

EQUIVALENCY TEXTBOOK

STANDARD VII

ENGLISH



Government of Kerala
Department of General Education

Prepared by



Kerala State Literacy Mission Authority (KSLMA)

2020

National Anthem

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

Pledge

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

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Perface

The Standard VII English coursebook of the Equivalency Programme has been specifically created for those who come back to complete their schooling after a break. We know that you are no longer young persons, sitting in a seventh year school classroom. You may be in different stages of adulthood, with much wider experience, and facing the day to day challenges of life. Some of you have come back to your studies after long years, even after retirement! We wish to welcome you to the wonderful world of learning English.

We know that you have higher levels of understanding and wider experiential knowledge than the regular school going students. This has made us choose texts and activities that suit your level of knowledge and experience. You already know some English, and you can learn more at any time. There is a belief that English is difficult to learn, particularly after reaching adulthood. This is not true. It is never too late. We have made it easy for you to learn the language, and you can use this book to learn English even without a teacher. But, of course you will have teachers to help you, but the responsibility of learning is totally on you.

We have included short texts of different kinds in each lesson, followed by activities for learning new words, to learn grammar and to use English for day to day needs. The activities are from familiar contexts, and you can do them individually or with classmates. The reading texts include stories, poems and extracts from newspapers, blogs and online articles. These are built around topics related to the social and cultural life in our country. Each unit ends with a revision test. Do not feel bad if you make mistakes. We can learn a language only through making mistakes and then correcting them.

We wish you all success in your studies, career and life. Remember to go beyond this English coursebook, read simple books in English, listen to English videos and audio, keep a diary in English and write something every day, and more importantly, practice speaking in English with friends.

Dr. P S Sreekala

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EQUIVALENCY TEXTBOOK **STANDARD VII**

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CONSTITUTION OF INDIA

Part IV A

Fundamental Duties of Citizens

Article 51 A

Fundamental Duties: It shall be the duty of every citizen of India.

- (a) to abide by the Constitution and respect its ideals and Institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic, regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements.
- (k) who is a parent or guardian to provide opportunities for education to his child or as the cause may be, ward between age of six and fourteen years.

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Unit 1

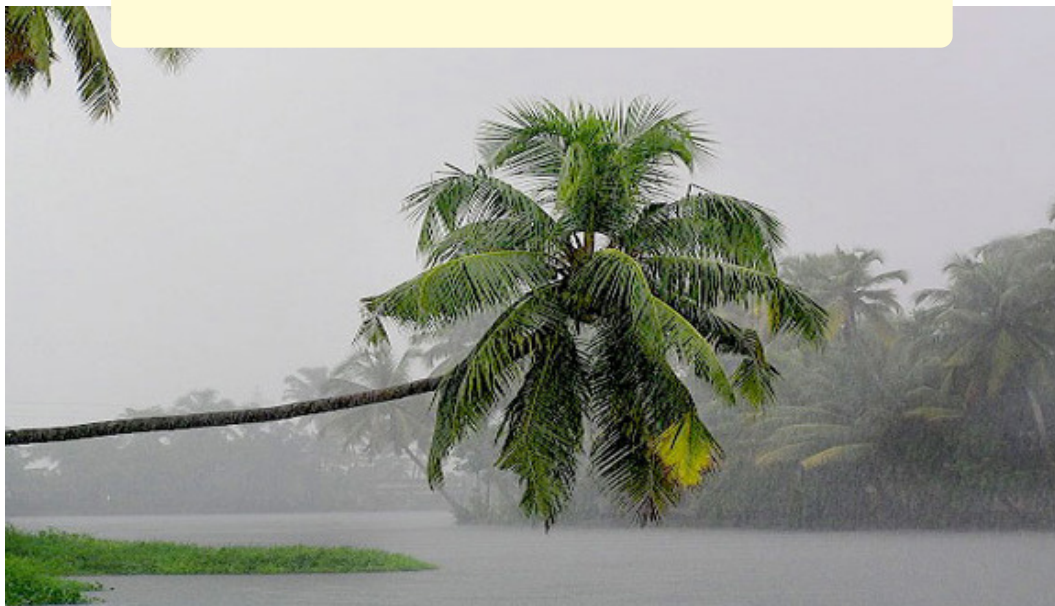
POURING RAIN

Let's begin

1. **Look** at the picture, and answer the questions.

Kerala is called 'God's own country'. Why is it so?

What do you like about our rainy seasons?



2. **Write** two sentences about a rainy afternoon in your hometown and share it with your friend.

Language in Use 1

Before You Read

Look at the words in **bold** in the paragraphs. Discuss with your partner and make a list of words that you do not know. Now check the meaning in the 'Words Explained' part.

Rainy Days in Kerala



Kerala has mainly two rainy seasons. The first monsoon comes in the month of *Idavom* and it is called *Idavapathy*. The rains that visit us in the month of *Thulam* is called *Thulavarsham*. The rainy season or *mazhakalam* has many lovely scenes. The beauty of monsoon has always attracted poets, writers, painters and musicians. Kerala is very beautiful during the monsoon, touched by the soft wet fingers of the rain. The hills and valleys turn into a hundred shades of green. The air is clean and fresh on our faces, and everyone looks happy. The sound of the rain on the trees and the roofs **calms** the mind. The music of water flowing through the little **brooks** sounds like little prayer songs.

The monsoon in Kerala is often **continuous** rains over days and weeks. Sometimes there is rain for a few hours followed by soft sunshine on the wet green leaves. This has led to a new tour programme called 'rain tourism'. The tourists are taken around through green landscapes where they get totally wet in the rain. They have the experience of being very close to the rain and the earth. Many people from other countries visit Kerala to experience the monsoons.

Monsoon is the **lifeblood** of agriculture. Monsoon rains refill the rivers, ponds and lakes, allowing better irrigation for our fields and providing more electricity for our homes. When there is a good monsoon our farmers grow fresh vegetables and grains. Sometimes, heavy rains create floods and landslides which bring heavy losses. We should be very careful in managing our forests, fields and rivers to face such events. We may also have less rain for some years. It is important to **conserve** rainwater during monsoon.

Words Explained

to calm	:	to comfort
brook	:	a stream
continuous	:	without stopping
lifeblood	:	something very important
conserve	:	protect, use carefully

After You Read

1. **Choose** suitable words from the box and complete the sentences below.

continuous, refill, wet, break, rains

- I could not go to school today because of _____ rains.
- When it _____ the trees bow their heads.
- Priya played in the rain and got totally _____
- After heavy rains for three days we now have a _____
- Rain water will _____ our wells.

2. Below are a few sentences related to the passage 'Rainy Days in Kerala'. Working with your partner, read the passage carefully and fill in the following blanks.

1. _____ is very beautiful during the Monsoon season.
2. The land turns to different shades of _____.
3. The tour operators have developed a new package called _____.
4. Many tourists visit Kerala to experience _____.
5. _____ is the life blood of agriculture.

3. Answer the following questions in one or two sentences.

- a. Which are the two rainy seasons in Kerala?
- b. The best time to experience nature in Kerala is during the monsoon. Why?
- c. What is said about the sound of rain?
- d. Why do tourists come during the monsoon?
- e. How do monsoons help the farmers ?
- f. What causes landslides and floods?
- g. What can we do to control landslides and floods?

4. Here is a poem on nature. Complete the last two lines using the words given.

[heart, joy, cheerful, with]

A beautiful day

With pleasant breeze

Keeps me happy

Makes me _____

Fills my _____



5. Kerala receives more rainfall every year than many other states in India. Yet we experience water shortage during summer. How can you save water in your home?

Put a tick mark against the sentences that help save water. In the space provided write your own suggestions as well.

1. Turn off taps after use.
2. Turn off the lights when not in use.
3. Fix the leaking taps.
4. Protect trees and plant more.
5. Wash vegetables before using them.
6. Make rainwater pits.
7. _____
8. _____

Speak up

Find out from the Internet different ways by which people conserve water and discuss how they can be practised in your neighbourhood.

