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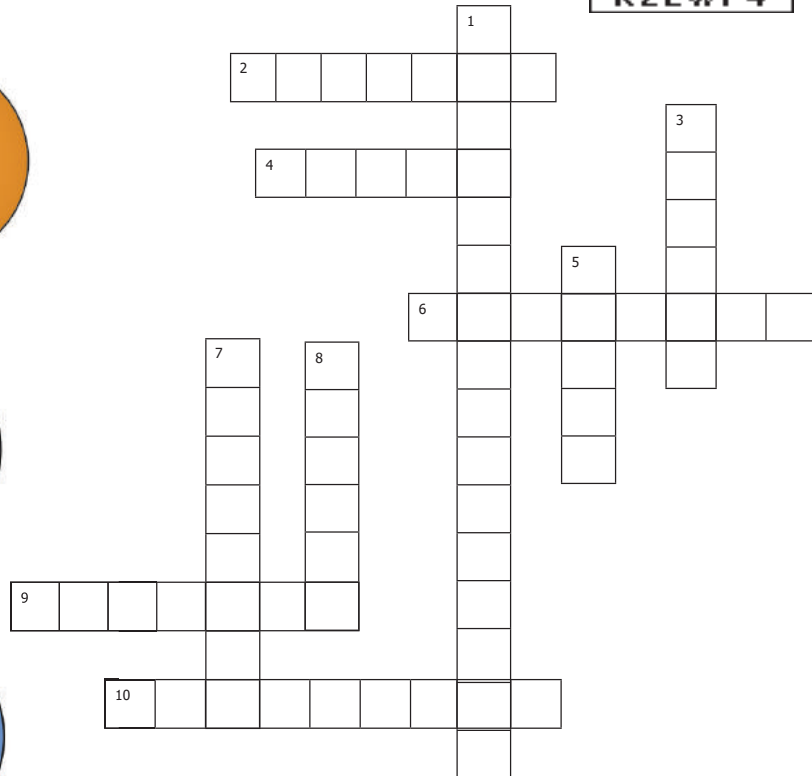
A Prayer to the Teacher

Prose

Warm Up



Read the clues, guess the profession and fill in the crossword puzzle.



Across	Down
2. Teaches students	1. Gives treatment to animals
4. Helps doctors and patients	3. Grows crops
6. Builds houses according to a plan	5. flies an aircraft
9. Protects the country	7. Plays a musical instrument
10. Gives ticket to passengers	8. Stitches clothes

❖ Which is the role of a farmer in society? Discuss and answer.

❖ When you grow up, what do you want to become? Why?

READING



This lesson is based on a speech made by Subroto Bagchi, founder and CEO of Mindtree, as part of the convocation address at the International Academy for Creative Teaching, Bangalore, on January 6, 2005.

He is addressing the teachers graduating from the Academy and he requests the teachers to go beyond the syllabus and teach students the values and skills they need to live a useful and meaningful life.

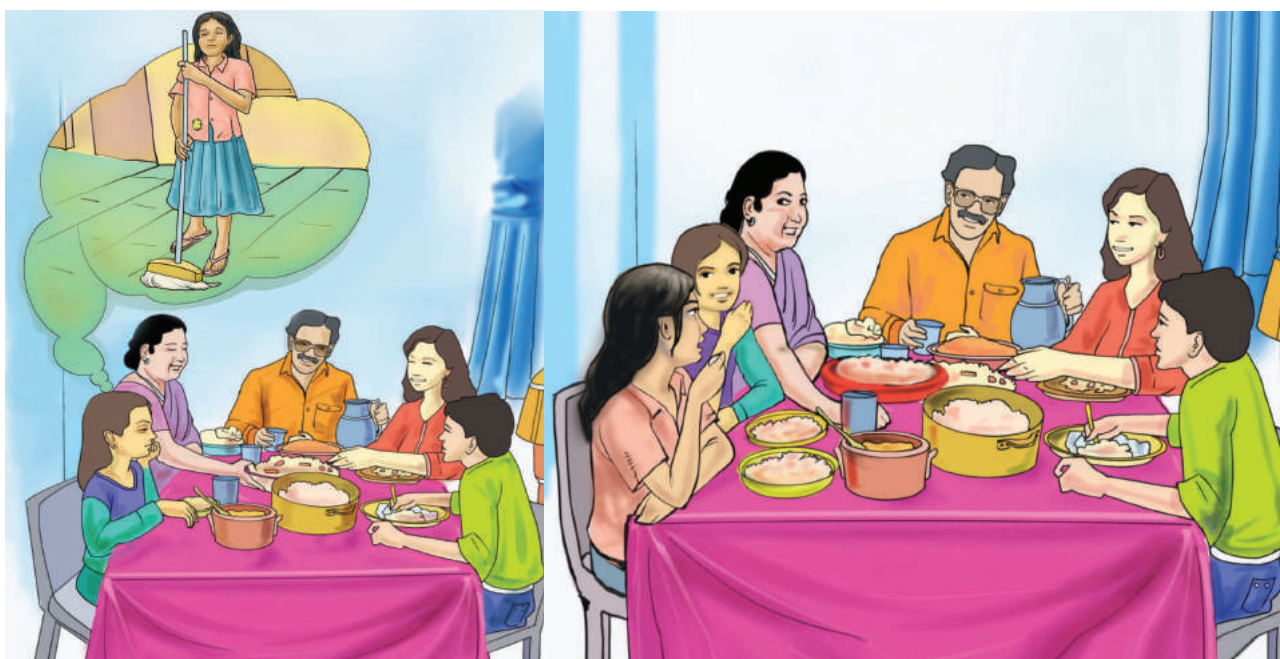
Listen to your teacher delivering the speech.

