

KERALA READER

ENGLISH

PART - II

STANDARD VII



**Government of Kerala
Department of General Education**

State Council of Educational Research and Training (SCERT) Kerala

2024

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-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 respect to my parents, teachers, and all elders, 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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Dear learners,

This is the second volume of the English Textbook for Standard VII. As in the first volume, we offer you a number of learning texts and activities which are expected to enhance your proficiency in English by honing both your receptive and productive skills in the language. We hope that this textbook will provide you a pleasurable learning experience. They will also provide you gateways to other learning resources which you may use on your own or with the assistance of teachers. They will help you become self-reliant in English. We have also tried to make this book interesting with attractive illustrations and a learner-friendly layout. The SCERT is grateful to the team of teachers and subject experts who joined us in preparing the textbook. We look forward to receiving constructive criticism and suggestions for improvement.

Wishing you a happy and fruitful engagement with this textbook.

Dr. Jayaprakash R. K.

Director
SCERT Kerala

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THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **¹[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the **²[unity and integrity of the Nation]**;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Unit

4

RUSTLE OF WINGS



*If we did all the things we are capable of,
we would literally astound ourselves.*

Thomas Alva Edison



The Doorway

Read the news report given below.

DOMINATING PERFORMANCE



India produced a dominating performance against England to triumph in the first-ever ICC U19 Women's T20 World Cup.

New Delhi : India dominated England in the first-ever ICC U19 Women's T20 World Cup final. They bowled exceptionally well, reducing England to a low

score of 68 runs. India chased down the target easily with seven wickets in hand and six overs to spare.

India dominated England in the first-ever ICC U19 Women's T20 World Cup final 2023.

Which one of the following is most important to win a match?

leadership

collaboration

confidence

sportsman spirit



Have you participated in a school cricket match or a similar sports event? Can you share a memorable moment or experience?

Let us read.

RANJI'S MAGIC BAT

Ruskin Bond



The score stood at 53 for 4 wickets. Another 60 runs had to be made for victory. Ranji was at the crease. He was the last batsman in the batting order. The rest were bowlers. They couldn't be expected to score many runs. The fate of his team was in his hands. His team had great faith in him, for he had scored a lot of runs in many of its matches.

Ranji took his guard. The tall fast bowler came down on his long run-up and hurled the ball at Ranji's stumps. Ranji was going to lunge forward and play the ball back to the bowler, but at the last moment he

Why was the fate of the team in Ranji's hands?

My Word Gallery

changed his mind and stepped back, intending to push the ball through the ring of fielders on the off side. The ball swung in the air, shot off the grass and came through sharply to strike Ranji on his pads.

LBW !

Ranji walked back dejected to the pavilion. The other batsmen did not last long and the team lost the match.

On his way back home, Ranji passed Mr. Kumar's sports shop next to the clock tower. It was one of his favourite haunts. 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. He thought Ranji would make a good cricketer - as good as India's famous players. He just loved to stare at Mr. Kumar's goods: cricket bats, balls, badminton rackets, hockey sticks.... But today he didn't feel like going in.

"Ranji, where are you running off to?" Mr. Kumar's jovial voice stopped him. He walked slowly into the shop.

"What's wrong with you? You look so mournful." Mr. Kumar spoke to him cheerfully as usual.

"Oh, nothing. I just scored a duck," Ranji tried to cheer himself up. He went on to tell Mr. Kumar about the match.

"Come on, let me show you something," Mr. Kumar led Ranji to the inner room of the shop when he had finished.

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

Why was Mr. Kumar's sports shop special for Ranji?

What did Ranji usually like to do in Kumar's shop?

My Word Gallery

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!" "Of course it's an old bat, but it hasn't lost any of its magic," said Mr. Kumar. He held it out to Ranji.



"Here, take it! I'll lend it to you for the rest of the cricket season. You won't fail with it. Just take care of yourself."

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

The magic bat seemed to change Ranji's luck. The next Saturday, he scored 58 runs and led his school to victory against the rival team.

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!"

My Word Gallery

Why did Mr. Kumar call one of the cricket bats 'the luckiest'?

How did Ranji react when Mr. Kumar offered him the bat?

“I told you,” said Mr. Kumar, giving Ranji a warm handshake. “There’ll be bigger scores yet.”

But then something unexpected happened. After one of the next matches, Ranji had to take one of his teammates Bhim, who was injured during the match, to the hospital. In his anxiety about Bhim, he left his bat on the bus. He remembered it only after he reached home. He couldn’t remember which bus he had travelled in. The magic bat was lost.

How did Ranji lose his magic bat?



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. Without your bat, 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,” Mr. Kumar replied.

“What do you mean?”

My Word Gallery

"I mean it's the batsman and not the bat that counts. 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 too. Remember that. If you remember it, you'll make the runs. Why don't you just give it a try?"

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 long on boundary. The ball soared over the heads of the fielders and landed with a crash in a crate full 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 luddos. Six for his neighbour Koki and six for Mr. Kumar.

(Adapted)

"A bat has magic only when the batsman has magic!" Why does Mr. Kumar say so?

Do you think Ranji understood the meaning of 'confidence' by the end of the conversation?

My Word Gallery

What helped Ranji make a good score?

About the author



Ruskin Bond (1934-) is a famous Indian English writer who has published a number of novels and collections of short stories, most of them for children. He has been honoured with the Padma Shri and Padma Bhushan awards for his contributions to literature.



1. Read the conversation between Mr. Kumar and Ranji.

“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?”

As you know, each of you have certain qualities which make you confident in your activities. Like your fingerprints they may be unique to you. These qualities, together with your experiences and achievements empowers you to shine in your class room and in the world outside.

You might have some qualities in you such as a sense of humour, creativity, empathy, etc. Think about a few more qualities that make you unique. Write them down.



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

Ranji's performance is now viral on social media.

Here is a comment given by his friend Nihal.



Bravo, Ranji! 🎉 You played amazingly, and everyone loved it, and now everyone is talking about it. You're a star, Ranji! 🏆 Keep going. Kudos to you for playing so well! 🙌🙌 The team is lucky to have a star like you! 🔥 👍

NIHAL -7A You're awesome!