Practise Grammar

1. Constructing dialogues

Your sister always leaves the tap open while brushing her teeth.

- You** : Pooja, will you please close the tap?
- Pooja** : I haven't finished brushing.
- You** : You can open it again when you need it. Remember not to waste water. It is precious.
- Pooja** : But it is only for a minute.
- You** : Every drop counts. So you must close the tap immediately dear.

Fill the blanks in the following dialogues. You may use the words given to complete the dialogue. Do the last two on your own.

i. Your sister waters plants even during the rainy season.

Sister : I'm going to water the _____

You : Why?

Sister : I forgot to water them yesterday.

You : But this is the _____ season. Plants have enough water.

We must _____ water.

conserve, rainy,
plants, swim

ii. Your brother takes an hour to finish his bath.

You : Hari, are you still bathing?

started, hour,
waste, minutes

Hari : Yes, chetta. I just _____.

You : It is already an _____! Please do not _____ water.

Hari : Okay chetta. I will take only a few more _____.

iii. Your neighbour throws waste into the river

You : _____

Neighbour : _____

You : _____

Neighbour : _____

iv. Your friend does not close the tap well after washing hands.

You : _____

Friend : _____

You : _____

Friend : _____

2. Words that tell us 'why'.

Look at the sentences below.

1. The train was late *because of* work on the tracks.
2. Renu bought some biscuits *because* she was hungry.
3. The schools were closed *owing to* heavy rains.
4. The increase in heat is *due to* cutting of trees.

i. Did you notice the words in *italics*. Write them down:

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

These are words that tell us '**why**', or give an explanation. Look at the sentences again and see how this is so.

ii. In the table below we have some events in column A and their causes in column B. First, match the events to their causes, and then fill the blanks in the sentences 2 to 5 using 'because', 'owing to' or 'due to'. One has been done for you.

A	B
unusual rains	forgot umbrella
rivers are polluted	pesticides in the fields
crop damage	carelessly throw waste
birds died	climate change
got wet	strong winds

1. The unusual rains are due to climate change.
2. The rivers are polluted because people _____ into them.
3. There is crop damage _____ to strong winds.
4. The birds died _____ to _____.
5. I _____ forgot the umbrella.

iii. Now write three more sentences using *because*, *owing to*, *due to* about incidents from your own life.

- 1.
- 2.
- 3.

3. Naming words or nouns

Look at these sentences:

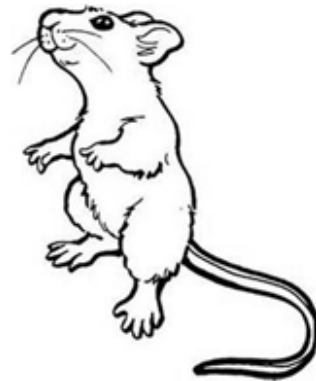
Buddha left his **home** and went in search of **truth**. It was a cold **night**, and Buddha was sad to leave his **wife** and **son**. The **guards** were asleep, and **dogs** were in another **part** of the **palace**.

The words in bold are all names. We call them **nouns**. Look at them again and understand how they are naming words.

i. Here is a passage from *Bhoomiyude Avakashikal*, a story by the Malayalam novelist Vaikom Muhammed Basheer. Underline ten naming words while you read.

Trouble with Intruders

Basheer bought some land with a house in it and started living in it comfortably with his family. But his comfort did not last long. One day, he found that some others had got into his compound without his permission. They had started living there too. Who were those **intruders** who entered his compound? Birds and butterflies, and then a snake. What was to be done? His wife asked him to kill the snake or at least drive it away. But Basheer did not agree with his wife. Where shall snakes live if human beings drive them away from their compounds? People have divided the earth into small pieces, and they live there. But his wife was not happy. She complained that some intruders had entered their house too. Who had got into their house without permission? Ants, white ants, cockroaches, lizards, bugs, spiders, moths and hundreds of other insects. Within no time, their compound was full of mice which did great harm to their coconut trees. Centipedes and scorpions disturbed their sleep at night, while bats and mice ate up the fruits on the trees. Still, Basheer would not kill them, or even drive them away. He told himself, "let them live. This earth is theirs as well. Like human beings, they also belong to the earth. Let's share the earth with thousands of other creatures."



ii. **Answer** these questions

- Which naming word means 'a person who gets in without permission'?
- Write an example each for the names of:
 - an insect _____
 - an object _____
 - an animal _____
- Can you change the naming word 'permission' into an action word, and fill the blanks: *Father did not _____ me to go on a tour.*
- Naming words are also called _____.

The nouns *earth, insect, coconut, creature* etc, are **names of things we can see**.

Words like *permission, truth, honesty* etc are **names of things we cannot see or feel**.

iii. Write the nouns in the brackets in the correct box.

(*sadness, cobra, Pattambi, bunch, fear, man, tree, soap, bravery, mango, hope, bread, kindness*)

Nouns we can see (people, place or things)	Nouns we cannot see (ideas, feelings, qualities)

4. Words we use instead of nouns.

Look at the words in bold in the following sentences.

Basheer said, “**I** cannot agree with Fabi. **She** asks **me** to kill the snakes.
But **they** belong to the earth too!”

The words ‘**I**’ and ‘**me**’ are used instead of Basheer. ‘**She**’ is used instead of Fabi, and **they** is used instead of snakes.

Words like, **I, me, you, he** and **she** are used instead of nouns. They are called **pronouns**.

Pronouns are used in the place of nouns. They help us to avoid repeating the nouns. More examples of pronouns are **her, him, it, we, us, they** and **them**.

a. In these sentences, circle the pronouns.

1. He saw me!
2. You make me so happy! I love you!
3. What are they saying?
4. This is so beautiful. You are going to love it. He loved it too.
5. Tom has a new dog. He has named it Dingu and he lets it sleep by his bed.

b. Fill in the blanks with pronouns.

1. Gita, did forget something?
2. Are coming to the park with ?
3. went to the party.
4. is my little sister.
5. can't hear clearly from here.

5. Now read the following passage.

Jose is a famous singer. **Jose** won the Grammy Award recently. **Jose** also writes lyrics for the songs **Jose** sings. **Jose's** fans recently gave **Jose** a warm welcome at Paris. There is a picture of **Jose** in my friend's room. We always wait for **Jose's** new albums.

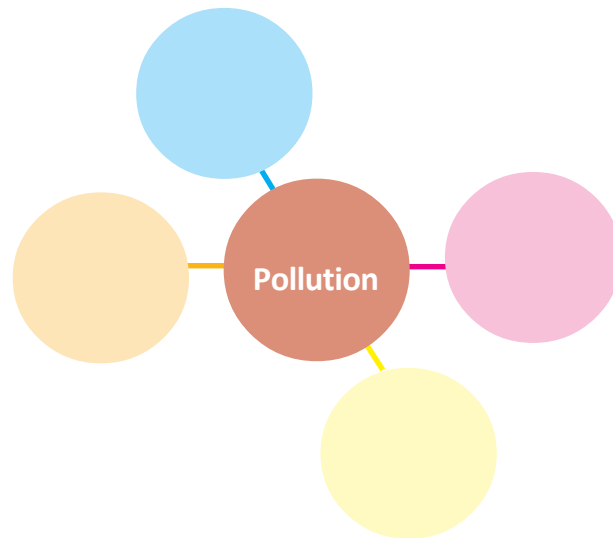
The name Jose is repeatedly used. Rewrite the passage replacing the repeated name with suitable pronouns.

Language in Use 2

Before You Read

1. From the box, find out three words that are related to pollution and fill in the bubbles. If there are words you do not know, find the meaning from a dictionary.

plastic cups, sugar, sewage, bottles, school, garbage, home, syringes



Write three sentences on why you chose the three words.

- a.
- b.
- c.

