandmaster" – 1988

"World Championship Title"

World No.1 – 2000, 2007, 2008, 2010 & 2012

Padmashri, Padma Bhushan, Padma Vibhushan

"He is not able to **do justice** to his studies. He has the **potential** to do better. It is not as if he excels at chess. You should encourage him to take computer classes." Thus the teacher advised his parents. But Rahul's father never scolded him or stopped his chess classes. "My son loves playing chess", he would say. Rahul had put up a big poster of his 'Vishy's achievements' on the wall.

do justice to- do as well as one can
potential - capacity

"I'm already 12, mother", he said. "I haven't won a single award." His mother would smile a little sadly. She used to secretly agree with his teachers sometimes. His father never felt sad. He would ask, "Why do you want so **badly** to win awards, Rahul?"

badly- have a strong desire for

Sometimes Rahul felt his father didn't understand him. One had to be the best in the game! In fact, after his win over Topalov in the fourth World Championship in 2010, Anand had said, "I was lucky that something in Topalov **gave way** faster than it gave way in me." His coach had called it the '**killer instinct**'. "You need it to last in a match, kids", he said.

killer instinct - an expression used to say that the person has great focus, like animals do, when they stalk their prey
gave way - yield, surrender

One day, in July, after completing his chess training, Rahul went back home. He had not done very well in the mathematics test – only 76 %. He had to get his paper signed by his parents.

When he saw his mother, Rahul felt anxious. **Of late**, his mother had begun to be much worried about his performance in his tests. He had overheard her telling his father, "It is not as if we had any wealth to give him. How will he get a seat in a reputed college without a decent **percentile**?"

"Do you mean to say an admission in an engineering college?" asked his father. "Yes, of course", she said. "Why should he do engineering, Shanti?" asked his father. "He is a fine young fellow. There are many things he can do. He just has to **figure out** what will work for him". That day, Rahul told his mother that he was tired and added that he was going to bed early. He **cried himself to sleep** that night. As he slept, a variety of shapes and sizes of the chess coins and chess board seemed to be actively moving around him. In his dream, he saw..... Viswanathan Anand himself!

of late - recently
figure out - understand
cried himself to sleep- went to sleep crying
percentile - minimum cut off

Anand smiled down at Rahul. "I feel sad when I see you cry", he said. "What do I do, Vishy?" said Rahul. "Making you my hero hasn't brought me marks! You have it all! **Concentration**, memory, **logic** – and your coach says that you didn't even have to try! I try so hard..." Here, Rahul started to cry again. Anand put his arm gently around Rahul.

concentration- focus
logic- reasoning

"Tell me, why do you play?" he asked. "Because I love the game", said Rahul.

Would you agree with what Anand is saying?

"Then just play it," said Anand. "The most important thing is to enjoy playing chess. I don't believe you can motivate yourself only with titles or tournaments or achievements. Of course, these are motivating factors that are necessary. They give you a direction. But the real motivation comes from the game."

"Are you saying it's okay?", asked Rahul, wondering. "Absolutely", said Anand. "Do you know the number of possible chess games is far greater than the number of **electrons** in the universe? One needs to work hard – the sky is the limit!"

electron- particle in a cell

"So you think I might win a tournament sometime?" asked Rahul shyly.

"I do think so", said Anand. "See, chess is a game of **strategy**. That is why everyone played it in the olden days. It is good to study other people's strategies, but it is impossible for anyone else to tell you exactly what move you need to make. Not even me!"

What is a strategy?

strategy: plan of work or action

Recollecting his own victory over Gelfand, Anand says, "It was incredibly tense. Well, when I woke up this morning, I knew it would end one way or the other but didn't know how it would. I think that right now, the only feeling you have is relief..... I can say I won because I won."

"Choose your tournament – plan well for it, work hard, and take your chance", said Anand. "What is the killer instinct, Vishy? Do you have it?" asked Rahul. It had been troubling him ever since the coach had talked about it. He didn't want to kill anyone and he didn't think his idol would!

Anand laughed. "Don't **go by** the word, Rahul!", he said. "I think it means having great energy and great self-control. I give the game my all. But it doesn't upset my **mental balance**, self-respect and confidence in myself, if I lose. I learn from it. The only thing to kill is **impatience** and rashness, because it makes you act without applying thought!"



Rahul felt that Anand thought very much like his father. But his father wasn't

famous! Rahul wondered about that. Strangely, he was beginning to feel that his father loved and understood him quite well!

| | |
|-----------------------|-----------------------------|
| go by | - judge by |
| mental balance | - capacity to think rightly |
| impatience | - inability to wait |
| vanished | - disappeared |

Anand looked at Rahul and said, "Think about it. Love what you do." Anand **vanished**. The next day, Rahul took the maths paper to his mother. She said, "Only 76%. I'm worried, Rahul". He smiled at her. "I need to think. I need to plan. Don't worry, I'll evolve my strategy", he said softly. "*Dreams can come true.*"

LET US REMEMBER:

1. How was chess called in ancient India?

2. How was it called in Persia?

3. What do the coins of the four groups in the army represent?

4. What are those coins called today?

5. How does the game come to an end?

6. Which match did Rahul watch in May?

7. What did Rahul's teachers feel about him?

8. In what way did Rahul feel that his mother was like Anand's mother?

9. What did Rahul's mother want him to become?

10. What did Rahul's father feel about him?

11. What did Rahul decide to do in the end?

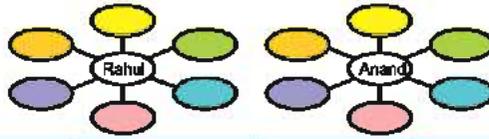
LET US UNDERSTAND:

1. Discuss in small groups and share your views.

- Do you think it is a good idea to balance your interests and your academics?
- What do you understand by Anand's statements on motivation?
- Do you believe that planning and strategy is necessary for your life? If so, in what areas?

2. Individual Work

➔What kind of a person is Rahul?



| Rahul's Qualities | Why I think so | What I feel about it | Anand's Qualities | Why I think so | What I feel about it |
|-------------------|----------------|----------------------|-------------------|----------------|----------------------|
| | | | | | |
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LISTENING:

Read aloud the following passage and answer the questions given below in small groups.

Young Raghu was a mischievous lad. One day, unable to think of any more pranks to play, he decided to eat something. As his mother was too busy to notice what he was doing, he checked the cupboard for the tin in which he had seen his mother storing some delicious chocolates. While he was trying to open that tin, his father came home and caught him red-handed.

'Hello, Raghu, what are you doing there? Are you helping your mum?' he asked.

'No, Dad,' answered Raghu nonchalantly. 'I am helping myself. On hearing Raghu's reply, his father simply chuckled to himself brooding over his pranks of his past.



Questions:

1. What do you understand by the word 'pranks'?

2. What did Raghu do when his mother was busy?

3. What was Raghu searching for in the cupboard?

4. Who caught him in the act?

5. Why do you think Raghu's father chuckled to himself?

LET'S TALK!

Imagine that you are lost in a large town. You are looking for your aunt's house, and you haven't been there before. Your aunt has given you a few landmarks like Market, Bus stop, Post Office, Kamaraj Road, 3rd Cross and Nandanchavadi. Use words like 'who', 'how', 'where' and 'what' to ask for directions. Form your questions and responses and read them aloud to your group.

You :

_____?

Passer-by 1:

You :

_____?

Passer-by 2:

You :

_____?

Passer-by 3:

You :

_____?

Passer-by 4:

You :

_____?

Passer-by 5:

You :

_____!

TRY THIS TOO !

Form two groups of students in class and speak in favour or against the topic given below:

- To play fair is more important than to win.
- 'Happiness is in sharing'

Read the conversation below:

- Tourist** : Excuse me, sir, how far is the railway station from here?
Kanthi : About two kilometres, I suppose.
Tourist : Thanks. Can I get a bus to the station?
Kanthi : Yes, you can. But you have to wait for an hour for the next bus.
Tourist : Oh! How long would it take to go on foot?
Kanthi : I wonder it may hardly take 10 to 15 minutes.
Tourist : That sounds nice! Thank you.

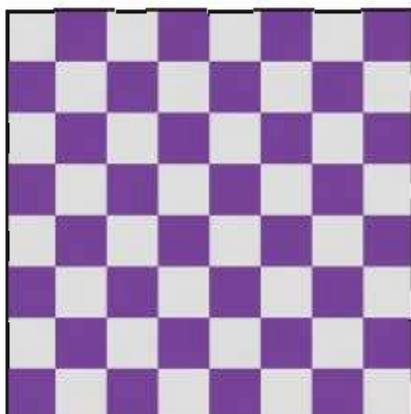
In the dialogue, the tourist asks questions to get some information and Kanthi answers in statements until the tourist gets satisfied. Questions and statements are the most common ways we use to ask for and provide information. The class teacher can assign a few modules to the students so that they can learn more about interpersonal communication.