★★★★★

A crisp comment like this plays a significant role on various occasions in life due to its ability to convey ideas and emotions precisely.

a. Can you make some crisp comments on Ranji's wonderful performance?

b. Imagine your friend has been selected as the best actress in the interschool drama contest. Congratulate her using crisp comments.



3. Read the sentences taken from the story.

His team had great faith in him, for he had scored a lot of runs in many of its matches.

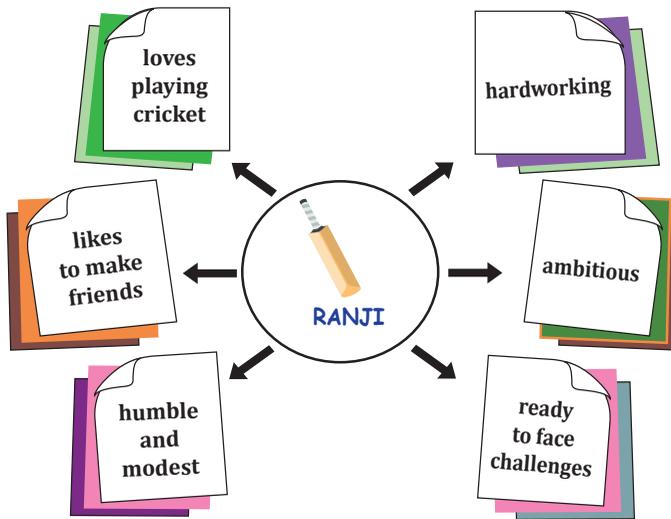
On his way home, he bought a dozen luddoos. Six for his neighbour Koki and six for Mr. Kumar.

What do you observe about Ranji's character from these sentences?

To analyse the character of Ranji further, go through the following questions.

- ✓ How does Ranji behave in public?
- ✓ What is his general attitude?
- ✓ How does he carry out his duties?
- ✓ How does he distinguish himself?

a. Write the character sketch of Ranji using the following hints.



A character sketch is the description of a person. It tells us all about a character in a story such as what they look like, how they act and what makes them special.

Ranji loves playing cricket

.....

.....

- b. **What do you think of Mr. Kumar? Pick out Mr. Kumar's qualities from the list given below.**

(encouraging, kind, cruel, generous, sportsmanly, friendly, selfish, helpful, cunning, arrogant)

Can you prepare a brief character sketch of Mr. Kumar?



4. **The school sports club has decided to felicitate Ranji on his achievements in cricket.**

Consider the following points while you prepare a felicitation speech.

- a friendly greeting to begin with
- context of the speech
- achievements and distinctions gained
- conclusion

A felicitation speech is delivered in recognition of a person's achievements.

Complete the following speech and deliver it in the class.

Good morning,

Respected teachers and dear friends,

It is with immense pride and joy that we have gathered here today to

Dear Ranji, on behalf of our school, I would like to congratulate you on this occasion. Your achievements have inspired us all

And let's not forget the lesson you've taught us today: It's not just about the bat; it's about the magic within the batsman

Congratulations once again, Ranji!

Have a nice day.

Thank you all.



5. Here is an excerpt from a running commentary of a test cricket match between England and Australia.

Welcome back to the final match of this history making Ashes series. It's been an absolutely enthralling match between England and our Aussies. It's been the new player, John Smithy Smith, that has been the absolute standout of the day, 150 not out and still going strong. It's two test matches each for England and Australia

Jain and Maya are giving a commentary of the cricket match between Town Model School and Delhi School. Can you help them complete it?



Commentator 1:

We are live at the bustling cricket ground where the much-awaited annual cricket match between Town Model School and Delhi School is about to begin. The atmosphere here is electric, with supporters from both schools creating a vibrant and colourful scene. It's sure to be an exciting show!



Commentator 2:

Absolutely, Jain.

.....



.....

.....

.....



6. Imagine you have the opportunity to interview some local sports personalities. What questions would you ask them about their journeys, challenges, etc. for aspiring athletes?

Write down at least five questions you would ask in the interview. Share with your friends the questions you have prepared.



1. What motivated you to become a sportsperson?

2.

3.

4.

5.

You may sit in groups and select the most suitable ten questions. Enact the interview in the class.



7. Read the following sentence.

Mr. Kumar liked encouraging young players and he thought Ranji would make a good cricketer.

Here are some instructions Mr. Kumar might have given Ranji.

- Keep this bat and watch your feet when you face fast bowlers.
- Practise drives and cuts for an hour every day.
- Work on your timing when playing shots.
- Learn from your mistakes and correct them.
- Don't run too fast when you're bowling.
- Stay strong and confident on the field.

a. Read the instructions given using the word 'keep'.



Can you give more examples?

b. Let us make some sentences using 'don't'.



Don't waste food.



c. **Frame some instructions using *avoid, remember, check, ensure, listen* and *follow*.**

e.g. Avoid using mobile phone while driving.

d. **Your school is hosting an interschool football match next month. Imagine you are the organiser of the event. Can you write some simple instructions for the participating team and the volunteers?**

Before the day of the match:

- Submit your registration form in time.
- Pay the registration fee.
-
-
-



On the day of the match:

- Arrive in time.
- Follow the safety guidelines provided by the school.
-
-
-



8. Read the following sentences from the story 'Ranji's Magic Bat'.

"I'll lend it to you for the rest of the cricket season. You won't fail with it. Just take care of yourself."

The word 'take' is also used with other words in a similar way, such as 'take a chance' and 'take a break'. Some words often go together, e.g. 'heavy rain'. Such combinations are called **collocations**. Words like 'strong' or 'hard' are not usually used with 'rain'.

Put a ✓ mark in the relevant columns against words which can be used with 'take'.

Take	seat	happiness	look	noise	risk	evening	chance

a. Now complete the story using *have*, *do* and *make* to form suitable collocations.



Once upon a time, in a peaceful little town, there lived a young girl named Sruthi. She liked painting and was known for her promptness. Everyday after school, she would her homework before her parents came home after work. She even helped her parents to laundry on Sundays. One sunny morning, Sruthi woke up excited. She wanted to her bed neatly after getting up. She was determined to keep her room neat and tidy and couldn't wait to start painting.