2. Look through the poem in the next page once. Pick out the words in bold and classify them into the columns of the table.

I know the word	I'm not sure	I don't know

Check the meanings of the words you wrote in the second and third column in the 'words explained' list given after the poem.

Dreamer

I dreamt I was an **ocean**
and no one **polluted** me.

I dreamt I was a **whale**
and no hunters **chased** after me.

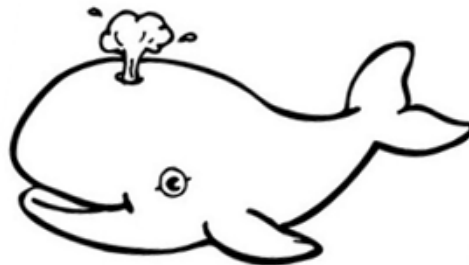
I dreamt I was the air
and nothing **blackened** me.

I dreamt I was a stream
and nobody **poisoned** me.

I dreamt I was an elephant
and nobody stole my **ivory**.

I dreamt I was a **rainforest**
and no one cut down my trees.

I dreamt I painted a smile
on the face of the earth
for all to see.



Brian Moses

Words Explained

chase	: to follow someone for doing harm (<i>The tiger chased the deer</i>)
blackened	: to make something black (here - 'fill with smoke')
poisoned	: to give poison (here – 'to put waste into the stream')
ivory	: the tusks
ocean	: sea
pollute	: to make unclean
Whale	: a very large sea mammal
rainforest	: forests which have high rainfall.

After You Read

1. **After** reading the poem, answer the following questions.

1. Who is the dreamer?
2. What is the dream about?
3. Fill in the blanks with words from the poem.
 - a) No one _____ the oceans.
 - b) Hunters did not _____ the whale.
 - c) No one _____ the elephant's tusks.
 - d) I _____ a smile on earth's face,
4. What is the poet in his dream when no one cuts his trees?
5. Are there any ponds, rivers or lakes near your home? Are they polluted?
6. Can you think of two ways in which human beings pollute rivers and lakes?
 - a. _____
 - b. _____

2. **Here** is a stanza from the poem 'Dreamer'. Note the words in bold.

I dreamt I was an ocean
and no one **polluted** me.

I dreamt I was a whale
and no hunters **chased** after me.

I dreamt I was the air
and nothing **blackened** me.

The words in bold are **action words** or **verbs**.

Look at the sentences below.

Amma, can I **get** you a new book from the library?

We **filled** the pond with old bottles and broken vessels.

Basheer **sang** a song about the music of rain.

The words in bold talk about different actions. Did you notice?

Fill the blanks with action words. You can use the same ones as in the Basheer story.

Basheer _____ some land with a house in it and _____ living in it comfortably with his family. But his comfort did not _____ long. One day, he _____ that some others had _____ into his compound without his permission. And they had _____ living there too.

Practise Grammar

1. We saw that verbs are action words. Verbs take different forms to indicate the time of action. Take a look at the words.

1. I *brush* my teeth every day. (present time)
2. I *brushed* my teeth yesterday too. (it happened in the past)
3. I *will brush* my teeth tomorrow. (it will happen in future)

Did you notice the way ‘brush’ is used in each sentence.

i. **Now** fill in the blanks choosing the correct option given in brackets.

1. I ____ to school everyday.(go/went)
2. Veena ____ bath regularly.(took/takes)
3. Hari ____ tomorrow. (will write/ wrote)
4. She ____ her homework. (finish/finished)

Here is another set of sentences.

1. He *is* my friend.
2. They *are* my friends.
3. Ramu *loves* mangoes.
4. I *love* mangoes.
5. I *was* sick yesterday
6. Ram and Shyam *were* students. Now they *are* working.

The words in italics are **verbs**. The verbs *is/are, was/were* are used according to the number of people and also the time of action.

ii. **Fill** in the following using **is/are**.

1. Ramu and Shyam ____ friends.
2. The teacher ____ angry with the student.
3. The fruits from this shop ____ always fresh.
4. There ____ so many dosas in your plate.

iii. **Use** the verbs given in brackets to complete the following sentences.

- a. The earth ____ around the sun.(revolve/revolves)
- b. He ____ up at five o'clock in the morning.(wake/woke)
- c. Hari ____ sweets.(eat/eats)
- d. This ____ my favourite book. (is/are)
- e. I ____ you yesterday. (see/saw)



Language in Use 3

Before You Read

1. How do you greet your friends when you meet them?
 - a) I say, 'Good morning' to them.
 - b) I say, *Namaskaram* to my friends.
 - c) I just say a 'Hi/Hello' to them.

Did you know?

There are different ways in which people greet each other. Some people shake hands when they meet for the first time. They would hug people close to them.

The Japanese and the Koreans would bow and then shake hands. Friends and family often hug or kiss on the cheek when they see each other. In India we say *namaskaram* and then introduce ourselves. We also shake hands, bow or hug sometimes!

2. Read the conversation below.

Indu: Hello, I'm Indu.

Hari: Hi! My name is Hari Kumar. You can call me Hari.

Indu: Nice to meet you, Hari.

Hari: Nice to meet you too, Indu.

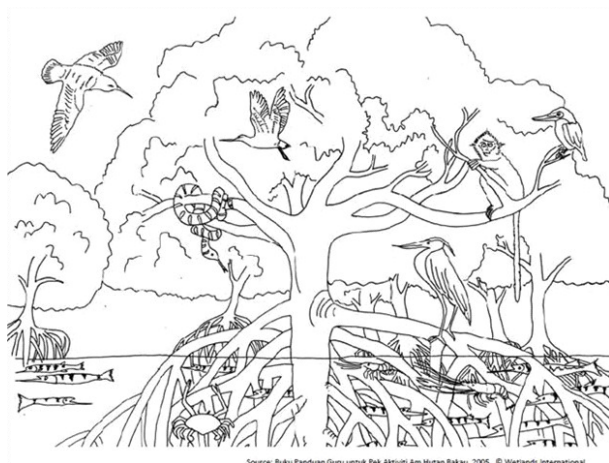
You just read how Indu and Hari introduced themselves to each other.

3. Match the questions in column A with the responses in column B. Then practise with a partner.

A	B
1. Hello, may I know your name?	a. My name is Kumar
2. How do you spell your name?	b. Yes, can you lend me a pen?
3. Can I help you in any way?	c. K-U-M-A-R

Read short profiles of two people who worked hard to protect our environment.

- 1. Kallen Pokkudan** lived for the mangroves. Mangrove forests or *kandal kadukal* grow near rivers and lakes. These interesting trees stand above the water on special long roots. Mangroves prevent soil erosion and flooding. Thousands of birds and small animals live among their branches, leaves and roots. Pokkudan was born into a poor family at Ezhom in Kannur, and he stopped going to school after his second standard. He spent much of his time outdoors, near the river and the mangroves. When he grew up he found that these



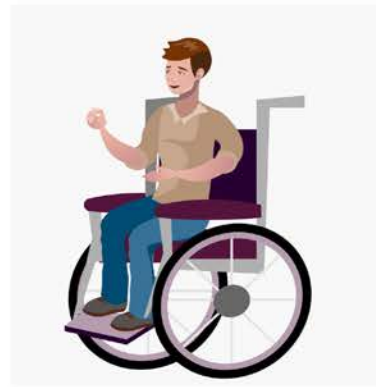
Source: Buku Panduan Guru untuk Pelik Aktiviti Am Hutan Bakau, 2005 © Wetlands International

Unit 2

BREAKING THE SILENCE

Let's begin

1. **Look** at the picture given below



Write three sentences describing the people in the pictures above.

1.
2.
3.

Did you use words related to *blindness*, *old age* and *handicap*? Or have you used some positive words to describe them?

2. Now write three more sentences with only positive words. Some examples are given in the box below.

calm, happy, cheerful, confident, gentle

1.

2.

3.