ACT AND SEE!

You want to go to the playground to play football. Your friend wants to go to a library. Develop the conversation between you and your friend. Where do you finally go? How do you decide? Do it by role playing.

POST - READING - KNOWING CHESS:

Chess is an indoor game and it is a mental activity demanding one's concentration very much.



It is a two-player game in which there are two sets of coins, usually in black and ivory colour. Each set contains the following coins. King, Queen, Bishop (2 per side) Horse (2 per side) Rook (one set) and eight soldiers per side [pawns].

Placing: Coins are arranged facing each other in a specific order.

Fill in the crossword using the hints given. All the terms are associated with chess.

L-R

1. A player who has reached the highest levels in competition of chess (G_____R)
2. One of the eight small pieces each player has in the game of chess (P__N)
3. The right to remove one of the opponent's pieces (C_____E)
4. a situation where the player whose turn is to move has no legal move (S_____E)
7. one who plays against the other in the game of chess (O_____T)
8. one of the small sections that the board is divided into (S_____E)

Top to Bottom

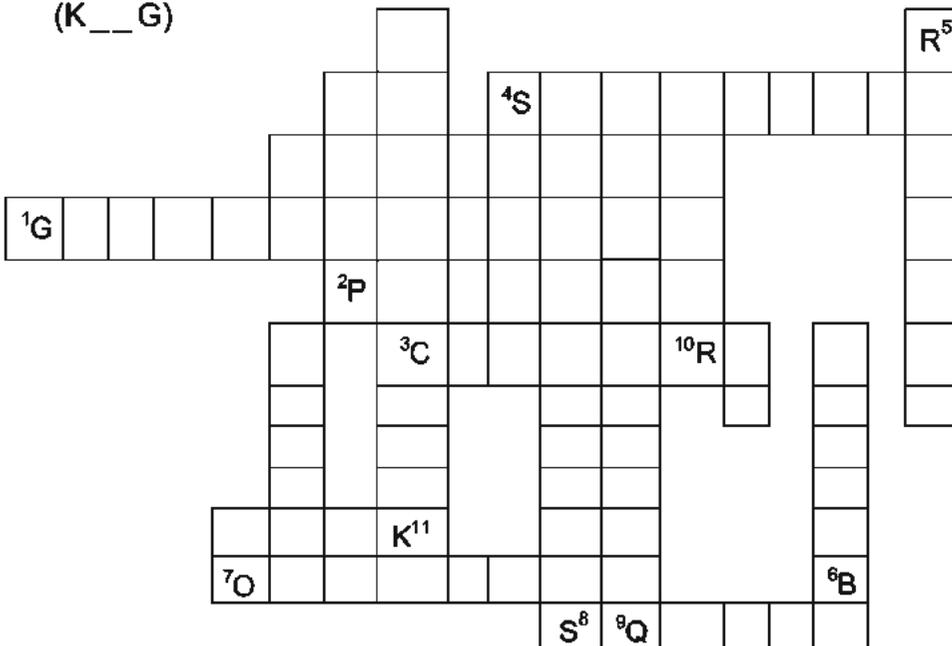
3. The position of the king when it is threatened by another piece (C___K)
5. to move a piece back to its previous position during the game (R_____T)

Bottom upwards

3. a move in which the player moves two pieces in the same move; makes a jump over another (C_____E)
6. a piece in the shape of a tower can move horizontally and vertically (B_____P)
9. a piece that has the ability to move in all directions with any number of steps (Q___N)
10. a piece shaped like a horse's head (R__K)

R-L

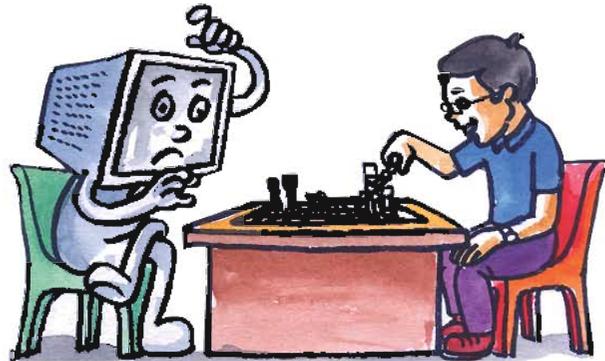
11. a piece which has the ability to move in all directions but with one step ahead (K__G)



Each coin has its own role: - that is,

- King** – has the ability to move in all directions but with one step ahead.
- Queen** – has the ability to move in all directions with any number of steps.
- Bishop** – has the ability to move diagonally with any number of steps.
- Knight** – has the ability to move in an 'L' shape.
- Rook** – has the ability to move vertically and horizontally.

In this game, the main aim is to defeat the opponent's king. In order to protect one's king, the contestant moves all the pieces according to the rules. An intelligent player makes moves to trap or checkmate the opponent king. Each and every piece is moved with that intention.



A player who defeats the opponent king is declared the winner.

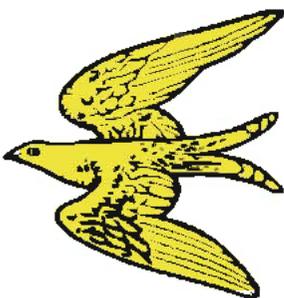
Try playing chess!

Try other ancient games of Tamilnadul

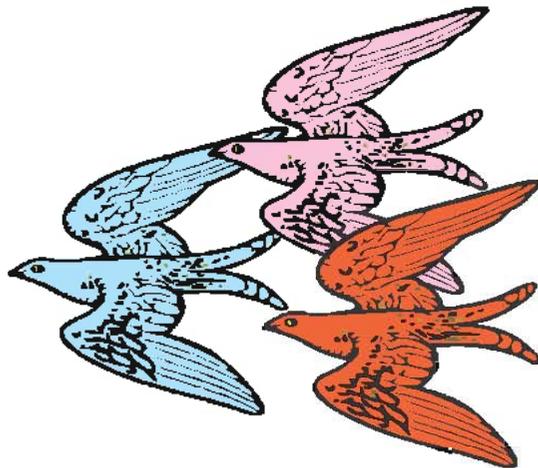
GRAMMAR - AGREEMENT OF THE VERB WITH THE SUBJECT :

[Concord]

We have already learnt that the verb agrees with its subject in number and person as given below:



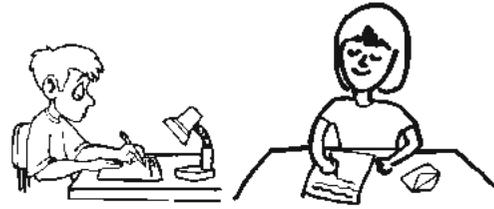
The bird **flies**.



The birds **fly**.



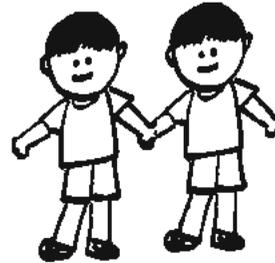
She is writing.



They are writing.



I am a girl.



We are boys.

Now, read carefully and fill in your example.

1. **Two or more singular subjects joined by the conjunction 'and', usually take a verb in the plural as given below:**

- Raman and Harry **work** hard.
- Pinky, Lilly and Sheela **go** to the same school.

Your example: _____

Note: *But if two nouns suggest only one idea, or one unit or refer to the same person or a thing, the verb must be singular as:*

- Slow and steady **wins** the race.
- Idli and sambar **is** a wholesome food.
- Poori and potato **is** my favourite food.

Your example: _____

2. **Words joined to a singular subject by 'with' or 'as well as' do not affect the number of the verb. Therefore it takes singular verb as:**

- The captain, with all his men, **was** safe.
- Ashok as well as Anith **likes** mango.
- The queen bee, with her workers, **presides** over the hive.



Your example: _____

3. **When two or more subjects in the singular are joined by 'or', 'nor', 'either.....or', 'neither....nor', the verb would be invariably singular:**

- ➔ Jack or Tom **is** to blame.
- ➔ Either Leela, Mani or Rita **is** thirteen today.
- ➔ Neither Raman nor Hari **was** present.

13

Your example: _____

4. **But if one of the subjects is in the plural, the verb must be in the plural. The plural form of the verb governs the plural subject.**

- ➔ The farmer or his servants **were** always working.
- ➔ Neither Raj nor his friends **have** come.



Your example: _____

5. **When a plural noun comes between a singular subject and its verb, the verb is often wrongly made to agree with the nearest plural nouns. We should guard against such an error and say-**

- ➔ Each one of these houses **is** [not are] to let.
- ➔ The quality of the apples **was** [not were] good.



Your example: _____

6. **When the subjects joined by 'or' or 'nor' are of different persons, the verb agrees with the subject nearest to it as:**

- ➔ **Either** he or I **am** to blame. ➔ **Neither** my friend nor I **am** guilty.