After school that day, Sruthi returned home and decided to a call to her art teacher for some guidance. All her teachers hopes for Sruthi's career. In the evenings, Sruthy liked to a cup of tea with her family. One day, Sruthi's parents told her they were going to a big party to celebrate her achievements in painting. She felt grateful to her loving parents and their unwavering support.

- b. Let us meet some more words and find out who loves to hang out with 'get', 'keep', 'come' and 'go'. Fill in the blanks with their special companions.

Get	Keep	Come	Go
angry			
	promise		
		to an agreement	
			online



9. Read the following sentence.

*But he liked encouraging young players and he thought Ranji would make a good cricketer – **as good as** India's famous players.*

Look at the expression **as good as**.

Let us combine the following sentences using *as... as*.

1. Delhi is crowded. Mumbai is crowded.
2. A flower garden is refreshing. A cool breeze is refreshing.
3. Cake is delicious. Chocolate is delicious.
4. This puzzle is tricky. My Maths homework is tricky.

We can compare two things that are very similar or equal in a special aspect using 'as... as'. It is like saying they are the same in a particular way.
e.g. *A rose is as beautiful as a lotus.*

Now complete these sentences using *not as... as*.

1. A car is _____ an aeroplane (fast).
2. A chat is _____ a public speech (formal).
3. Autumn is _____ winter (cold).
4. The moon is _____ the sun (bright).

To say that one thing is less in comparison with another we use 'not as... as'.
e.g. *An elephant is not as fast as a tiger.*



10. Read the following conversation and pick out the expressions used to make suggestions. Write them in the box given below.

Anusha : Hi everyone, we've been talking about what we can do in our Social Service Club next year.

Jewel : How about cleaning the park?

Sathya : Good idea, we can remove all the trash. We shall also think of planting some trees.

Arun : What about conducting an awareness programme on environmental pollution?

Anusha : I think that will make a good impact.

Sathya : I suggest making posters to make people aware of drug abuse.

Anusha : We can put them up on the school walls.

Arun : That's a good thought, Sathya.

Jewel : Shall we collect some books and learning materials for students who need them?

Sathya : That's a good way to get more people involved.

Anusha : Great! Let's work together and do what we planned.



e.g. Let's work together.

.....
.....

a. There is a discussion in Namitha’s class on making the school eco-friendly. The teacher asks the students to give more suggestions. Can you help them?

(Hints: avoid plastic, promote reusable lunchboxes and bottles, install solar panels, set up composting bins)

You can use these expressions to make suggestions.

What do you think.....?

What about...?

May I suggest.....?

Shall we.....?

Why not.....?

How about.....?

Why don't we...?

Let's....

I think.....

What do you think of installing solar panels?

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.....

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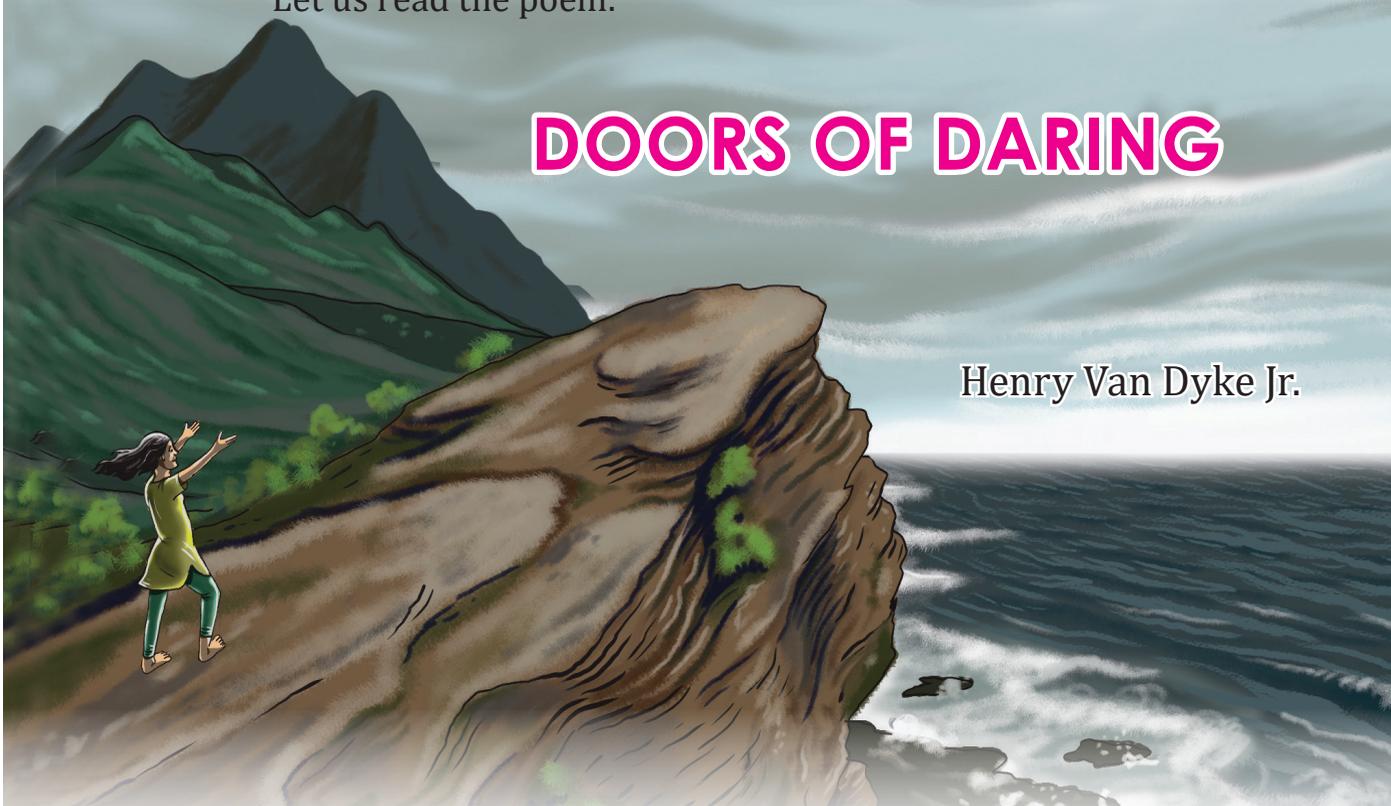


Have you ever climbed a mountain?
Imagine climbing a steep towering mountain.
What thoughts and emotions would go through your mind?