Language in Use 1

Before You Read

Do you think disease and difficulties in life can defeat us? Do you know anyone who has overcome difficulties in life and risen to success?

Shall we read about two such people?

A) Stephen Hawking



Stephen Hawking was born exactly 300 years after the death of Galileo. He was a British scientist who studied **black**

holes in the universe. Black holes are areas in **space** with very strong **gravity**. Their gravity pulls everything towards them and even light cannot get out. Because no light can get out, people cannot see black holes. They are invisible. Special telescopes can help us find black holes. Hawking made many important findings about black holes. He found that black holes produced some kind of radiation. This came to be known as Hawking Radiation.

While he was doing his PhD in Cambridge, Hawking got a severe disease of the nerves. The doctors thought he would not live for long. But Hawking had a strong **will**. He was determined not to give up. Soon he got his PhD, and made many important discoveries about the universe.

Hawking also enjoyed writing books. In 1988 he published *A Brief History in Time*. This book presented difficult subjects such as black holes in simple language. It became very popular, sold crores of copies and people still read it all over the world.

Hawking's health continued to get worse. He began to use a special wheelchair. He could not speak or walk,

but he kept writing and learning. He also began to use a special computer to talk for him. Stephen Hawking died peacefully in March 2018 at the age of 76. Hawking **dreamed big**. He proved that nothing can stop us if our will is strong. He is one of the most brilliant scientists the world has ever seen. Hawking's life is indeed a great motivation for all of us.

Words explained

- black holes** : strange places in space with high gravity
- space** : unending area containing all stars and planets
- gravity** : the force that attracts every thing towards the earth.
- will** : determination
- dream big** : have big dreams

After You Read

1. Answer these questions

1. Who was Stephen Hawking?
2. What was Stephen Hawking's disability?
3. How did he overcome loss of speech?
4. Discuss why Stephen Hawking will be remembered in history.
5. Who is the astronomer of olden days mentioned in this story?

2. Fill the blanks with words from the brackets given below.

Black holes are areas with strong _____. We can find them only with the help of _____ telescopes. This is because black holes are _____. Black holes do not allow light to _____ its gravity.

(special, gravity, invisible, escape)



B) Lizzie Velasquez



Lizzie Velasquez was born with a **rare** disease which made her look very lean and unpleasant. She is also blind in the right eye. Other children thought she was very ugly and they **insulted** and **bullied** her. Her parents supported her, telling her she was their beautiful girl. Lizzie got strength to face the insults and bullying. As she grew up she made many friends who liked her. She realized she had to be positive. She

decided to be brave and face life bravely. She learned to be kind and helpful to others.

Lizzie became famous for her **optimism**, and is today a **motivational** speaker. She spoke against bullying in a YouTube video, which was watched by eleven crore people by August 2018. She wrote her autobiography titled *Lizzie Beautiful* in 2010 with the help of her mother. Lizzie also wrote two books for teenagers, which share personal stories and offer advice. One of her books is on the importance of being kind. Her life teaches that the value of a person is not in the appearance. We are remembered for the things we do in our lives, the things that made life better for others. Lizzie's message to the world is that we should be kind to others. People may look different from us. They may talk other languages or worship different gods. But all human beings like to be loved and respected. When we learn that, the world will be a better place.

Words explained

rare	: not common (the diseases of Hawking and Lizzie were very rare ones)
unpleasant	: not nice to see, ugly
insulted	: treated badly
bullied	: treat cruelly
optimism	: having hope about the future
motivational	: giving motivation



After You Read

1. Answer these questions

1. Why was Lizzie insulted and bullied?
2. Name the autobiography that Lizzie wrote.
3. What is special about her You Tube Video?
4. What is Lizzie's second book about?
5. Do you think Lizzie is beautiful? Give reasons for your answer.

2. Fill up the blanks with words from the brackets given below.

1. The little boy suffered from a _____ disease of the heart.
2. Most of his friends _____ him.
3. The girls _____ the little boy who could not walk.
4. The little boy was _____.
5. He was confident, and did not allow anyone to _____ him.
(brave, bullied, insult, supported, rare)

Speak up

Pair up and share three things you learned from the lives of these people.

(Hints: optimism – hard work – positive attitude – determination – curiosity – inspiration)

Practise Grammar

1. Read the following sentences. Try to connect the two sentences using 'who' in the first sentence and 'which' in the second sentence.

- a) Stephen Hawking was a scientist. He overcame the difficulties in his life.
- b) Sewa is an organization. It helps people with difficulties.

Here are the sentences done for you:

- a) Stephen Hawking was a scientist **who** overcame the difficulties in his life.
- c) Sewa is an organization **which** helps people with difficulties.

The underlined words are called **relative pronouns**. The common relative pronouns are **who** (for people), **when** (time), **where** (place), **which** (thing).

i. **Fill in** the blanks with suitable relative pronouns.

1. He is a doctor treats children.
2. Geriatrics is a science deals with problems of old age.
3. A gym is a place people go to do exercise.
4. Old age is the time..... I plan to go on a world tour.

ii. **Write** four sentences of your own, using the four relative pronouns given above.

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

Language in Use 2

Before You Read

What do you feel when you see a rainbow in the sky?
Shall we read a poem by William Wordsworth?



My Heart Leaps Up

My heart leaps up when I **behold**

A rainbow in the sky:

So was it when **my life began**;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

William Wordsworth (1770-1850) is a British poet who is famous for his nature poems. He is called a Romantic poet. Romantic poems are about the personal thoughts and feelings of the poet. They are full of imagination, emotions and love of nature.



Words explained

behold – see (old usage)

my life began – when I was a child

so be it – let it be the same

After You Read

1. Answer the following

- What happens when the poet sees a rainbow in the sky?
- What does “my heart leaps up” mean?
- How was his reaction when he was a child?
- How does he want it to be when he grows old?
- “There is a child in every man, however old he grows”. Do you agree with this statement? Why?

2. Look at the following lines taken from the poem.

So was it when my life began

So is it now I am a man

So be it when I shall grow old

Can you identify the time referred to in each line – the past, present and future?

Read the following three sentences and look at the words in bold.

Past

because he is not a boy anymore

1. When I **was** a boy, I loved rainbows.

Present

because he is a man now

2. I **am** a man now and I still love rainbows.

Future

because he is speaking of what is going to happen

3. I **will** love rainbows even when I become old.

Sentence 1 shows a past time, the time when he was a boy. Look at these examples:

Sheela **was** a teacher before she joined the army.

Sheela **joined** the army when she was 25 years old.

Sentence 2 shows a present time, the time when the poet is a man. Look at these examples:

Sheela **is** a Major in the army now.

She **loves** being in the army.

Her parents **love** her very much.

Sentence 3 shows a future time, the time when the poet will be an old man. Look at these examples:

Sheela **will retire** next month.

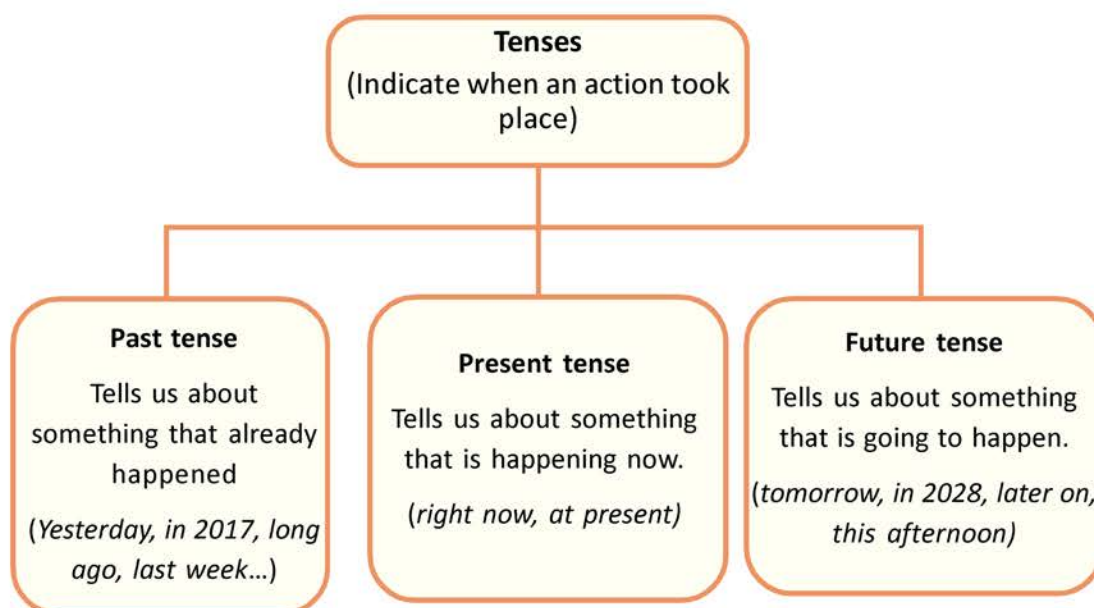
She **will** then **become** a teacher again.