Your example: _____

7. **Either, neither, each, every, everyone and many must be followed by a verb in the singular as:**

- ➔ Either of the two boys **has** done this. ➔ Each of these boys **is** intelligent.
- ➔ Everyone **was** happy.

Your example 1: _____

Your example 2: _____

Your example 3: _____

8. A collective noun [like **committee, assembly, congress, jury**] may take a singular or a plural etc. If the collection is thought of a whole, the verb is singular; if the individuals or members of the group are thought of separately, the verb is plural.

- ➔ The committee **has** decided this.(or)The committee **were** divided in their opinions.
- ➔ The jury **has** given its verdict.(or) The jury **were** divided in their verdict.

Note: 'The committee have decided this' means 'the members of the committee have decided this'.

9. Some nouns which are plural in form but singular in meanings take a singular verb as:

- ➔ Mathematics is a difficult subject. ➔ No news is good news.



Your example: _____

10. When a plural noun is the name of one thing it takes a singular verb as:

- ➔ 'The Arabian Nights' is an interesting book.
- ➔ The United States of America has a big army.



Your example: _____

11. When the subject of the verb is a relative pronoun, the verb must be made to agree in number and person with the antecedent of the relative as:

- ➔ I, who am your friend, will help you.
- ➔ You, who are my friend, should not blame me.



Your example: _____

TRY THIS :

In the following sentences, fill up the blanks by using the Present Tense of the verbs shown in brackets:

1. Two and two _____ [make] four.
2. Shantha with all her sisters _____ [be] here.
3. Every passenger _____ [have] a ticket.
4. Each first class ticket _____ [cost] a hundred rupees.
5. Either Samy or Bhoopalan _____ [be] on time.
6. The jury _____ [be] divided in their opinions.
7. Iron as well as copper _____ [be] found in India.

TRY THIS TOO!

In each of the following sentences, put the present form of the verb which agrees with its subject.

1. Neither of us _____ there.
2. None of these boys _____ passed.
3. Good news _____ always welcome.
4. Mathematics _____ an intellectual subject.
5. None of you _____ done his work properly.
6. The quality of these apples _____ not good.
7. Neither you nor I _____ to drop this project.
8. Each of these boys _____ passed.

LET US LEARN : QUESTION TAGS

During conversation we use some statements and it is our custom to ask for confirmation as:

Example: This is a very difficult subject, isn't it?

The underlined part is a question tag.

➡ I am coming. ➡ He has finished. ➡ I didn't see them.

In these statements mentioned above 'am', 'has', 'didn't' are auxiliary verbs. They help in forming question tags. **Auxiliary verbs are helping verbs.**

Example: The boy is running, isn't he?

auxiliary verb [is] + n't + pronoun [he]

Try it out! _____

1. When the statement is positive, the tag will be negative in sense. The pattern will be auxiliary verb + n't + pronoun?

Example: They have done their work, haven't they?

auxiliary verb [have] + n't + pronoun [they]

Try it out! _____

2. When the statement is negative, the tag will be positive in sense. The pattern will be auxiliary verb + pronoun

Example: Susi doesn't play chess, does she?

auxiliary verb [does] + pronoun [she]

Try it out! _____

3. When the statement has no auxiliary verb, the tense of the principal verb is made note of and the auxiliary verb such as **do**, **does** or **did** is used.

Present Tense - **do** and **does**

Past Tense - **did**

Just follow the formula to create an auxiliary verb:

write = do + write

writes = does + write

wrote = did + write

| Your example | Auxiliary Verb | Negative (in contracted) form | Your example |
|--------------|---|--|---------------|
| 1. is she? | 1. is 2. was 3. were 4. should 5. could 6. are 7. will 8. shall 9. can 10. had 11. did 12. does 13. do 14. has 15. have 16. am | isn't wasn't weren't shouldn't couldn't aren't won't shan't can't hadn't didn't doesn't don't hasn't haven't aren't | 1. isn't she? |

RULES TO BE OBSERVED WHILE FRAMING QUESTION TAGS:

- * A tag always ends with a question mark.
- * The subject of a tag is a pronoun and is never the Proper noun.
- * The tense of the tag is the same as that of the sentence.
- * There is a comma before the tag.
- * The tag is never written with a capital letter.

TRY THIS :

Supply suitable question tags for the following statements:

1. She is driving a car, _____ ?
2. Rajan should be on time to school, _____ ?
3. They were not listening to the lesson, _____ ?
4. He broke the jar, _____ ?
5. Sheela was not afraid to be alone, _____ ?

6. I have completed my painting, _____?
7. We speak softly, _____?
8. Hari could help us in our work, _____?
9. She must not be rude, _____?
10. I can dance well, _____?

TRY THIS TOO!

Choose the correct tag from the given list and fill in the blanks:

hasn't she? was she? isn't he? aren't they? couldn't he?
will he? can we? weren't they? are n't I? am I?

1. Rajeev won't play in the rain, _____?
2. Sita and Uma are sisters, _____?
3. He could hear the siren, _____?
4. They were busy packing their suitcases, _____?
5. Lakshmi wasn't able to sing, _____?
6. My uncle is staying abroad, _____?
7. We can't act on stage, _____?
8. She has left home early, _____?
9. I am a student, _____?
10. I am not stupid, _____?

JOURNAL WRITING / SELF EXPRESSION :

A journal is a personal preparation of what you have done, felt, thought or seen. It is a possessive record of any individual who maintains a diary, but it is not just a record of events. When Rahul lists things out and sets his priorities in life, he will probably record his experiences in a journal. Imagine you are Rahul and maintain a journal.

"PRAYER OF A SPORTSMAN"

Dear Lord, in the battle that goes on through life
 I ask but a field that is fair,
 A chance that is equal with all in the strife,
 A courage to strive and to dare;

| | |
|---------------|-----------------|
| craven | - fearful, weak |
| bestow | - grant, give |
| strife | - dispute |

And if should win, let it be by the code
 With my faith and my honor held high;
 And if I should lose, let me stand by the road,
 And cheer as the winners go by.

And Lord, may my shouts be ungrudging and clear,
 A tribute that comes from the heart,
 And let me not cherish a snarl or a sneer
 Or play any sniveling part;

| | |
|------------------|----------------------|
| sniveling | - weep, grumble |
| snarl | - growl |
| sneer | - contemptuous smile |

Let me say, "There they ride, on whom laurel's bestowed
 Since they played the game better than I."
 Let me stand with a smile by the side of the road,
 And cheer as the winners go by.

So grant me to conquer, if conquer I can,
 By proving my worth in the fray,
 But teach me to lose like a regular man,
 And not like a craven, I pray;

Let me take off my hat to the warriors who strode
 To victory splendid and high,
 Yea, teach me to stand by the side of the road
 And cheer as the winners go by.

-Berton Braley

I. Read the following lines and answer the questions given below:

i. Dear Lord, in the battle that goes on through life
I ask but a field that is fair,
A chance that is equal with all in the strife,
A courage to strive and to dare.

- a) What is the rhyme scheme employed in the above given stanza?
- b) Pick out the rhyming words in the above stanza.
- c) What does the word 'strife' in the third line suggest?
- d) Why does the poet use the word 'battle' in the first line?
- e) Explain 'field that is fair'.

ii. And if should win, let it be by the code
With my faith and my honor held high;

- a) Give the British English spelling of 'honor'.
- b) What is the code spoken in the first line?
- c) Who does 'I' refer to?

iii. And if I should lose, let me stand by the road,
And cheer as the winners go by.

- a) What is the message learnt in the above lines?

iv. And Lord, may my shouts be ungrudging and clear,
A tribute that comes from the heart,
And let me not cherish a snarl or a sneer
Or play any sniveling part;

- a) Why should the shouts be ungrudging and clear?
- b) Mention the figure of speech employed in the 3rd line.
- c) Why is sniveling spelt with a single 'l'?

v. Let me say, "There they ride, on whom laurel's bestowed
Since they played the game better than I."
Let me stand with a smile by the side of the road,
And cheer as the winners go by.

- a) On whom are the laurels bestowed?
- b) Identify the words in alliteration in the 3rd line.

vi. So grant me to conquer, if conquer I can,
By proving my worth in the fray,
But teach me to lose like a regular man,
And not like a craven, I pray;

- a) Explain 'worth in the fray.'
- b) What is the sportsman's prayer about losing the game?
- c) What is meant by fray?
- d) What is meant by craven?
- e) What is the figure of speech employed in the 3rd line?

II. List out the various attributes of a true sportsman.

III. Illustrate any one scene that you are able to visualise while reading the poem.

RANJI'S WONDERFUL BAT

- Ruskin Bond

"How's that!" shouted the wicket-keeper, holding the ball up in his gloves.

"How's that!" echoed the slip-fielders.

"How?" growled the fast bowler, glaring at the umpire.

"Out!" said the umpire.