It is a great occasion for the 2005 batch of graduating teachers. It is also a great day for the faculty and administration to have given the world another set of people whose impact is going to be proportionately large.

I am honoured to be here with all of you to share your joy, your hopes. As teachers, on behalf of all the lives you will touch, I have a few things to ask of you. It is going to be a long and somewhat unusual list – so I seek your indulgence. Here goes my list:

First, I pray to you that you teach me the value of inclusion.

The people who write my textbooks and the ones who prescribe the **syllabi** will not tell you, how important **inclusion** is for me to do well in life. Without the sense of inclusion, I will not know that boundaries are meant to be pushed – not to be lived in.





Take for example the fact that I clean my house but empty my garbage on the road. That is because, the road is not “included” in what I feel is my own.

I feed my own child but do not ask if the maid has eaten today. Her hunger is not included in my hunger.

I take my child to the movie but do not ask him to call the neighbour’s child. That child is outside my zone of parenting. So Teacher, teach me inclusion.

I pray to you to teach me to communicate.

As I get caught in the rat race of the common entrance tests and **cut throat** competition, everyone will tell me that my survival depends on my power to impress. The more I want to impress, the less I will communicate. Teach me to speak and be able to write so that I am able to convey what I feel.

Teach me to communicate with:

- * *the simplicity of a child and the nakedness of a flower.*
- * *those who cannot speak or hear.*
- * *people less gifted, **less privileged** than I am.*
- * *those who have come before me and those who will follow.*
- * *things **animate** and inanimate.*

I pray to you to make me learn. More than that, Teacher, teach me how I can learn to learn.

As you prepare me for the wide world in which I need to **fend** for myself and for others, one-time learning will not be good enough. I will have to have the ability to learn newer and more difficult things. Some of it I will need to learn very quickly. In all this, what will become **critical** is the process of learning itself, more than just what I am able to learn. Help me to learn newer ways to learn. And that will make learning a joy for me.

GLOSSARY



syllabi	-	plural of syllabus
inclusion	-	all people being valued, irrespective of differences
cut throat	-	competitive
less privileged	-	disadvantaged
animate	-	living
fend	-	look after
critical	-	extremely important



As I learn to learn from unusual sources, I pray that you teach me to appreciate the interconnected nature of things.



Teach me, not just about the way the waves rise but what causes them to fall. Teach me to appreciate that the trees I fell, the small creatures I kill with **indiscriminate** use of fertilizers and pesticides on the ground, the urban decay I cause with my **consumerism**— all add to awesome imbalances in the natural state of things that cause death and **destruction** and can one day, **engulf** me and mine.

Each time I see a **scavenging bird** on my city's skyline teacher, tell me why the singing birds are going away. And tell me how I can see them **perched** on my window sill again.



GLOSSARY



indiscriminate	- without careful judgement
consumerism	- the protection or promotion of the interests of consumers
destruction	- the action of damaging or destroying something
engulf	- to eat or to swallow
scavenger bird	- anything that feeds on dead animals (<i>example :crow</i>)
perch	- to rest on / to stay on

I pray to you to teach me not just the ability to answer, but also the power to question.

Everyone is telling me to do as I am told. Before I know it, I am **enslaved**. It is because we do not ask questions. Only if we ask questions, can we get answers. If we get the answers, we can explore how to establish a better order of things. If we ask questions, we will also learn to be accountable. We will be more willing to accept that when we ask the questions, we can be questioned too. In that exchange, truth will emerge.

As I learn the power of humility, teach me about how all things that sustain life on earth, come free.

Teacher, I will live in an increasingly **commercial** world. I will be judged on how much "value" I can create by buying and selling things. My personal success will be determined by my ability to consume. I will not be able to always question the ways of the world, but do tell me how all things that truly support life, come without payment.



The cow does not get paid for the milk she gives us.

The earth does not ask for money for the crops we get.



The sea does not come to get royalties on the catch of the day.

The sun, the air, the river and the clouds do not get paid for their services.



I pray to you to teach me the power of silence – teach me also to raise my voice to protect the truth.

In a world where every moment is going to be full of noise, teach me to be quiet. Teach me to appreciate the sound of silence. For, in silence I can **contemplate** the power within.

Teach me to make my point without having to raise my voice.

And teach me to raise my voice, teacher, when my silence can hurt another life.