3. Fill in the blanks choosing the right word from the brackets

- a) Major Sheela go to Delhi tomorrow. (is/was/will)
- b) She the ticket yesterday. (buy/ bought/ will buy)
- c) She every day. (exercised, exercises, will exercise)

4. Write three sentences about your life using the three forms, *studied*, *studies*, *will study*. (remember to use 'study' after *I*, *you* and *plural words*, and 'studies' after *singular words*)

- 1. _____
- 2. _____
- 3. _____



Present, past and future forms are called **tenses**. The tense of a verb tells you at what time something happens.

Language in Use 3

Before You Read

When we are unhappy we need to share our sorrow with someone. What if there is no one to listen to us? It is very sad indeed.

Here is a story by the Russian writer Anton Chekhov. The name of the story is "The Lament". What does the word 'lament' mean? Find out from the dictionary. Let us read the story.

The Lament

The evening is cold, lonely and sad. The **cab** driver Iona and his horse have waited for long in the **snowfall**. Both the horse and its driver are silent and motionless. Soon, Iona hears a shout. He looks through his snow-covered eyelashes and sees an officer in a big coat. 'Take me to Viborg junction', he shouts.



As Iona picks up the **reins** and the horse gets ready, the officer climbs onto the cab. Iona drives the cab carelessly and other cab drivers **swear** at him. The officer too says angrily 'You do not know how to drive. Keep to the right!'

Iona looks around at the officer and moves his lips. He wants to say something but is not clear.

'What?' asks the officer. Iona gives a sad smile and says: 'My son, Kuzma, died this week.'

'Hm! What did he die of?' asks the officer.

'Who knows? They say high fever. He was in the hospital for three days and then died... God's will be done', replies Iona.

'Go on, go faster, I do not want to be late. Hurry up!' says the officer and sits with his eyes closed.

After leaving the officer in Viborg, Iona and his horse continue their wait, silent and motionless.

1. The weather is cold. How do we know this?
2. Who is dead? When did he die?
3. Did the officer listen to Iona's story? Why?

After a couple of hours, along the footpath come three young men, two of them tall and the third one short.

'Take us to the Police Bridge!' says the short man. Iona picks up his reins again. The young men, quarrelling with each other and using bad language, gets into the cab and sits down.

'Now then, hurry up!' says the short young man, as he takes his place. Soon they begin to **quarrel** again. Listening to their quarrel; Iona laughs.

'Are you going to get on or not, you old man? Is that the way to drive? Use the whip a bit! Go on, man, go on, says one of the tall men. The short man

begins to cough loudly.

As Iona listens to the angry words, the feeling of loneliness leaves him. He waits for a while, then, turning round, he murmurs:

'My son... died this week.'

'We must all die,' sighs the short man, wiping his lips after an attack of coughing. 'Now, hurry up, hurry up! Can't you go any faster?'

'Now I have only a wife and my son's grave. My son has died, and I am alive... A wonderful thing, Death **mistook** the door...instead of coming to me, it went to my son...', said Iona, sadly.

4. What kind of people are the four young men?
5. What was the mistake that Death made?
6. Did the young man listen to Iona's story? Why?

Iona turns round to tell them how his son died. At this moment, the short man, giving a little sigh, announces, 'Thank God, we have at last reached our destination,' and Iona watches them disappear into the dark night.

Once more he is alone, and again surrounded by silence. His **grief** returns and hurts his heart with greater force. With an anxious look, he searches among the crowds passing by, for one person who will listen to him. But the crowds pass by not seeing him.

Iona sees a guard walking by and decides to talk to him. 'Friend, what time is it?' he asks.

'Past nine. What are you standing here for? Move on.' The guard says in a loud voice and walks away.

Iona can bear it no longer.

'The **stables**,' he says, and the little horse starts off at a **trot**.

About an hour and a half later, Iona is seated by a large dirty stove. Around the stove, on the floor, on the benches, a few cab drivers are snoring; the air is hot and uncomfortable.

Iona looks at the sleepers. He is the only person awake.

It will soon be a week since his son died, and he has not been able to speak about it properly to anyone. He must tell it slowly and carefully; how his son fell ill, how he suffered, what he said before he died, how he died. He must describe every detail of the funeral, and the journey to the hospital to fetch the dead son's clothes.



He then puts on his coat and goes to the stable to his horse. 'Aren't you going to sleep?' Iona asks his horse, looking at its bright eyes. 'Yes I am too old to drive—my son could have, not I. He was a first-rate cab driver. If only he had lived!'

Iona is silent for a moment, then continues: 'That's how it is, my old horse. There's no more Kuzma Ionitch. He has left us. Now imagine you had a son, and suddenly he went and left you to live after him. It would be sad, wouldn't it?'

The little horse listens and breathes over its master's hand... Iona puts his arm around its neck and tells the little horse the story of his son's death.

7. What is the main subject of this story?
8. What is the name of the dead boy?
9. Who listened to Iona's story in the end?

Words Explained

cab	: small vehicle (see the picture in P 37)
snowfall	: when snow is falling (like rainfall)
reins	: straps used to control horses
swear	: curse, use bad words
quarrel	: speak angrily to each other
mistook	: went to the wrong door
grief	: great sorrow
stable	: place where horses are kept
trot	: walk faster.

After You Read

In pairs, discuss the story. Form groups and convert the story into a short drama. Play it in groups.

Practise Grammar

Let us brush up **relative pronouns**! Remember, the common relative pronouns are **who** (for people), **when** (time), **where** (place), **which** (thing).

1. Complete the following sentences with suitable relative pronouns.

- a) The boy helped the mother _____ was old and weak.
- b) The mother was afraid to cross the street _____ was slippery.
- c) The children took their bags _____ the last bell rang.
- d) The mother stood by the road _____ there were many vehicles.

2. An old woman wanted to go to the village office. You helped her find the way. Read the following conversation.

- You** : Hello ma'am. Can I help you?
- Old woman** : Yes, thank you for asking. Could you tell me the way to the village office?
- You** : Certainly ma'am. Go straight, take the second left, and the village office is the second building.
- Old woman** : Thank you so much sir. I want to apply for old age pension.
- You** : Always happy to help! Can I do anything else for you?
- Old woman** : No, thank you very much!

Complete the following table picking out from the conversation, expressions to:

Offer help	Request help	Ask Directions	Give Directions
1. Can I help you?			

3. Read Iona's story again. Imagine the horse offered to help Iona. Write two sentences he would have used to offer help.

- a)
- b)
- c)

4. Did any of the passengers listen to Iona? Imagine Iona had asked one of them to listen to his story. Write two sentences he would have used.

Structures to offer help

1. May I ...
2. What can I do ...
3. How can I help ...
4. Do you need any ...
5. Shall I help ...

Useful language expressions.

Could you please....

Can you please....