Let us read the poem.

DOORS OF DARING

Henry Van Dyke Jr.



The mountains that enfold the vale
With walls of granite, steep and high,
Invite the fearless foot to scale
Their stairway toward the sky.

The restless, deep, dividing sea
That flows and foams from shore to shore,
Calls to its sunburned chivalry,
“Push out, set sail, explore!”

And all the bars at which we fret,
That seem to prison and control,
Are but the doors of daring, set
Ajar before the soul.

About the author



Henry Van Dyke Jr.

American writer and poet, Henry Van Dyke Jr. was born in 1852 in Germantown, USA. He became popular for a wide range of poetry that explored various aspects of religion and man's relationship with nature. He was a Professor of English Literature at Princeton University for over twenty years. His notable works are *The Other Wise Man* and *The First Christmas Tree*. He passed away in 1933.

Answer the following questions.

1. How do the mountains enfold the vale?
2. Why does the poet describe the mountains as the stairway to the sky?
3. What does the poet mean by 'sunburned chivalry'?
4. Which lines of the poem suggest we should treat limitations as opportunities for success?
5. How does the poet want the reader to look at life's challenges?



1. Find some famous quotes about bravery and courage. Write them below. You can search online or refer to books.



“

”



2. Look at the following lines from the poem.

And all the bars at which we fret,
That seem to prison and control,
Are but the doors of daring, set
Ajar before the soul.

Identify the rhyming words.

.....

Find out the rhyme scheme.

.....



3. Find out the words that alliterate in the lines given below and write it in the space provided.

The restless, deep, dividing sea
That flows and foams from shore to shore,
Calls to its sunburned chivalry,
“Push out, set sail, explore!”

.....

.....

.....

.....



4. Read the following lines.

The mountains that enfold the vale
 With walls of granite, steep and high,
 Invite the fearless foot to scale
 Their stairway toward the sky.

We get a visual image of the mountains. They tell us how the mountains look.

A visual image in a poem is a vivid picture of words.
 Visual images make a poem beautiful and powerful.

Find out the visual images in the following lines and describe them.

The restless, deep, dividing sea
 That flows and foams from shore to shore,
 Calls to its sunburned chivalry,
 "Push out, set sail, explore!"



Have you ever wondered about the stories behind famous paintings?
Here is a story about the classical painting *Praying Hands*.
Let us read.

PRAYING HANDS

Back in the fifteenth century, in a tiny village in Germany, lived the Durer family with eighteen children. Yes, eighteen! Just to keep food on the table for this big family, the father who was a goldsmith by profession, worked for almost eighteen hours a day. He also took on any other paying job he could find in the neighbourhood. Despite their hopeless condition, two of the older children, Albrecht and Albert, had a dream. They both wanted to pursue their talent for art. But they knew that their father would never be able to send them to study at the Academy.

After many long discussions, the two boys finally worked out a pact. They would toss a coin. The loser would go down into the nearby mines. His earnings would support his brother to study at the Academy. In four years, the brother who won the toss would complete his studies. He would then support his brother to go to the Academy. If necessary, he would even work in the mines for that.

Why was it tough to keep food on the table for the Durer family?



Painting by Albrecht Durer



One Sunday morning after church, they tossed the coin that would determine their future. Albrecht Durer, the younger brother, won the toss and went off to the Academy.

Albert went down into the dangerous mines and, for the next four years, supported his brother. Albrecht's work at the Academy was almost an immediate sensation.

Albrecht's etchings, his woodcuts and his oil paintings were far better than those of most of his professors. By the time he graduated, he was beginning to earn a considerable fee for his works.

When the young artist returned to his village, the Durer family held a festive dinner on their lawn to celebrate his homecoming. It was a long and memorable meal, filled with music and laughter. At the end, Albrecht rose from his honoured position at the head of the table. He drank a toast to his beloved brother for the years of sacrifice that had enabled him to fulfil his ambition. His closing words were, "And now, Albert, blessed brother of mine, now it is your turn. Now you can go to the Academy to pursue your dream, and I will take care of you."

Why did the brothers decide to toss a coin?

My Word Gallery

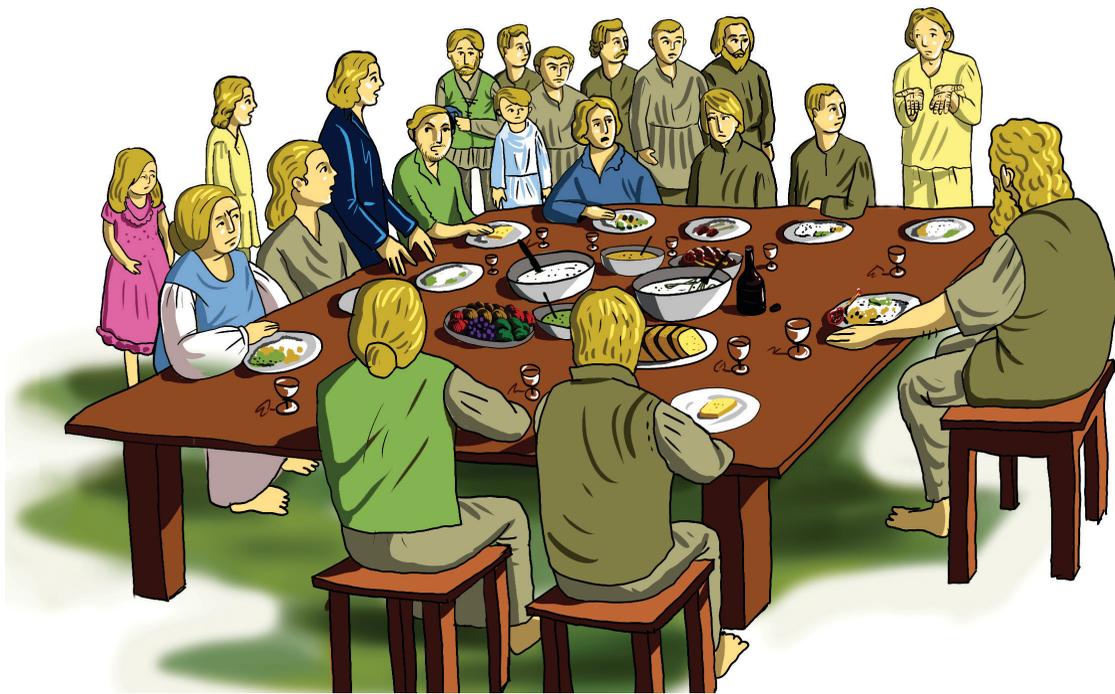
How did the Durer family celebrate Albrecht's return?