And Suraj, the captain of the school team, was walking slowly back to the 'pavilion' – which was really a tool-shed at the end of the field.

The score stood at 53 for 4 wickets. Another sixty runs had to be made for victory, and only one good batsman remained. All the rest were bowlers who couldn't be expected to make many runs.

It was Ranji's turn to bat.

He was the youngest member of the team, only eleven, but sturdy and full of enthusiasm. As he walked briskly to the wicket, his unruly black hair was blown about by a cool breeze that came down from the hills.

Ranji had a good eye and strong wrists, and had made lots of runs in some of the minor matches. But in the last two interschool games his scores had been poor, the highest being 12 runs. Now he was determined to make enough runs to take his side to victory.

Ranji took his guard and prepared to face the bowler. The fielders moved closer, in anticipation of another catch. The tall fast bowler scowled and began his long run. His arm whirled over and the hard and shiny red ball came hurtling towards Ranji.

Ranji was going to lunge forward and play the ball back to the bowler, but at the last moment he changed his mind and stepped back, intending to push the ball through the ring of fielders on his right or 'off' side. The ball swung in the air, shot off the grass and came through sharply to strike Ranji on his pads.

"How's that!" screamed the bowler, hopping about like a kangaroo.

"How!" shouted the wicketkeeper.

"How?" asked all the fielders.

The umpire slowly raised a finger.

"Out", he said.

And it was Ranji's turn to walk back to the tool-shed.

The match was won by the visiting team.

"Never mind", said Suraj, patting Ranji on the back. "You'll do better next time. You're out of form just now, that's all." But their cricket coach was a sterner.

"You'll have to make more runs in the next game", he told Ranji, "or you'll lose your place in the side!"

Avoiding the other players, Ranji walked slowly homewards, his head down, his hands in his pockets. He was very upset. He had been trying so hard and practising so regularly, but when an important game came along he failed to make a big score. It seemed that there was nothing he could do about it. But he loved playing cricket and he couldn't bear the thought of being out of the school team.

On his way home he had to pass the clock tower where he often stopped at Mr. Kumar's Sports Shop, to chat with the owner or look at all the things on the shelves: footballs, cricket balls, badminton rackets, hockey sticks, balls of various shapes and sizes – it was all wonderland where Ranji usually liked to linger.

But this was one day when he didn't feel like stopping. He looked the other way and was about to cross the road when Mr. Kumar's voice stopped him.

"Hello, Ranji! Off in a hurry today? And why are you looking so sad?"

So Ranji had to stop and say "namaste." He couldn't ignore Mr. Kumar, who had been so kind and helpful, always giving him advice on how to play different kinds of bowling. Mr. Kumar had been a state player once, and had scored a century in a match against Tanzania. Now he was too old for first-class cricket, but he liked encouraging young players and he thought Ranji would make a good cricketer.

"What's the trouble?" he asked, as Ranji stepped into the shop. "Lost the game today?"

Ranji felt better as soon as he was inside the shop.

Because Mr. Kumar was so friendly, the sports goods also seemed friendly. The bats and balls and shuttlecocks all seemed to want to be helpful.

"We lost the match," said Ranji.

"Never mind", said Mr. Kumar. "Where would we be without losers? There wouldn't be any games without them – no cricket or football or hockey or tennis! No carom or marbles. No sports shop for me! Anyway, how many runs did you make?"

"None. I made a big round egg."

Mr. Kumar rested his hand on Ranji's shoulder. "Never mind. All good players have a bad day now and then."

"But I haven't made a good score in my last three matches", said Ranji. "I'll be dropped from the team if I don't do something in the next game."

"Well, we can't have that happening", mused Mr. Kumar. "Something will have to be done about it."

"I'm just unlucky", said Ranji.

"Maybe, maybe... But in that case, it's time your luck changed."

It's too late now", said Ranji.

"Nonsense. It's never too late. Now, you just come with me to the back of my shop and I'll see if I can do something about your luck", said Mr. Kumar

Puzzled, Ranji followed Mr. Kumar through the curtained partition at the back of the shop. He found himself in a badly lit room stacked to the ceiling with all kinds of old and second hand sporting goods – torn football bladders, broken bats, rackets without strings, broken darts and tattered badminton nets.

Mr. Kumar began examining a number of old cricket bats, and after a few minutes he said, “Ah!” and picked up one of the bats and held it out to Ranji.

“This is it!” he said. “This is the luckiest of all my old bats. This is the bat I made a century with.” And he gave it a twirl and started hitting an imaginary ball to all corners of the room.

“Of course it’s an old bat, but it hasn’t lost any of its magic”, said Mr. Kumar, pausing in his stroke-making to recover his breath. He held it out to Ranji. “Here, take it! I’ll lend it to you for the rest of the season. You won’t fail with it.”

Ranji took the bat and gazed at it with awe and delight.

“Is it really the bat you made a century with?” he asked.

“It is”, said Mr. Kumar. “And it may get you a hundred runs too!”

Ranji spent a nervous week waiting for Saturday’s match. His school team would be playing a strong side from another town. There was a lot of class work that week, so Ranji did not get much time to practise with the other boys. As he had no brothers or sisters, he asked Koki, the girl next door, to bowl to him in the garden. Koki bowled quite well, but Ranji liked to hit the ball hard – “just to get used to the bat”, he told her – and she soon got tired of chasing the ball all over the garden.

At last Saturday arrived, bright and sunny and just right for cricket. Suraj won the toss for the school and took first batting.

The opening batsmen put on thirty runs without being separated. The visiting fast bowlers couldn’t do much. The spin bowlers came on, and immediately there was a change in the game. Two wickets fell in one over, and the score was 33 for 2. Suraj made a few quick runs, then he too was out to one of the spinners, caught behind the wicket. The next batsman was clean bowled....46 for 4 ... and it was Ranji’s turn to bat.

He walked slowly to the wicket. The fielders crowded round him. He took guard and prepared for the first ball.

The bowler took a short run and then the ball was twirling towards Ranji, looking as though it would spin away from his bat as he leant forward into his stroke.

And then a thrill ran through Ranji’s arm as he felt the ball meet the spring willow of the bat.

Crack!

The ball, hit firmly with the middle of Ranji’s bat, streaked past the helpless bowler and sped towards the boundary. Four runs.

The bowler was annoyed, with the result that his next ball was a loose full-toss. Ranji swung it to the on-side boundary for another four.

And that was only the beginning. Now Ranji began to play all the strokes he knew: late cuts and square cuts, straight drives, on-drives and off-drives. The rival captain tried all his bowlers, fast and spin, but none of them could remove Ranji, who sent the fielders scampering all over the field.

At the lunch break he had scored 40. And twenty minutes after lunch, when Suraj closed the innings, Ranji was not out with 58.

The rival team was bowled out for a poor score, and Ranji's school won the match.

On his way home Ranji stopped at Mr. Kumar's shop to give him the good news.

"We won!" he said. "And I made 58 – my highest score so far. It really is a lucky bat."

"I told you so", said Mr. Kumar, giving Ranji a warm handshake. "There'll be bigger scores yet."

Ranji went home in high spirits. He was so pleased that he stopped at the Jumna Sweet Shop and bought two laddoos for Koki. She liked cricket but she liked laddoos even more.

Mr. Kumar was right. It was only the beginning of Ranji's success with the bat. In the next game he scored 40, and was out when he grew careless and allowed himself to be stumped by the wicket-keeper. The game that followed was a two-day match, and Ranji, who was now batting at No.3, made 45 runs. He hit a number of boundaries before being caught. In the second innings, when the school team needed only 60 runs for victory, Ranji was batting with 25 when the winning runs were hit.

Everyone was pleased with him – his coach, his captain, Suraj and Mr. Kumar... but no one knew about the lucky bat. That was a secret between Ranji and Mr. Kumar.

One evening, during an informal game on the maidaan, Ranji's friend Bhim slipped while running after the ball, and cut his hand on a sharp stone. Ranji took him to a doctor near the clock tower, where the wound was washed and bandaged. As it was getting late, he decided to go straight home. Usually he walked, but that evening he caught a bus near the clock tower.

When he got home, his mother brought a cup of tea and while he was drinking it, Koki walked in. The first thing she said was, "Ranji, where's your bat?"

"Oh, I must have left it on the maidaan when Bhim got hurt", said Ranji, starting up and spilling his tea. "I'd better go and get it now, or it will disappear."

"You can fetch it tomorrow", said his mother. "It's getting dark."

"I'll take a torch", said Ranji. He was worried about the bat. Without, his luck might desert him. He hadn't the patience to wait for a bus, and ran all the way to the maidaan.

The maidaan was deserted and there was no sign of the bat. And then Ranji remembered that he'd had it with him on the bus, after saying goodbye to Bhim at the clock tower. He must have left it on the bus!

Well, he'd never find it now. The bat was lost for ever. And on Saturday Ranji's school would be playing their last and most important match of the cricket season against a visiting team from Delhi.