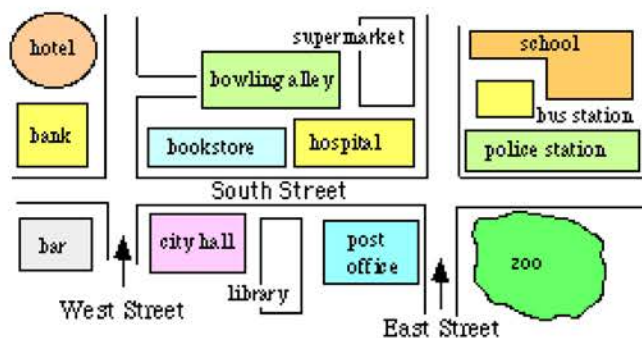
Will you please....

Please.....

a)

b)

5. **You** meet a man in front of your school. He wants to go to the bank. Give him the necessary directions based on the map. Make a dialogue between the two of you, based on the clues in the box.



Asking for directions

- Excuse me, can you tell me where the?
- How do I get to?
- Can you please help me reach.....?

Giving directions

- Go straight along South Street..
- Turn right/left (at the 1st/2nd/3rd junction).
- You'll see it on the right/left.
- It's opposite to (the school, the park, the post office)
- It's next to (the police station, the playground, the library)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

6. **An** old woman wants to apply for old age pension but she does not know how to do it. You have offered to help. Here are your directions to the old woman.

First fill in the application form.

Then attach copies of the certificates.

After that you must submit it in the municipality office.

The officer concerned will take necessary action.

However, if you have more doubts, ask the officer.



Look at the words in bold. What do they do? Do they tell you the sequence of the actions?

Words such as these, which connect sentences and ideas in the paragraph are called **linkers**. Write down the linkers used in the above sentences, in the space provided in the box below. Four other examples are given for you.

Common linkers

next, although, nevertheless,

finally, _____, _____
 _____, _____

7. **Rahul's** grandfather wants to learn how to send a photo via WhatsApp. The instructions that Rahul gave are given in a jumbled order below. Put his instructions in the proper order based on the numbers and **add appropriate linkers** to make the meaning clear.



Select the photo you want to send. (1)

Touch his name. Touch the 'send' option. (5)

Touch the WhatsApp logo. (2)

Your photo will be sent. (7)

You will reach the WhatsApp page. (3)

Press the icon 'share'. (6)

Select the contact name to which the photo is to be sent. (4)

The first sentence has been done for you.

First select the photo you want to send. Then

.....

.....

.....

.....

Looking Back

1. Fill in the blanks using words from the help box.

a) We should help the poor and the.....

b) We should face problems with

- c) people always see the positive side of life.
- d) You should be able to difficulties.

happy, courage, overcome, needy

2. Connect the following sentences using suitable relative pronouns.

- a) Iona is an old man. He wanted to share his sorrow with someone.
- b) *Lizzie Beautiful* is a book. It helps us understand many new things.
- c) It was evening. The rain stopped then.
- d) It began to snow. The old man felt very cold.
- e) Stephen Hawking was a clever scientist. He is an inspiration to many.

3. Fill in the blanks using suitable tense forms

- a) Stephen Hawking born on January 8th 1942. (is, was, am)
- b) Lizzie an inspiration for many. (is, was, are)
- c) I study hard and pass the exam. (will, am, is)
- d) The old man not bear his sorrow. (was, can, could)
- e) The horse breathing heavily (was, will, am)

4. a) Mr. Thomas wants to go to the nearby bank. He asks Rahul for directions. Make a conversation between the two.

- b) You meet an old man at the post office. He wants to send a money order but doesn't know how. Make a dialogue. Expression for requesting and offering help must be used.

5. Rewrite the following sentences correcting the errors given in bold.

- a) Stephen Hawking **will** interested in studying Cosmology.

- b) Wordsworth's poems **were** loved by people even today.
- c) 'Lament' is a story **who** deals with little acts of kindness.
- d) **May** you please help me to fill this form?
- e) Go straight, **turned** right, the post office is the second building.

Unit 3

PATHS OF GLORY



Let's begin

1. **Read** the short passage below

Sports and games are fun. They may take place on a **field**, a **court** or **track**, in a **pool** or in a **ring**. You may be watching it from a gallery in a stadium or on TV from your armchair at home.

The words in bold tell us the places where different sports are played. Players also use different sports equipment like balls, gloves, net etc.

Pair up and complete the table given below.

Game	Place	Equipment used
Cricket	field	ball, bat
Hockey	_____	_____
Kabbadi	_____	_____
Swimming	_____	_____
Relay race	_____	_____

2. **Here** is Raju telling us something.



You have played many games when you were in school. Sometimes you have played with friends near your home. Can you share with us, one or two experiences?

You may use Raju's sentence as a model:

I used to play _____ with my _____.

Write three more short sentences about the game you used to play. You can also write about a game you play now, or that you enjoy watching.

1. _____
2. _____
3. _____

Language in Use 1

Before You Read

Look at the following sentences and try to guess the meanings of the words in bold.

1. It was Onam season and all were in a **festive** mood.
2. The water falls down the rocks creating a special **rhythm**.
3. Sports and arts create **harmony** among people.

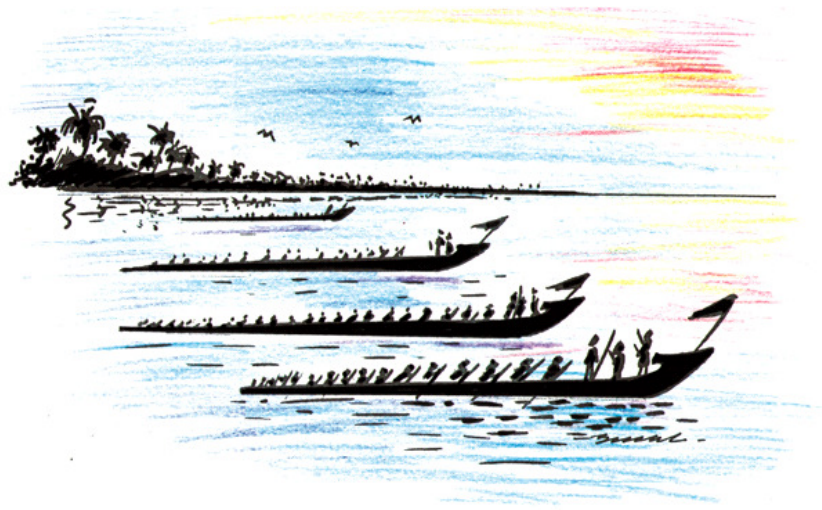
Now read the passage given below.

Olympics on Water

Snake boat race or *vallam kali* is a **festive** time in Kerala. This traditional boat race happens mainly during the Onam season. A snake boat or *chundan vallam* is about 35 metres long with more than one hundred **paddlers** rowing it. If it was in the Olympics, our snake boat race would be the

biggest team sport event in the world!

Thousands of people come to Kerala every year to watch these boat races. One of the most popular among them is the Nehru Trophy Boat race that takes place in the **backwaters** of Alappuzha.



Other kinds of boats also take part in the race, like the *veppu vallams* and *churulan vallams*. But the snake boat race is the most popular event.

Vanchi pattu or boat song is a kind of poetry chanted during *vallam kali*. The paddlers row to the **rhythm** of these songs. People gather in large numbers to cheer the racing boats. Thousands more watch the event on television.

On the Nehru trophy it is written, "To the winners of the boat race which is a **unique** feature of

community life in Travancore-Cochin". The race represents the **harmony** between the community and water. These races were started in order to create **enthusiasm** and to create friendship among the villagers. The boats are often named after a village. Some boats are also named after saints and angels. The people of the backwaters celebrate the race as a festival of waters. They come together to support their teams. For the people of the backwaters, it is their own 'Olympics on water'

(Adapted from www.bbc.com)

Words Explained

festive	: in the mood to celebrate
backwaters	: lakes
paddlers	: people who row the boat
rhythm	: regular pattern of music or movement

unique : very rare

harmony : friendly relationship

enthusiasm : great interest and energy

After You Read

1. Answer these questions:

1. Is the snakeboat race an event in Olympics?
2. The race of the _____ is the most popular event.
3. What is *vanchi pattu*?
4. What does the snakeboat race in Alappuzha represent?
5. What do you know about the backwaters of Alappuzha? Write two sentences.