All heads turned in eager expectation to the far end of the table where Albert sat. Tears were streaming down his pale face. Shaking his lowered head from side to side he sobbed and repeated, over and over again, "No.. no... no... no." Finally, Albert rose and wiped the tears on his cheeks. He glanced down the long table at the faces he loved.

Then, holding his hands close to his right cheek, he said softly, "No, brother. I cannot go to the Academy. It is too late for me. Look... look what four years in the mines have done to my hands!

The bones in every finger have been smashed at least once. I cannot even hold a glass to return your toast, much less make art on canvas with a pen or a brush."

My Word Gallery



More than 500 years have passed. By now, hundreds of Albrecht Durer's masterful portraits, pen and silver-point sketches, water colours, charcoals, woodcuts, and copper impressions hang in every great museum in the world. But most people are familiar with only one of Albrecht Durer's works. One day, he decided

to pay homage to his brother Albert for all that he had sacrificed. Albrecht Durer painstakingly drew his brother's abused hands with palms held together with the thin fingers stretched skyward. He called his powerful drawing simply *Hands*. But the world renamed his tribute of love as *The Praying Hands*. The next time you see a copy of that touching creation, take a second look.

What message do we get from the story of Albert and Albrecht?

Let us remember that no one - no one ever - makes it alone.



1. Here are some statements about the story. Correct those which are incorrect.

- Albert and Albrecht Durer came from a wealthy family, but they still needed to make a difficult choice to pursue their dreams.
- Albrecht Durer, the younger brother, won the toss and went off to the Academy immediately.
- Albert was enthusiastic about the idea of going to the Academy after Albrecht's return.
- Albert decided not to attend the Academy because of his physical injuries from working in the mines.
- Albrecht Durer's artistic success is attributed solely to his own efforts.



2. Rearrange the events in the story 'Praying Hands' in the correct order.

1. When the young artist returned to his village, the Durer family held a festive dinner on their lawn to celebrate Albrecht's homecoming.
2. Albrecht Durer, the younger brother, won the toss and went off to the Academy.
3. After many long discussions, the two boys finally worked out a pact.

4. Albert said, "I cannot even hold a glass to return your toast, much less make art on canvas with a pen or a brush."
5. Finally, Albert rose and wiped the tears on his cheeks.
6. They both wanted to pursue their talent for art. But they knew that their father would never be able to send them to study at the Academy.
7. Albrecht and Albert had a dream.
8. Albrecht Durer painstakingly drew his brother's abused hands with palms held together with the thin fingers stretched skyward.

1.
2.
3.
4.
5.
6.
7.
8.



Glossary

ajar	:	slightly open
bars	:	hurdles
chivalry	:	courage
crate	:	a strong box made of wood or other materials
crease	:	a line that marks the boundary of the batsman's area of play
daring	:	being brave and willing to take risks
dejected	:	sad and depressed
enfold	:	surround
etching	:	printing made on metal, glass or stone

first-class cricket	:	a level of cricket that is considered one step below international cricket, e.g. the Ranji Trophy tournament in India in which different states / regions participate.
fret	:	to be worried or troubled
gazed	:	looked steadily for a long time
glanced	:	looked quickly and briefly
goldsmith	:	a skilled craftsman who works with gold
haunt	:	a place that is frequently visited
homage	:	respect
hurled	:	threw something with great force
jovial	:	cheerful and friendly
LBW	:	(Leg Before Wicket) a rule in cricket where a batsman can be declared out if the ball would have hit the stumps but hits the batsman's leg below the knee
long on	:	a fielding position in cricket near the boundary on the on side
lunge forward	:	to lean or move forward to play a shot
mournful	:	sad
pact	:	an agreement
painstakingly	:	with great care and effort
pursue	:	to follow or chase
sacrifice	:	to give up something that is valuable or important
scored a duck	:	scored zero runs
smashed	:	badly broken
stacked	:	arranged one on top of another
sunburned	:	tanned by the sun, experienced
toast	:	a call to a gathering of people to raise their glasses and drink together in honour of a person
took his guard	:	chose a position in front of the wicket to receive the bowling
tribute	:	honour
vale	:	valley

Unit

5

EMBRACING EMPATHY



*I do not ask the wounded person how he feels,
I myself become the wounded person.*

Walt Whitman



The Doorway

Look at the picture given below.



What do you see in this picture?

What is the woman doing?

Have you ever received a gift? Did it remind you of a special event in your life or of someone you love?



Let us read.

THE YELLOW UMBRELLA

We all have memories. Some of them are pleasant, some of them are painful. We, sometimes come upon bad times. Memories often make them more painful. Occasionally a memory awakens in us the desire to possess something. The desire often has nothing to do with the intrinsic value or price of the object. It becomes valuable to us through its association with our memory.

Why are memories important in our lives?

A yellow umbrella may look a very trivial object to you. It is not anything that you badly wish to own. That is because it has no particular attraction to you. Your parents have bought you several umbrellas since your first year at school, some of them quite colourful and attractive. There has been nothing special about a yellow umbrella in your life. But for Joseph, a young boy from Palmas in Brazil, a yellow umbrella was something special.



We learn about Joseph from two Brazilian film makers Helena Hilario and Mario Pece. The story begins with Hilario getting a phone call from her sister. Her sister had been on a visit to an orphanage in Palmas with Christmas gifts for the children. The children at the orphanage were delighted at seeing

How did Helena Hilario and Mario Pece get the thread for the film?

the toys they were given. But she noticed a boy with a mournful face who showed no interest in the toys. She went up to him and asked what he would like to have as a gift. "A yellow umbrella", he said, his face still downcast. Hilario's sister was puzzled. But soon she had the whole story from him.