Next day he was at Mr. Kumar's shop, looking very sorry for himself.

"What's the matter?", asked Mr. Kumar.

"I've lost the bat", said Ranji. "Your lucky bat. The one I made all those runs with! I left it on the bus. And the day after tomorrow we are playing, the Delhi school, and I'll be out for a duck, and we'll lose our chance of being the school champions."

Mr. Kumar looked a little anxious at first, then he smiled and said, "You can still make all the runs you want."

"But I don't have the bat any more" said Ranji.

"Any bat will do", said Mr. Kumar.

"What do you mean?"

"I mean **it's the batsman and not the bat that matters**. Shall I tell you something? That old bat I gave you was no different from any other bat I've used. True, I made lots of runs with it, but I made runs with other bats too. I never depended on a special bat for my runs. **A bat has magic only when the batsman has magic!**

What you needed was *confidence*, not a bat. And by believing in the bat, you got your confidence back!"

"What's confidence?", asked Ranji. It was a new word for him.

"Con-fi-dence", said Mr. Kumar slowly. "Confidence is knowing you are good."

"And I can be good without the bat?"

"Of course. You have always been good. You are good now. You will be good the day after tomorrow. Remember that. If you remember it, you'll make the runs."

On Saturday Ranji walked to the wicket with a bat borrowed from Bhim.

The school team had lost its first wicket with only 2 runs on the board. Ranji went in at this stage. The Delhi school's opening bowler was sending down some really fast ones. Ranji faced up to him.

The first ball was very fast but it wasn't on a good length. Quick on his feet, Ranji stepped back and pulled it hard to the on-boundary. The ball soared over the heads of the fielders and landed with a crash in a crate of cold-drink bottles.

A six! Everyone stood up and cheered.

And it was only the beginning of Ranji's wonderful innings.

The match ended in a draw, but Ranji's 75 was the talk of the school.

On his way home he bought a dozen laddoos. Six for Koki – and six for Mr. Kumar.

I. IDENTIFY THE CHARACTER/SPEAKER IN THE FOLLOWING SENTENCES:

e.g. *You'll have to make more runs in the next game.*

Suraj, the team captain is the speaker. 'You' refers to the character, Ranji.

1. He was the youngest member of the team.
2. You'll do better next time.
3. Hello, Ranji! Off in a hurry today.
4. "Out!"
5. As Ranji had no brothers or sisters, he asked the girl next door, to bowl him in the garden.
6. He slipped and cut his hand on a sharp stone.

(Answers : Ranji/Suraj/Mr.Kumar/Umpire/Koki/Bhim)

II. COMPLETE THE SENTENCES BY CHOOSING THE OPTIONS GIVEN IN BRACKETS:

1. Ranji's friend slipped while running after the ball, and _____.
2. Ranji was determined to make enough runs _____.
3. None, I made _____.
4. This is _____ of all my old bats.
5. Koki liked cricket but she liked _____.

(cut his hand on a sharp stone/ a big round egg/ laddoos even more/ to take his side to victory/ the luckiest)

III. CHOOSE THE CORRECT ANSWER:

1. Ranji was only _____ and the youngest member of the team.
a. ten b. eleven c. thirteen d. nine
2. Ranji had a good eye and strong _____.
a. wrists b. head c. hand d. arms
3. "How's that!", screamed the bowler, hopping about like a _____.
a. kangaroo b. rabbit c. puppy d. donkey
4. Mr. Kumar's Sports Shop was a _____ where Ranji usually liked to linger.
a. dreamland b. wonderland c. fairyland d. toy land
5. Ranji took Bhim to a doctor near the _____.
a. market place b. Mall c. clock tower d. bus stop
6. Usually Ranji walked, but that _____ he caught a bus.
a. morning b. afternoon c. night d. evening
7. Ranji must have left the bat on the _____ when Bhim got hurt.
a. maidaan b. bus stop c. Mr.Kumar's shop d. stadium

8. On _____ Ranji's school would play against a visiting team from Delhi.
a. Friday b. Monday c. Saturday d. Wednesday
9. The match ended in a draw but Ranji's _____ was the talk of the school.
a. 75 b. 45 c. 58 d. 33
10. Ranji needed _____ and not a bat.
a. courage b. confidence c. encouragement d. comfort and care

IV. REARRANGE THE FOLLOWING SENTENCES IN LOGICAL ORDER AND REWRITE IN A PARAGRAPH:

But in the last two inter-school matches, his scores were poor.
He had made lots of runs in some of the minor matches.
Now he was determined to make enough runs to take his side to victory.
Ranji had a good eye and strong wrists.
The highest was 12 runs.

Logical Order: _____

Rearranged sentences:

Fair Draft (In a paragraph):

UNIT 2

A NOTE TO THE TEACHER

In the prose lesson of this unit, **“Diwakar - an Icon for Children”** a group of class VII children of Chennai School interact with their counterparts at the Little Flower Matriculation School for the visually challenged and discover that learning a new language can open new horizons in one’s life. The students also have the opportunity to listen to the young singing sensation, Diwakar Sharma and feel inspired by his indomitable self will and courage.

The poem, **‘Where the Mind is without Fear’** by Rabindranath Tagore has been included as a fitting tribute in the 150th Birth Anniversary year of the great poet. The grand and the profound meet the sensitive and the vulnerable in this beautiful poem that is full of love and aspiration for the Motherland. Activities have been given that will help the child to associate this noble aspiration with his own responsibilities as a citizen and human being.

The passage, **“Yaana Malai”**, is a deeply moving and an evocative passage from the book **‘Multiple Facets of My Madurai’**. It is written by the gifted and inspiring writer and artist Manohar Devadoss and is bound to touch and mould the perspective that the student has on life, nature and the human spirit. Some exercises have been given to help the student to internalize what he represents for us all.

This unit emphasises 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 state-of-being and action verbs and leads the student on to transitive and Intransitive verbs. There is also a detailed revision of Sentence Patterns. Language activities include skimming and scanning exercises and an introduction to Essay Writing.

Language is just a code being used by a particular society in a particular zone for the sake of communication. We all communicate through the common verbal language for all kinds of communication. But what do the differently abled people such as the visually challenged or the speech and hearing impaired do? They do accept their reality and tackle life as a challenge. They are fully aware of the fact that the world is meant for survival and they too have a space for their own. Maybe, this is why, we call them differently abled achievers. In this lesson, we come across one real life Diwakar Sharma. He was born in 1992 in New Delhi. He was a student of Delhi Public School. He is an Indian singer who is one of the first visually- impaired child artists the national level today. He excels in his chosen field better than normal children. The Almighty is very much graceful and merciful towards him. Shall we know something more about him in the course of this lesson?

God has endowed everyone of us with five different sensory organs for better communication as given below. The differently abled who have been deprived of any one of these organs, try their level best to manage with the available sensory organs. Have a look at them along with their different perceptions.

SENSORY ORGANS



- Eyes - Vision**
Visual Perception
- Ears - Hearing / Listening**
Auditory Perception
- Mouth - Taste**
Gustatory Perception
- Nose - Smell**
Olfactory Perception
- Skin - Touch**
Tactile Perception

How do the differently abled students make use of their sensory organs?

Read on and discover how a group of Class VII students learnt a new language and a new way of looking at their lives!

Class VII was really excited. They were going to interact with the students of Class VII in Little Flower Convent for the Visually-challenged. They were going to spend the afternoon there.

They were going to read a book brought out by a group called Chetana that had Braille letters on one side and the English alphabet on the other. The story was a nice one. Both the groups of Class VII children had read it. After that, they were going to attend a music concert rendered by a young boy called Diwakar Sharma.

When they met, the Principal said, "Children, we all have things that we can do and things we can't. Today, you are going to share knowledge with each other. The children of this school will teach you Braille and you will read with them and describe the pictures. Then the children of this school will take you around their classrooms. After that, we will assemble in the auditorium for the music show. You may pair off now and read the book." The teachers helped to pair off the children of both schools. Every pair had a copy of the book to read. The children wondered, "What will it be like, to read the book by feeling?"

They started reading the book together. It was a great fun. For both kids in each pair, it was as if a new world was opening up – a world of new sensations and feelings. For instance, Reena from the visiting school learnt that her fingers could actually 'feel' and understand.

"Why do I use my eyes so much?" she asked herself. Kajol of the Little Flower School felt that she could actually 'feel' a picture. 'Why did I never ask my mother this before?' she wondered. She always imagined her mother's saree to be 'yellow'. Some days, when her mother was anxious, it would feel 'grey'. On other days, when she was busy, it would feel 'blue'. It had never occurred to her that she could use her 'sense' of colours to understand the things that she read with her fingers. I can actually 'read' a magazine with pictures", she thought. Deepak of the visiting school had another perception. "Do I ever see the shapes of the things I read?" he asked himself. "It is as if I don't actually see anything at all! I never pause!"