2. Look at this sentence.

*The people of the backwaters celebrate the race as a festival of waters, **and** come together to support their teams.*

What are the two things that the people do?

1. They celebrate _____
2. They come _____

What function does the word 'and' do here? It connects the two ideas. There are some other words in English which also act as connectors. Some of them are *but, so* and *or*.



The common uses of these connecting words are shown in sentences below.

And

*The boats **and** the rowers are ready.*

*The boats started to move **and** the people began to cheer.*

But

*The snakeboats are long, **but** they are quick.*

*The people were very festive, **but** they were disciplined.*

Or

*The boats have to move fast, **or** they will not get the trophy.*

*There is nothing wrong with the boat, **or** the rowers.*

So

*The karichal chundan was very fast, **so** it won the game.*

*The main rower was sick, **so** the team was weak.*

i. Read the sentences below and underline the connecting word.

- a) Raju sent the applications, and waited for the interview.
- b) Ravi was ill, but he went for work.
- c) Thomas was strong, so he could easily win the game.
- d) Rains fell, and the weeds grew up.
- e) You can have tea or coffee.

ii. Fill in with 'and', 'but', 'or', 'so'

- 1. I don't have any money, ____ I'll go to the bank.
- 2. I want pen, pencils ____ erasers.
- 3. She works a lot, ____ never gets rich.
- 4. The weather is cold, ____ I feel hot.

iii. Put the words in order.

- 1. She had an accident/is in the hospital/and/she
- 2. but /did not have much money/they/They worked hard
- 3. I went/I was tried/so/home
- 4. some milk / or / Give the child / it may cry.

iv. Write a short paragraph based on some events that happened in your life. Use the words *and*, *but*, *so* and *or*, at least once.

Language in Use 2

Before You Read

1. Do sports and games play an important role in our lives?
2. Write down two good things about sports.

Let's read the poem.

Sports

Sports **inspire** us,
to compete.
Winning over losing,
is much more sweet.
We do it because,
we love the game.
Life without sports,
would not be the same.
Plenty of water,
we must constantly drink.
As we push our bodies,
to their very **brink**.
Sports bring out,
our **inner drive**,
To make the play,
we often dive.
We **sacrifice** everything,
for our team,
because a championship,
is our only dream.



- Martin Dejnicki (blog.tree.cards)

Words explained

inspire – motivate / encourage

brink – almost the last point

inner drive – inner energy

sacrifice – to give up

After You Read

Answer these questions in a sentence.

1. What is sweeter than losing?
2. What does sports inspire us to do?
3. As we use our bodies more, what must we take in plenty?
4. What does sports bring out?
5. For whom do we sacrifice everything? Why?

Practise Grammar

1. Fill in the spaces with the right 'Wh' questions. (Who, What, When, Why, How)

1. _____ is she? She is Ms.Kavitha.
2. _____ is he? He is a driver.
3. _____ are they? They are farmers.
4. _____ old is she? She is fifty years old.
5. _____ time is it? It is half past eight.
6. _____ is Christmas? It's on 25th December.

2. Give answers to the following questions and write the answers in an expanded form. First look at these examples.

<i>The French won</i>	What?	the World Cup
	Where?	in Russia
	When?	on 21 st July 2018

Expanded: *The French won the World Cup in Russia on 21st July 2018.*

<i>Ronaldo shouted</i>	When?	today
	Where?	in the dressing room
	Why?	because lunch was late

Expanded: *Today Ronaldo shouted in the dressing room because lunch was late.*

1. *Swetha practised*

What? music

When? in the evenings

Expanded: _____

2. *Valsa sold*

How many? three

What? her hens

Expanded: _____

3. *Leskhmi planted*

What? a mango sapling

Where? in her backyard

When? two days ago

Expanded: _____

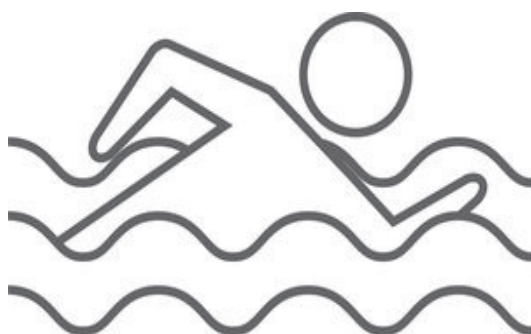
4. The tailor closed

What? _____

When? _____

Expanded: The tailor closed _____

3. Answer the following questions with a **YES** or **NO**, after reading the examples below.



© Can Stock Photo



1. Is he swimming?

Yes, he is swimming.

2. Are the boys fighting?

No, they are talking.



1. Is he singing?



2. Is he playing?



3. Is he talking over the phone?

Language in Use 3

Before You Read

1. **Look** at the title of the poem. What do you think the poem is about?
2. **Read** the poem and share with your friend the different sport events mentioned here.

Ants at the Olympics

by Richard Digance



At last year's Jungle Olympics,
The Ants were completely **outclassed**.
From an entry of sixty-two teams, the
Ants came their usual last.

They didn't win one single medal.
Not that that's a surprise.
The reason was not **lack of trying**,
But because they were so small.

While the cheetahs won most of the **sprinting**
And the hippos won putting the shot,
The Ants tried sprinting but couldn't,
And tried to **put** but could not.

But each year they turn up.
 They're popular in the **parade**.
 The other teams whistle and cheer them,
 Because they never stop trying.
 So long as they try there's a reason.
 Afterall, it's only a sport.
 They'll be back next year to **bring up the rear**,
 And that's an encouraging thought.

Words explained

outclassed	: pushed behind, defeated
lack of trying	: not taking effort
sprinting	: running very fast over a short distance
put	: throw a heavy ball (used about shot-put event)
parade	: rally at the beginning of Olympics
bring up the rear	: come last

After You Read

Read the poem stanza by stanza and answer these questions.

1. How often does the Jungle Olympics take place?
2. "Ants came their usual last". What does the 'usual' mean here. What do you understand?
3. Why did they never get a medal?
4. What does the author of this poem suggest about the ants?
 - A) They are poor athletes
 - B) They do not respect the rules of the games
 - C) They lack team spirit
 - D) They keep trying and do not give up
5. Why do you think the other teams cheered the ants every year?

Language in Use 4

Now read the story of a real Olympian. His name is Derek Redmond.

Winners Never Quit

It was the day that everyone was waiting for! Derek Redmond, the young British athlete, was taking part in the 400 metres race at the Olympics. Everyone believed that he would win the race. He too was **excited**, for his dream was about to come true.

The crowd clapped loudly and **chanted** his name. His family and friends were in the stands to **cheer** him on. Most importantly his father was there, the man who always supported him.

Jim had stood by his side all these years, working towards this very moment. Everything seemed perfect. Derek was about to win his medal!



Sadly, however, when the race began, things suddenly changed.

Derek felt a sharp pain under his knee and fell to the ground in pain. He had **injured** his leg. The crowd fell silent as they watched him cry out in pain. Derek bit his teeth and looked ahead. He saw that the other runners had already crossed the line. He had lost the race and his dream was **shattered**.



But Derek did not give up. He was determined to complete his race. He stood up and began to hop toward the finish line. The crowd broke into an applause. The doctors and the officials came to the track and tried to stop him. But, Derek continued to limp forward, refusing to **quit**.

As he struggled in pain, he felt someone else's arms around him. It was his father.

Jim said, "Derek, it's me, you don't need to do this. Let us go home."