It was not very long ago. The boy was among a group of refugees who had arrived in the country in an open boat. There were many like him all over the world – running away for fear from their countries or thrown out as unwanted people. It was a rainy day. His father opened a big yellow umbrella that protected them from the rain as they walked. They were going to an orphanage.

His father left him at the orphanage. That was the only way out for him. He had been out of work for a long time. The only hope of survival for his son was to grow up in the orphanage.

The boy watched as his father walked away, raindrops bouncing off the yellow umbrella. That was the last time he saw his father. The yellow umbrella had become etched in his memory. It was as if the yellow umbrella would unite him with his family someday.

Why did Joseph, the young boy from Palmas, have a special attachment to a yellow umbrella?

Why did Joseph's father leave him at the orphanage?

What does this tell us about their situation?

My Word Gallery



Hilario was impressed by the boy's story. She thought of turning the boy's painful memory into a work of art, a record of empathy and hope. It took ten years for Hilario and her associate Mario Pece to produce the animated film *Umbrella*, which was the first film they made as a duo. It was released in 2019. It received an Oscar nomination and went on to win recognition at several film festivals.

Umbrella is a film that can both entertain and enlighten grownups and children alike. It is a story of love and hope. It will keep our faith in the value of human understanding and responsibility.

My Word Gallery



1. Imagine, one day the yellow umbrella spoke to Joseph, "I'm ready to take you anywhere you'd like to go." Where do you think he would want to go?

- *He might choose to go back to the rainy day when he and his father walked to the orphanage.*
- *He might wish to visit the country or city of his father's origin, wherever that may be.*
- *He might prefer to visit a bustling, colourful carnival or fair.*
- *He might go for a travel to a calm and attractive beach at sunset.*

Can you develop a story using any one of the plots given above?



2. Here is a letter Joseph wrote to his father, but only the initial part is given. Try to complete it.

Mercy Home

XYZ Street

Date : _____

Dear Dad,

Hope you're fine, wherever you are. It's been a long time since we were together. I miss you a lot dad. I remember a rainy day when we walked under a big yellow umbrella. _____

LOVE,



3. Here is the conversation between Joseph and his friend Gerald in the refugee camp.



Friends in a distant land

Joseph : Gerald, being in this camp is really tough, especially for us kids.

Gerald : Yeah, I miss my mom and dad a lot.

Joseph : I know how you feel. My dad had to leave me here, and I haven't seen him since.

Gerald : That's terrible.

Joseph : But you know what, Gerald? We can be like a family here and take care of each other.

Gerald : You're right, Joseph. Friends can be like family too.

Joseph : And, Gerald, the school here is not like what it used to be. It's not easy to learn.

Gerald : I noticed that too. It's very crowded and noisy.

Joseph : But we can't give up on learning. Education is important for our future.

Gerald : I like that idea, Joseph. Let's help each other learn and get smarter.

Joseph : Great! We can be study buddies.

Write a paragraph about the hardships faced by child refugees.

A few hints are given below.

Hardships faced by child refugees

 lack of shelter	 hunger	 _____	 _____
 _____	 _____	 _____	



4. Here is a conversation between Hilario's sister and Joseph when they started distributing toys. Let's complete the conversation.

Hilario's sister : Hello, what should I call you?

Joseph : I'm Joseph.

Hilario's sister : Joseph, why are you not playing with the other children? Don't you like toys?



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5. a. Prepare some slogans and messages in connection with World Refugee Day.



Messages	Slogans
Let's be kind to people who had to leave their homes.	Stand with Refugees: Embrace, Empower, Include

b. With the help of the slogans and messages you prepared, design a poster for World Refugee Day.

How can we be friendly to others? How do your friends help you in distress?

When do you need your friends' help?



Let us sing a song.

BRIDGE OVER TROUBLED WATER

Simon & Garfunkel



When you're weary
 Feeling small
 When tears are in your eyes
 I'll dry them all
 I'm on your side
 Oh, when times get rough
 And friends just can't be found.

Like a bridge over troubled water
 I will lay me down
 Like a bridge over troubled water
 I will lay me down.
 When you're down and out



When you're on the street
When evening falls so hard
I will comfort you
I'll take your part
Oh, when darkness comes
And pain is all around.

Like a bridge over troubled water
I will lay me down
Like a bridge over troubled water
I will lay me down.

Sail on silver girl
Sail on by
Your time has come to shine
All your dreams are on their way
See how they shine
Oh, if you need a friend
I'm sailing right behind.

Like a bridge over troubled water
I will ease your mind
Like a bridge over troubled water
I will ease your mind.

About the authors

Simon & Garfunkel were an American folk rock duo consisting of singer-songwriter Paul Simon and singer Art Garfunkel. They rank as one of the best-selling music acts of the 1960s. Their most famous songs include 'The Sound of Silence' (1965), 'Mrs. Robinson' (1968) and 'Bridge over Troubled Water' (1970).

Answer the following questions

1. What do you think the song is about?
2. What do you think the singer means by being a 'bridge over troubled water'?
3. How does the singer describe one's role when someone is feeling down?
4. What, according to the poet, will ease your mind?



1. **Choreograph the song in the class or school auditorium.**



Consider the following points while choreographing.

- Discuss the theme
- Set the scene
- Plan costumes and stage setting



2. **Pick out the 'feel good' and 'feel bad' situations from the song and complete the given columns.**

Feel good	Feel bad
I will comfort you.	feeling small



3. Read the first stanza again.

When you're weary
Feeling small
When tears are in your eyes
I'll dry them all
I'm on your side
Oh, when times get rough
And *friends* just can't be *found*.

Look at the words in italics. They are examples of alliteration.

Find out more such examples from the song and write them here.

.....
.....



4. Pick out examples of refrain from the song 'Bridge Over Troubled Water' and write them below.

.....
.....
.....
.....
.....



5. Read the following lines again.

When you're down and out
When you're on the street
When evening falls so hard
 I will comfort you
 I'll take your part
Oh, when darkness comes
 And pain is all around.

**We often help needy people. Recall such instances from your life.
Share your experience.**

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Even when faced with serious problems, many people have shown how to stay strong and succeed. This reminds us that every challenge can help us grow, and teach us that by supporting each other, we can create a better world where everyone can do well.



Here is a life story of such a person.

Let us read.

A BEACON OF HOPE



Smt. Usha Chaumar receives Padma Shri from the President of India Shri. Ram Nath Kovind for her Social Work in 2020.