The children of the visiting school had a glimpse of a whole new language and with it, another view of the life they were leading. The letters were fascinating. They learnt to write them and asked their teacher if they could get a **stylus** and **Braille Board**, so that they could write to their new friends in Braille. "Why not," said their teacher. "We will buy some soon." Here is what they learnt.

stylus

- a pointed implement used for tracing letters

Braille Board

- a board used by visually challenged people for writing

THE BRAILLE ALPHABET

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B.C - Braille Code

O.C - Orthographic Code

Try to write your own message in Braille!

As they walked around the school with their new friends, they had another surprise. Rashmi discovered that her friend Geetha could actually warn her even about small bumps on the path. "There is a stone in this area that is slightly sharp", she said. "Walk carefully." Rashmi was astounded! Asif also discovered something. "He discovered that his friend James could actually hear sounds and 'read' them. For instance, a lady passed them and James said, "Ah, Susila Miss." "How do you know?" asked Asif. "Oh, her feet make a swishing sound when she walks. It is easy to find out who people are, from the way they walk!", said James. "I can always know which person in my family is in the same room with me." Asif remembered how his mother always seemed to 'creep' in and know when he wasn't studying. "How does he figure this out?" he thought.

It was time for the cultural show. The children were curious to know who Diwakar Sharma was.

The hall was packed. The Principal introduced Diwakar. She said, "Diwakar Sharma is a twelve year old singer. When he was one year old, Diwakar's visual impairment was confirmed. Alka Sharma, Diwakar's mother is a doctor. She gave up her practice to look after Diwakar.

His father, Sunil Sharma is an engineer. But their only aim in life is to give Diwakar a platform to showcase his singing talent. "**Recognizing his ability**, we have **dedicated** our lives to making his dream of becoming a singer come true", says his father.



recognizing - accepting
ability - talent

dedicated - devoted

It was in a televised Indian children's Interactive Reality Musical Game Show that Diwakar came into public gaze. He had the world **glued** to the show. His character, strength and **talent** were unmistakable. Director of the show, Gajendra Singh said of Diwakar, 'It is his positive attitude, remarkable **composure** and **confidence** that get him noticed. He proves to be an icon for children of his age.' Diwakar is articulate and **mature** far beyond his years. His sense of understanding of a **situation** or reacting to it comes from his **avid** interest in reading. Diwakar uses the **Jaws Software** for his studies and other interests. He is a good student at a regular school.

"I have read all the Harry Potter series and have enjoyed them all. I like reading children's classics and books on history. I take part in quiz contests and writing competitions. My knowledge and **versatility** in language comes from the fact that I read a lot", says Diwakar.

He has **performed** in the presence of A.P.J. Abdul Kalam, the President of India then, various foreign **dignitaries** and famous singers. Tushar, an alumnus of Diwakar's school, sums it all up, "Diwakar is a true **champion**, big at heart and attitude. Just watching him perform moves us all and certainly gives us hope."

He belongs to the rare breed of individuals who are gifted to inspire and lead. We have learnt through Diwakar that no matter how difficult the circumstances, there is always something positive, something to look forward to, something truly joyful and fulfilling. The human spirit that Diwakar **embodies** is what brings us together and makes us succeed.

Diwakar is determined not to get **deterred** by any challenge. He surges forward...on and on.

"Ladies and Gentlemen, our school is proud to present ...Diwakar Shama!"

Diwakar sang to thunderous applause.

deterred - discouraged

- | | |
|--------------------|---|
| glued | - stuck |
| talent | - a natural ability to do something well |
| composure | - calm manner |
| confidence | - firm trust |
| icon | - role-model |
| mature | - behaving in a sensible way like an adult |
| situation | - circumstances |
| avid | - keen |
| versatility | - range of skill |
| performed | - entertained an audience by playing a piece of music |
| dignitaries | - persons of high rank |
| champion | - person who defeated all his rivals |
| embodies | - represents |
| surges | - rises |
| alumnus | - ex-student |

Now technology has come as a boon to the Visually-impaired students and teachers. We have a separate computer lab here with JAWS Software. This software (Job Access With Speech) can convert any printed material into voice. Earlier students were using CDs, audio cassette tapes, audio books, scribes, and book-readers. There is now a separate department called the Directorate for the Differently-Abled to address their requirements.

LET US REMEMBER:

A. Have you tried evolving your own language? Try it!

B. 1. “He is proving to be an icon for the children of his age.”

- a. Who said these words? _____
- b. Whom do the underlined words refer to? _____
- c. Why do you think the person being referred to proves to be an icon for children of his age? _____

2. “Recognizing his ability, we have dedicated our lives to making his dream of becoming a singer come true.”

- a. Who said these words? Whom does the underlined word refer to?

- b. What ability of the person are we talking about?

- c. What sacrifice did the person's mother make to help him?

C. 1. Who is Diwakar Sharma? Which event has made him popular?

- 2. Why is Gajendra Singh full of praise for the young boy?

- 3. How has his interest in reading helped him?

- 4. What are Diwakar's other interests?

- 5. According to Tushar, what can we learn from Diwakar?

D. Match the words in column A with their meanings in column B.

| Column A | Column B |
|-----------------|---------------------------------|
| SPIRIT | to present somebody's abilities |
| ICON | an opportunity to make progress |
| PLATFORM | way of feeling or thinking |
| SOLE | a symbol role model |
| SUMS UP | one and only |
| SHOWCASE | summarizes |

READ AND UNDERSTAND

The White Cane

You could have seen some people walking along the road with a white cane in their hand.

This cane is of great help to the blind. It helps them to avoid obstacles while walking along the road or while moving around unfamiliar places.

However, travel would be a lot safer for the blind, if the driver of vehicles and others realize that the person with the white cane is blind.

A special effort is made to educate people on the importance of the white cane on October 15th. This day is observed as "White Cane Safety Day" all over the world every year.

1. Why do some people walk with a white cane?
2. How does the white cane help the blind person?
3. Why is "White Cane Safety Day" observed?
4. In what way can you spread the word about its importance?

REGULAR/IRREGULAR VERB FORMS

Verbs are words that show *action*. They indicate three different dimensions of time the present, past and future called tense. (e.g., sing, sang, will/shall sing)

Auxiliaries are otherwise known as *helping verbs*. These words are used with present /past participles to make a complete verb. (e.g., 'be'/'do'/'have' verbs)

Most action words show tense in a regular way and we state them under **Regular verbs**. (e.g., dance-danced; show – showed) Yet, there are certain verbs which change their spelling to show the past tense and the past participle. (e.g., ring/rang/rung; do/did/done) Such words are said to be **Irregular verbs**.

I. A. Observe the following irregular verbs:

| Present | Past | Past Participle | Present | Past | Past Participle |
|---------|-------|-----------------|---------|-------|-----------------|
| arise | arose | arisen | begin | began | begun |
| choose | chose | chosen | draw | drew | drawn |
| eat | ate | eaten | fall | fell | fallen |
| give | gave | given | hurt | hurt | hurt |
| know | knew | known | lie | lay | lain |
| meet | met | met | pay | paid | paid |
| ride | rode | ridden | spend | spent | spent |
| see | saw | seen | take | took | taken |

B. Fill in the appropriate irregular verbs:

| Present | Past | Past Participle | Present | Past | Past Participle |
|--------------|--------------|-----------------|---------------|----------------|-----------------|
| <i>write</i> | <i>wrote</i> | <i>written</i> | <i>teach</i> | <i>taught</i> | <i>taught</i> |
| <i>swim</i> | <i>swam</i> | <i>swum</i> | <i>bring</i> | <i>brought</i> | <i>brought</i> |
| <i>speak</i> | <i>spoke</i> | <i>spoken</i> | <i>swear</i> | <i>swore</i> | <i>sworn</i> |
| <i>Go</i> | <i>went</i> | <i>gone</i> | <i>grow</i> | <i>grew</i> | <i>grown</i> |
| <i>keep</i> | <i>kept</i> | <i>kept</i> | <i>run</i> | <i>ran</i> | <i>run</i> |
| <i>fly</i> | <i>flew</i> | <i>flown</i> | <i>freeze</i> | <i>froze</i> | <i>frozen</i> |
| <i>break</i> | <i>broke</i> | <i>broken</i> | <i>drive</i> | <i>drove</i> | <i>driven</i> |
| <i>bite</i> | <i>bit</i> | <i>bitten</i> | <i>blow</i> | <i>blew</i> | <i>blown</i> |

C. Strike out the incorrect verb form and write the correct form in the space provided:

- As Simon had thrown away the bill, he could not return the teared shirt.
_____.
- Sunil's dad hided his Christmas present. _____

3. Dolly had singed a wonderful duet with Polly and it had a special mention in the newspaper. _____
4. The bee stinged little Silas and he cried bitterly. _____
5. My new cotton salwar shrunked so much that I had to give it away to my niece. _____

D. Read the instructions carefully and write short sentences accordingly:

- i. Past tense of **catch** _____
- ii. Present tense of **bought** _____
- iii. Past participle of **stick** _____
- iv. Past tense of **build** _____
- v. Present tense of **leave** _____

E. Underline the correct word in the brackets:

- i. _____ Gracy (**wear/wore/worn**) her favourite frock yesterday.
- ii. Lalitha has _____ (**took/take/taken**) medical leave and is expected to join duty next Monday.
- iii. According to Roy, within a month, the bamboo plant had _____ (**grew/grow/grown**) five inches.
- iv. Before her demise, Cynthia's grandmother _____ (**gives/gave/given**) her golden wrist watch to her.
- v. Kiran and Karun _____ (**choose/chose/chosen**) a beautiful shade of green to be painted on their bed room wall.