Derek replied, "Dad, I want to finish, I must reach the finish line."

"OK" said his dad, "We started this together and now we'll finish it together."

Derek could not run. He **hobbled** painfully with his father supporting him. They reached the finish line with their arms round each other. Everyone in the crowd was up on their feet clapping with **vigour**, as they watched Derek prove that winners never quit!

Words explained



excited	: very happy
chanted	: said together like a mantra
cheer	: encourage
injured	: hurt
shattered	: broken
applause	: clapping of hands
quit	: leave, give up
hobbled	: walked with difficulty
vigour	: energy

1. Answer these questions:

1. Why was every one excited?
2. Who was a great support to Derek since he was a boy?
3. What happened to his leg?
4. Which word means 'walk with difficulty'?
5. How do we know that the crowd loved Derek?

2. **Can** you mention a few Indians who have won medals in the Olympics?

- 1.
- 2.
- 3.

3. **Imagine** one of the above mentioned Olympians is visiting the students of the Equivalency programme. A meeting is organised to honour the guest.

Read the following welcome speech given by your classmate and answer the questions that follow.



Today I am standing here to welcome everyone to this occasion. I am happy to welcome our Chief Guest to this function. Next I welcome the MLA to this function. Next I welcome our Principal Mr Kannan Ramdas. Next I welcome all the teaching and non -teaching staff and Saksharatha Mission students to this function. I also welcome all of you to this function.

The speech is clear enough. But we could improve it much. Let us work on it, looking at different aspects of a speech one by one.

- Did the speaker begin by greeting everyone? Write down a few greetings that can be used in a speech.

.....

.....

- Did the speaker give an introduction to the function? Try writing an introduction to the speech.

.....

.....

- Did the speaker use the names and titles of the persons welcomed? This is essential. Try an example.

.....

.....

- Many sentences began with “Next I welcome...”? Can you try two other ways to say the same thing?

.....

.....

- Does the speech have a good conclusion? Write down a proper conclusion for the speech.

.....

.....

Note the expressions in this box and revise your responses.

Greetings: Good Morning everyone,
Hello everyone, Good afternoon everybody...

Sequence: first, second, then, after that, now,
next, last, finally...

Ending: Thanks to all present here, Once
again a warm welcome to all of you.

Here's a model speech done for you.

Ladies and gentlemen,

On behalf of the VII std Equivalency class, I extend a very warm welcome to all of you. Sports and games are important in our lives. We have gathered here to meet a very honoured sports person.

We have with us today Mr. Abhivav Bindra, who won a gold medal for India in the Beijing Olympics in 2008. Dear sir, we are proud to have you with us. Let me welcome you most warmly to our midst. We look forward to your inspiring words.

Mr. Gopakumar, our beloved MLA presides over this function. He is a good friend to the Saksharatha Mission. I extend a very warm welcome to him. Let me now welcome Mr Kannan Ramdas the principal of this school. He inspires us all with his wisdom. I welcome you, sir.

Let me now welcome all the teachers and students of the Equivalency programme. I offer my sincere welcome to all other friends and well-wishers who have gathered here.

Thank you.

Language in Use 5

Before You Read

We remember and respect people for many reasons. There are heroes in all fields. Here are a few heroic villagers from near the Himalayas. Can you guess what they did when people wanted to cut down their forests?

Let us find out...

Chipko!



The year was 1973, and the people in the village of Chamoli were very upset. Many trees in their village were being cut down. They depended on the forests for their daily lives. Now the government wanted the trees to be cut. The villagers could no longer use the forests. Certain industries from outside were given permission to cut trees. The people in the village were angry and they had to protest. *Chipko* movement is the name of their peaceful protest. People, mostly women went and hugged the trees

when the workers came with axes and saws. This became an important act of protest. *Chipko* means 'to embrace' or 'to hug.' The protest was successful and the government ordered that the forests should be saved. The *Chipko* movement saved thousands of trees near the Himalayan region, not just in Chamoli. *Chipko* was the slogan of the villagers, and people all over the world use it today to protect trees.

After You Read

1. After reading the passage, answer the following.

1. What is the passage about?
(politics/ industries/ a kind of protest)



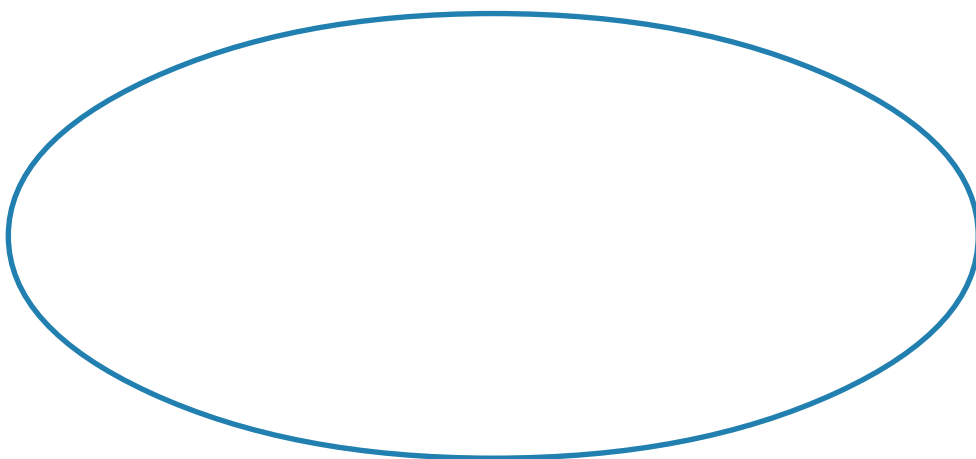
2. On what did the people of Chamoli depend for their lives?
3. Who wanted to cut down the trees?
4. How did the villagers show their protest?
5. What does 'Chipko' mean?
(to fight/ to hug/ to run)

2. Look at the following popular slogans. Can you add two more slogans in English?

1. *Save the seeds*
2. *Speed thrills, but kills*
3. *Quit smoking!*
4. *Go green!*
5. _____
6. _____

3. Discuss and create

You find many people in your area suffer diseases because they do not have exercise. Along with friends, plan a march to promote *morning walks*. Discuss with your partner and create a slogan in English that could be used in this march.



Looking Back

I. Give answers to the following questions and write the answers in an expanded form

1. I wrote What _____?
 When _____?
 Why _____?

Full sentence: _____

2. Ravi played... Which game _____?
 Where _____?

Full sentence: _____

3. The room was cleaned..... By whom _____?
 How _____?

Full sentence: _____

II. Fill in using 'and', 'but' 'so'.

1. It was a difficult exam, _____ I passed it.
2. She worked hard, _____ made a lot of money.
3. Renu is tired, _____ she wants to hide it.
4. She was late, _____ couldn't attend the wedding.
5. The pen was very expensive, _____ I bought it.
6. It was painful. _____ I went to see the doctor.
7. I will give you my number, _____ you can call me up.

III. The words in the sentences below are jumbled up. Frame correct sentences out of them.

1. I/ by/the/director/interviewed/ was
2. The/one thousand/police/ people/arrested
3. By/was/this/written/whom?
4. money/a lot of/during/spend/Onam/People
5. Do/usually /go/you/the temple/to?

IV. Imagine that your village has decided to honour a poet of your locality. You are the convenor of the programme. Prepare a welcome speech to be delivered at the meeting.

V. Make meaningful Wh questions

1. _____ books are these? (What, Which, Whose)
2. _____ do you want? (Which, Whose, What)
3. _____ are you late? (Why, What, How)
4. With _____ are you going? (What, Whom, Whose)
5. _____ do you come from? (What, When, Where)

VI. Read the following statements and frame questions for it.

1. He will start at ten in the evening.

_____?

2. Renju will drive the car.

_____?

3. You will be treated as our guest.

_____?

4. They are going to Madras tomorrow.

_____?

5. I shall write the letter to the manager.

_____?