I want every woman to be independent through dignified jobs. That is how we will build a better society, free of untouchability.

Usha Chaumar

“In one birth, I have led two lives,” 42 year old Usha Chaumar said proudly. She had made it to the list of Padma Shri awardees of 2020. Her determination to change her society had been given recognition.

Usha Chaumar is a true superhero in every sense of the term. “I want to cleanse the society of the concept of untouchability,” she says with grit. The former manual scavenger has become a beacon of inspiration for thousands of women in India.

What is Usha Chaumar's mission?

“I started the work quite early, at around seven years of age,” Usha recounts her childhood days. Born in Deegh village of Bharatpur, Rajasthan, Usha and her clan were ‘untouchables’. She was introduced to manual scavenging by her mother.

The women in her family had ancestrally engaged in the inhuman profession. They could not find a way out of it. Some of them might have aspired to break free at some fleeting moment. But the rural Indian society made sure to remind them of their ‘position’ in the social hierarchy.

Usha’s earliest memory of her mother was watching her wake up in the wee hours of the dawn. She would grab her basket, bucket and brooms, and set out for the village toilets.

My Word Gallery



By the age of seven, Usha was working with her mother as a manual scavenger. That was the age when many children of the village were at school. Usha was married off as a child bride when she was only 10 years old.

She was sent to her husband's home when she was just fourteen. Her husband was a sanitation worker with the local municipality. Usha continued to do scavenging, accompanied by her mother-in-law.

For cleaning other people's filth, Usha earned a meagre daily wage of 10 to 20 rupees. They mostly ate leftover food given to them at the houses where they worked. They did not earn enough even to buy new clothes. They wore the worn-out clothes they collected at the houses.

The Sulabh International set up an NGO called Disha which gave training in various skills to women like Usha. Soon they were engaged in such work like stitching bags, making lamps and preparing jam, pickles and papad. The NGO took Usha and some other women for a visit to Delhi.

What were some of the challenges Usha Chaumar faced in terms of income and daily living?

My Word Gallery



Usha recalled the experience with delight: "It was the first time I had stepped out of my village. All of us were ecstatic to travel like any other citizen, stay in hotels and eat fancy food."

Upon her return from Delhi, Usha started convincing other women including her mother-in-law to give up manual scavenging. But she soon found out that if one woman left the job, others would join it. The root cause of the problem was the lack of proper sanitation in the village. The primitive toilets in homes needed manual scavenging and no privileged person was willing to do that by themselves. But when Sulabh International began to construct toilets in the villages, that too changed. The need for manual scavenging was eliminated.

Usha was soon appointed the president of the training centre. She now has hundreds of women under her guidance. Usha visited the USA and many countries in Europe and Africa as part of the Sulabh team. She spoke about her experiences at the gatherings. She has been received several times by the Prime Minister of India as a distinguished guest. The prestigious Padma Shri is the latest and perhaps the greatest honour she has received.

Usha's inspiring journey has prompted hundreds of women to give up manual scavenging.

"I want to eradicate manual scavenging entirely from our social fabric," declares Usha. "Women are not meant for staying at home, cleaning dirt and taking care of children. I want every woman to be independent through dignified jobs. That is how we will build a better society, free of untouchability."

How did the situation change when Sulabh International began constructing toilets in the villages?

My Word Gallery

What is Usha's message to the society?



1. Collect the details of some famous people who had a humble beginning.

Name	Beginnings	Profession / Position / Recognition
 ABRAHAM LINCOLN		
 A P J ABDUL KALAM		
 NANJIYAMMA		



2. Imagine a day when spades, hammers and other tools begin to talk. What do you think they would say?



I've seen you using me to clean up mess every day to keep things safe and clean. You're really making a big difference.





3. Note the use of the phrase 'wee hours of the dawn' in the poem. There are similar phrases about other phases of the day. We use phrases like 'blazing noon' and 'gathering dusk' to indicate other phases of the day.

Write sentences of your own using 'wee hours of the dawn', 'blazing noon' and 'gathering dusk' in the spaces given below.

1. The football players start their practice in the *wee hours of the dawn*.

2.

3.

1. The roads were empty in the *blazing noon*.

2.

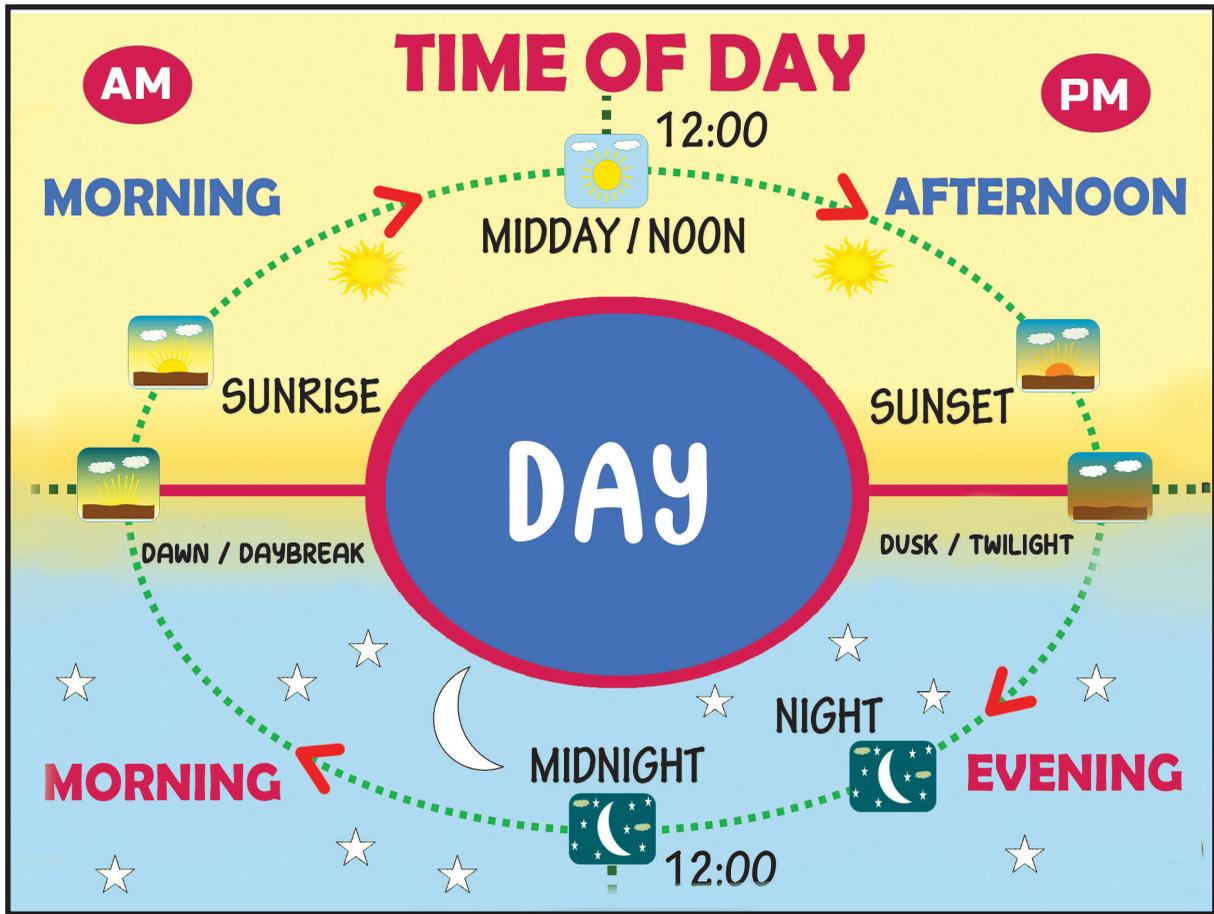
3.