F. Identify the errors and rewrite the sentences correctly :

- i. He has broke the doll.
- ii. The letter was wrote yesterday.
- iii. Have you saw the Taj Mahal?
- iv. The glass has being shattered.
- v. The police have catched the thief.
- vi. Mother cutted the vegetables for cooking.
- vii. The farmer has sowed the seeds.
- viii. He had accompany his family to the beach last Sunday.
- ix. The speech was broadcasted over the air.
- x. I have not meetted you before.

II. Debate on the topic:

Is it necessary to go to a stadium to watch a match? Don't you get the same satisfaction while watching it on T.V.?

Don't you get the same satisfaction while watching the same on T.V.?

III. Reading:

From a newspaper, read out any relevant topic to the class.

Let us scan:

(Include the meaning of Skimming and Scanning)

How we read English depends on exactly what we are reading for. For example, when looking through a telephone directory and trying to find a specific telephone number, we don't read in the same way as we read a novel.

It is always important to consider why you are reading. When reading for an examination or to find information quickly, we adopt two main skills - skimming and scanning.

Skimming: This means to look quickly over a section of text to get a general idea of the meaning.

For e.g., You pick up the newspaper, thumb through the first few pages, and gather the gist of the events happening around the world within 10 or 15 minutes.

This is **skimming**.

Scanning: This means to look quickly over the text looking for a specific purpose or meaning.

For e.g., You open the classified section of the newspaper, find the automobile section, and then mark a few cars within your price range. This is **scanning**.

Scan the passage of your choice and pick out the important facts and ideas and write them down in this box.

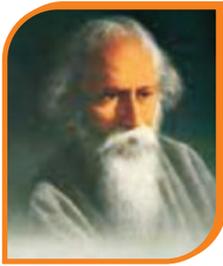
III. Reading: Imagine you are a tree. Describe a day in your life.



POEM

WHERE THE MIND IS WITHOUT FEAR

Rabindranath Tagore prays for a world without fear — one world held together by freedom. Tagore's poem overflows with a deep sense of patriotism and the power in every Indian to create that freedom which he should enjoy.



“Man is born free but is everywhere in chains.” - Jean Jacques Rousseau

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into **fragments**
By narrow **domestic** walls
Where words come out from the depth of truth
Where **tireless striving** stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the **dreary** desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

- Rabindranath Tagore

fragments - broken pieces
domestic - country's internal affairs
tireless - putting a lot of hard work and energy into something over a long period of time
striving - working hard
dreary - dull
awake - wake up

We should remember Tagore and recall his contribution made towards the English language. A Bengali poet, artist, novelist and educator, he won the Nobel Prize for Literature in 1913 which was followed by a series of titles and awards during his career.

In this poem, the poet dreams of an ideal world where everyone is truly free and liberated from all kinds of fetters.

Pick out the lines that mean the following and write below.

1. fearlessness and dignity _____
2. freedom of information _____
3. equality and harmony _____
4. truthfulness _____
5. striving for excellence _____

LET US UNDERSTAND :

1. What is the poem about?

2. What do you understand by the phrase, '*dead habit*'?

3. What according to the poet will lead us to perfection?

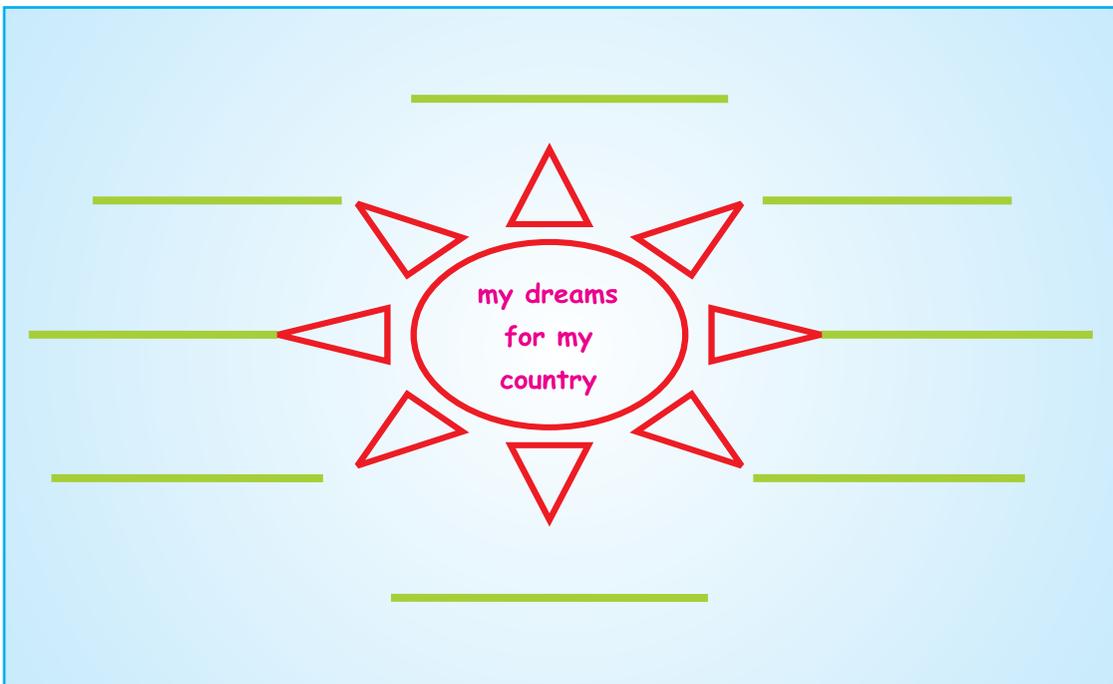
4. What does the poet mean by 'ever-widening thought and action'?

5. When will our country be considered a heaven?

6. Do you like this poem? State reasons.

7. Recite the poem "Where the Mind is Without Fear" in groups or individually with correct intonation and stress.

What are your wishes for your country?



Now write down what each of these dreams demands of you.

| No. | My Dream | My Responsibility | No. | My Dream | My Responsibility |
|-----|----------|-------------------|-----|----------|-------------------|
| 1. | | | 5. | | |
| 2. | | | 6. | | |
| 3. | | | 7. | | |
| 4. | | | 8. | | |

YAANAI MALAI

From THE MULTIPLE FACETS OF MY MADURAI

By Manohar Devadoss

Sometimes, landscapes can speak to us. But they only talk if we are willing to listen to them.

Manohar Devadoss loves his hometown Madurai. A scientist by profession, the writer has produced some exquisite pen sketches of Madurai and its surroundings. One of his sketches of Yaanai Malai has been reproduced here for you. But what makes him extraordinary is not his versatility. It is his indomitable spirit.

For more than thirty years, Manohar Devadoss has had Retinitis Pigmentosa, an eye disorder that slowly but surely reduces vision. His wife Mahema, an immensely courageous person in her own right, was paralyzed below the shoulders following a road accident 36 years ago. The love that they could bring to each other in the face of great tragedy has been a source of inspiration to all who have known them. Read and discover it!

The city of Madurai has been in existence for at least 2400 years. Throughout its history the city has **nurtured** Tamil literature. Over the centuries, Madurai has become famous for its temple **complex**. Rich in tradition, this ancient temple town has acquired its very own mythologies, evolving its own customs and festivals.

nurture- rear, raise

complex- constructed buildings

A dominant landmark of the north-eastern outskirts of Madurai is Yaanai Malai, a solid rocky hill. When seen or approached from Madurai, this hill has a rather striking resemblance to a seated elephant - hence the name Yaanai Malai (Elephant Hill). Dotted with starkly beautiful palmyra trees, this part of rural Madurai has had a character all its own.

The paddy fields here were nourished by monsoon rains, **supplemented by** water from large wells called Yettrams, which have all but vanished from the rural scene today. Yettrams were extensively used during my boyhood to draw water from these large, square, irrigation wells. A yettram well had long casuarina poles tied

together with a rope, a large bucket made of leather at one end and a **counterpoise** at the other, enabling a man to single-handedly draw large volumes of water.

On a cool moon in October, in the early 1950s, a school friend and I, on an **impulse**, decided to take a **cross-country trek** to Yaanai Malai, climb up the hill and stand on its head to look at Madurai and the surrounding country. At one stage the hill seemed close enough but as we walked on it seemed to move further away. Suddenly an **idyllic** rural scene presented itself. We saw watery fields being ploughed. There was a large, square yettram well from which a **wiry** old man was drawing water. Yaanai Malai was an imposing and silent backdrop.

| | |
|---------------------------|------------------------------|
| supplemented by | - added to |
| counterpoise | - balancing weight |
| impulse | - sudden idea |
| cross-country trek | - walking across the country |
| idyllic | - peaceful |
| wiry | - thin but strong |

Monsoon clouds began to gather, darkening the upper sky and softening the light falling on the **austere** scene. The landscape was **placid** but the sky was in **turmoil**. And yet, there was perfect harmony between land and sky. The sky became darker and light played games on the hill. A large drop of water hit my head. Almost immediately, a heavy downpour tore open the sky and the hill instantly disappeared behind curtains of water. As we walked back to Madurai thoroughly drenched, my friend complained with chattering teeth that the rain had ruined our plan.

| | |
|-------------------|----------------------|
| austere | - simple and refined |
| placid | - quiet |
| turmoil | - stormy |
| enveloping | - surrounding |
| obliterate | - erase, eradicate |

I thought that what we had witnessed moments earlier was a rare visual gift and that we could always climb Yaanai Malai some other day. But my destiny decreed that, in this life, I was unable to climb up this hill to enjoy viewing Madurai and its **enveloping** beauty. However, many years later - in October 1986 – I was to capture in ink on paper, the magic of the moment, of that distant afternoon, before lashing rains **obliterated** the serene landscape.

premium to rationalism- giving value to reason

During my adolescence, Yaanai Malai inspired in me a sense of mystique. Though I gave a **premium to rationalism** then, I had difficulty thinking of Yaanai Malai as a non-living, huge chunk of stone.

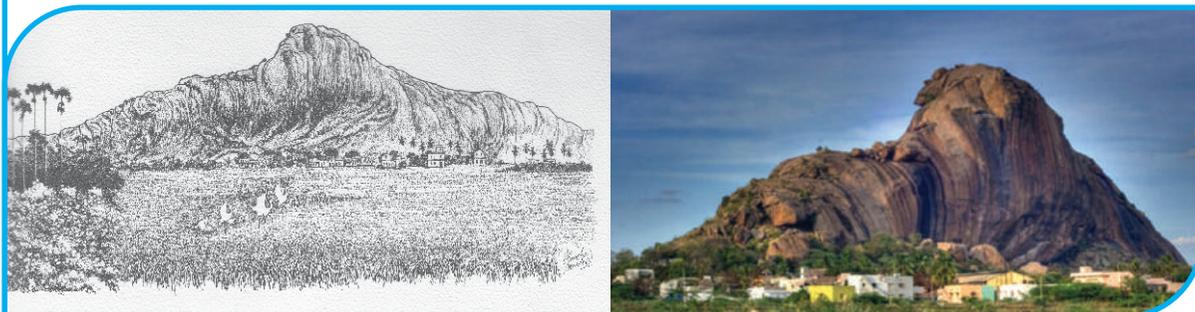
To me the hill seemed like a silent witness to all that was happening in Madurai, through its history. To this day, I dream of this hill in ways that relate to visual pleasure. In 2001, at a time when my vision - due to an incurable visual **syndrome**, Retinitis pigmentosa – had declined to a level when I was hardly able to see any details of a distant landscape, I dreamt that my wife, Mahema – who became paralysed below her shoulders, following a road accident in 1972 – was in her wheelchair and that I stood by her side on top of Yaanai Malai. In this vivid dream, I showed her some of the important landmarks of Madurai, the tower of the large Vandiyoor temple tank, the cupolas of the historic palace called the mahal, the great gateway towers of the temple and many hills far and near. I told Mahema in my dream that had Thirumalai Nayak the ruler who had built the mahal three-and-a-half centuries earlier, climbed up the hill then, he would have had a view not vastly different from the one we were looking at.

syndrome- disease

monolith - stone structure
abruptly - suddenly

The **monolith**, Yaanai Malai looks like an elephant only when it is viewed from the southwest. Happily, Madurai sits to the southwest of Yaanai Malai. What appears from Madurai to have a pyramidal shape is in actuality a very elongated hill. The Melur road from Madurai runs many miles parallel to the southeastern slope of the hill. When viewed from here, the hill has a different yet dominant appeal, as one can see from this drawing of the hill that I completed in June 2002 and have pleasure in presenting below. The broad band of paddy fields ends not far from the hill and then the monolith rises **abruptly** and steeply like a mighty fortress. The pale brown hue of the hill is enriched by **discrete** downward streaks of rust-red stains.

discrete- separate



During the cool winter months, before the **emerald** of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white **egrets** alight here to feast upon the tiny, silvery fish that stray into the shallow waters of the fields.

egret - water bird
emerald - green colour

The egrets slow, **flapping** take-off and the gentle swoop of soft-landing-as they hop from one part of the field to another – are as graceful as the movements of **ballerinas**.

flapping - moving up and down
ballerina - western classical dancer



Egret

The borders of the paddy fields are often lined with rows of palmyra trees. Small bushes grow wild at the foot of the trees. During the winter season, these plants burst into thousands of yellow flames of flowers.

1. In which direction from Madurai is Yaanaimalai situated?

2. Why is the hill called Yaanaimalai?

LET US REMEMBER :

- The other name for Yaanai Malai is _____
a) Yalli Hill b) Elephant Hill c) Tiger Hill d) Elephant cave
- A *yettram* is made up of _____
a) long casuarina poles b) a rope c) a large bucket d) all these three
- The author dreamt of visiting with his wife _____
a) Elephant Hills b) Nilgiri Hills c) Yercaud Hills d) Anamalai Hills
- The author was affected by _____
a) paralysis b) influenza c) pneumonia d) retinitis pigmentosa

WRITE AND SEE:

Write a paragraph of ten lines about any place that is precious and valuable to you. Plan it well!

OBSERVE AND LEARN: WORK IN PAIRS / SMALL GROUP

Read aloud the last two paragraphs of the passage.

During the cool winter months, before the emerald of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white **egrets** alight here to feast upon the tiny, silvery fish that stray into the shallow waters of the fields. The egrets slow,

flapping take-off and the gentle swoop of soft-landing-as they hop from one part of the field to another – are as graceful as the movements of **ballerinas**.

⇒ Have you ever tried word-pictures of this kind?

⇒ Notice the language used. What makes it beautiful? Give your views.

⇒ How does the writer describe the colour of the paddy fields?

⇒ They are emerald [green] in colour – he compares this green to a precious stone .

⇒ They change into 'a wealth of gold' – bright yellow – and are as precious to him as gold.

⇒ How does the writer describe the colour and movement of the egrets? Fill in.

FUNCTIONAL ENRICHMENT ACTIVITY :

Find out the various types of irrigation facilities used in Tamilnadu, analyze which of them is the most eco - friendly and efficient.

Here is a suggested frame.

| Conditions | Eri | Bore/Well/ Deep tube well | Yettram | River | Drip Irrigation | Rainfed |
|--------------------------|-----|---------------------------------|---------|-------|--------------------|---------|
| Availability of Water | | | | | | |
| Time available | | | | | | |
| Nature of use | | | | | | |

POST READING - READ AND BE INSPIRED !

THE NIGHT IS THE BEGINNING OF A NEW DAY

I had normal vision while I was doing II year M.B.B.S. at the prestigious CMC, Vellore. One day, just before class, I felt some irritation in my eyes and wiped it off. After some time on that fatal day, I felt I was gradually losing my vision. I tried my level best to look at the Professor. I felt as if I was seeing her through dusty glass. While my eyes were wandering in search of the right vision, the Professor yelled at me asking “Siva, are you dreaming in the class?”

I approached all the renowned eye specialists but to my disappointment, they told me that nothing could be done to restore the vision as it was a case of 'Retinitis Pigmentosa'.

I could not continue my medical studies but my passion to pursue my studies grew so much. A friend of mine suggested meeting one Prof. M.Sahadevan, President of National Association for the Blind and also worked as Professor of English at the prestigious Presidency College, Chennai. He instilled confidence in me by telling that sixty two visually challenged students were already studying there and like him, seven professors were working in the language departments. Yes! I felt the Almighty has shut only one door but opened many. Today I am glad to say that I work as Asst. Professor of English at my alma mater, The Presidency, and offer coaching for the students who appear for NET and SLET tests. Recently , I was awarded Ph.D degree for my doctoral thesis on the topic "**Meta-Theatre in Girish Karnad's plays**".