1. The birds were returning to their nest in the *gathering dusk*.

2.

3.

The day is divided into am (ante meridiem) and pm (post meridiem). Ante meridiem (am) is the time between midnight and noon (00:01 - 12:00). Post meridiem (pm) is the time between noon and midnight (12:01 to 24:00). Look at the diagram below.



Write sentences using am and pm.

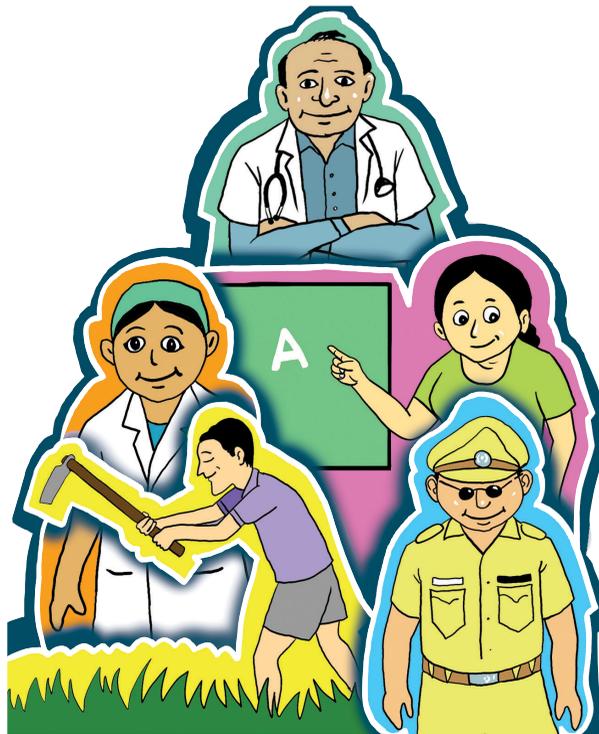
Consider events like breakfast, school assembly, dinner, bed time, examination, etc.

am	pm
• Classes begin at 9.00 am	• Classes end at 4.00 pm
•	•
•	•



4. Let us salute community helpers.

Community helpers are like superheroes in our neighbourhood. They do important jobs to keep us safe and happy. They work in different places like schools, hospitals, and even on the streets. Police officers make sure everyone is safe, doctors and nurses take care of us when we are ill, teachers help us learn and farmers grow crops providing us the food we eat. They're like real-life heroes!



Here are some community helpers. Can you say what they are doing? How do they help the community?

Lifeguards	Fire-fighters	Garbage collectors	Health workers



5. You may consider the following points while you prepare a thank-you note.

- Greeting - Start with a friendly greeting.
- Gratitude - Express your gratitude clearly.
- Closing: Use a closing phrase such as "Sincerely," "With love," or "Warm regards," followed by your name and signature.
- Try to keep the note brief.

Thank-you notes are polite expressions used to convey our appreciation and gratitude to others.

Think about the fruits and vegetables we usually eat. How would you show your appreciation and gratitude to the hardworking farmers who grow them for us?

Now read a thank-you note designed by Raya.



Imagine you are writing a special thank-you note to your favourite community helper. How would you express your gratitude and appreciation? Design a thank-you note and share it with your friends.



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Glossary

aspired	: wished for
beacon	: a light set up in a high position as a warning, signal, or celebration
break free	: to escape
clan	: a group of families
determination	: firmness of purpose
distinguished	: considered excellent or important
downcast	: sad or disappointed
duo	: a pair of two things or two people who do things together
ecstatic	: being extremely, incredibly happy and excited about something
eliminated	: removed or taken away
empathy	: ability to understand and share the feelings of others
eradicate	: to get rid of something completely
filth	: something that is dirty or disgusting
fleeting	: lasting for a short time
gathering	: a group of people meeting together for a purpose
grit	: courage, determination
hierarchy	: a system of organisation that has many levels from the lowest to the highest
inhuman	: lacking human qualities
intrinsic	: being a natural and essential part of something else
meagre	: lacking in quantity or quality
mournful	: deeply sad
NGO	: Non Governmental Organisation
prestigious	: something very valued and important

primitive	: very old
prompted	: made someone do or say something
puzzled	: feeling confused or not sure about something
recalls	: remembers something from the past
recognition	: what a person gets for doing something good or important
recounts	: tells a story or describes something that happened in the past
refugees	: people who have to leave their homes because of lack of safety and go to another place to find safety and help
sanitation	: the process of keeping places clean by removing waste
scavenger	: a person employed to clean the streets and toilets
trivial	: something that is not very important or notable
wee hours	: very early in the morning when it's still dark outside

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 and 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, wild life 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 case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.



Contact Address:

Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in