GLOSSARY



enslaved	-	made someone slave
commercial	-	money minded
contemplate	-	think deeply about something

Finally, I pray to you to teach me to develop a world view of things.



Teach me to appreciate that poverty, disease and hunger have no nationality. For hundreds of years, I have lived in a world with narrow domestic walls. In that world patriotism was founded on religious **bigotry**, racial intolerance and man's remarkably short view of time. It was bounded by barbed wires and smoking guns. In the future that I want to create, I want you to teach me the power of loving my fellow human beings.

Teach me to appreciate diversity and dialogue.

Teach me tolerance and teach me to remove the word "foreign" and "foreigner" from my vocabulary.

This is my world, teacher. In this world, I do not want to be a foreigner to anyone and I do not want to treat anyone like a foreigner.

With these thoughts, allow me to conclude my convocation address. May this day remain with you forever and may your path be **illuminated** with the power of a thousand Suns. Thank You and Good Luck.

GLOSSARY



bigotry

-

intolerance towards others with a different opinion

illuminated

-

light up



Ten core life skills prescribed by WHO are

- | | |
|----------------------|-------------------------------|
| 1. Self-awareness | 6. Problem Solving |
| 2. Empathy | 7. Effective communication |
| 3. Critical thinking | 8. Interpersonal relationship |
| 4. Creative thinking | 9. Coping with stress |
| 5. Decision making | 10. Coping with emotion |

I. Which of these statements do you find in the speech?

1. Inclusion is essential for us to do well in life.
2. We should neglect others.
3. Communicate politely with the less privileged.
4. Teachers teach us to communicate well.
5. Effective Communication is inessential to excel in life.



II. Read the statements. Tick ☒ the correct words. You can tick more than one.

1. We should develop the ability to learn from_____.

☐ self

☐ others

☐ books

2. Teachers help me to learn _____ things .

☐ new

☐ bad

☐ difficult

3. Teach me to appreciate _____.

☐ nature

☐ destruction

☐ small creatures

4. We should learn to _____questions.

☐ ask

☐ answer

☐ discard

III. Answer the following questions in a sentence or two.

1. What is inclusion? Why is it important?
2. What is good or effective communication ?
3. What should we learn from our teachers?
4. What kind of learning brings joy to you ?

5. In what ways are we doing injustice to nature ?
6. What do you need to learn to live a good life in this world?
7. How does the ability to question help us?
8. What do you think are the two most important lessons that the speaker mentions?

IV. Answer the following questions in detail.

1. What are the skills / values a teacher should teach their students to live in this competitive world?
2. What kind of a life do you want to lead in this world?

VOCABULARY



Prefix and Suffix

A. Match the suitable prefix and suffix to create new words of your own. One has been done for you.

S.No.	Root word	Prefix/Suffix	New word
1	form	con	conform
2	patriot	in	
3	diverse	ity	
4	slaved	ism	
5	animate	ness	
6	consumer	en	
7	naked	ism	

B. Refer to your dictionary. Add a prefix or suffix to the following words and find their antonyms.

1. privileged -
2. animate -
3. discriminate -
4. empty -
5. communicate -
6. learn -

LISTENING*



C. Listen to the story and fill in the blanks by selecting the right option.

1. Raj was upset as he had done _____ (well/poorly) in his English test.
2. His grandmother gave him a _____. (pen/pencil)
3. Granny compared _____ (Raj/Ravi) with the pencil.
4. Raj's pain of not doing well in his test was compared with _____ of pencils. (sharpening/writing)
5. Raj understood that failures are stepping stones to _____ (success/climbing)

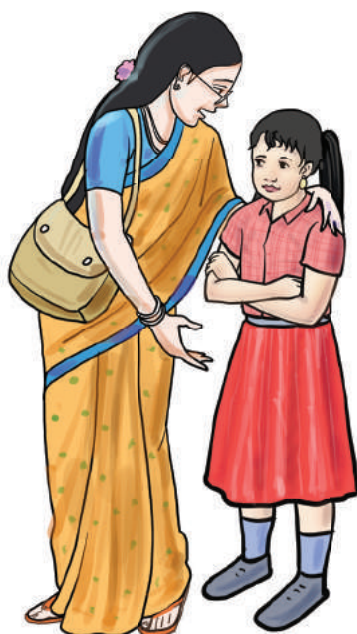
SPEAKING



D. Read the story. Divide yourselves into groups of four. Discuss what little Sarah wants to talk about. Take roles and enact the story.

Sarah Wants to Talk

Sarah was feeling sad. She missed her home and her friends. She went to the kitchen. She wanted to talk to her mother. Her mother was cooking. Sarah was talking, but her mother was not listening.



Sarah went to her older brother, Tony. She started to tell Tony that she was sad. Tony was not listening. When Sarah finished, he asked, "What did you say?"

Sarah was now very sad. Her mother and brother did not listen to her. The teacher, Madam Nancy, saw Sarah. She asked Sarah to sit with her.



*Text for listening is in page: 167

She asked, "What is the matter?"

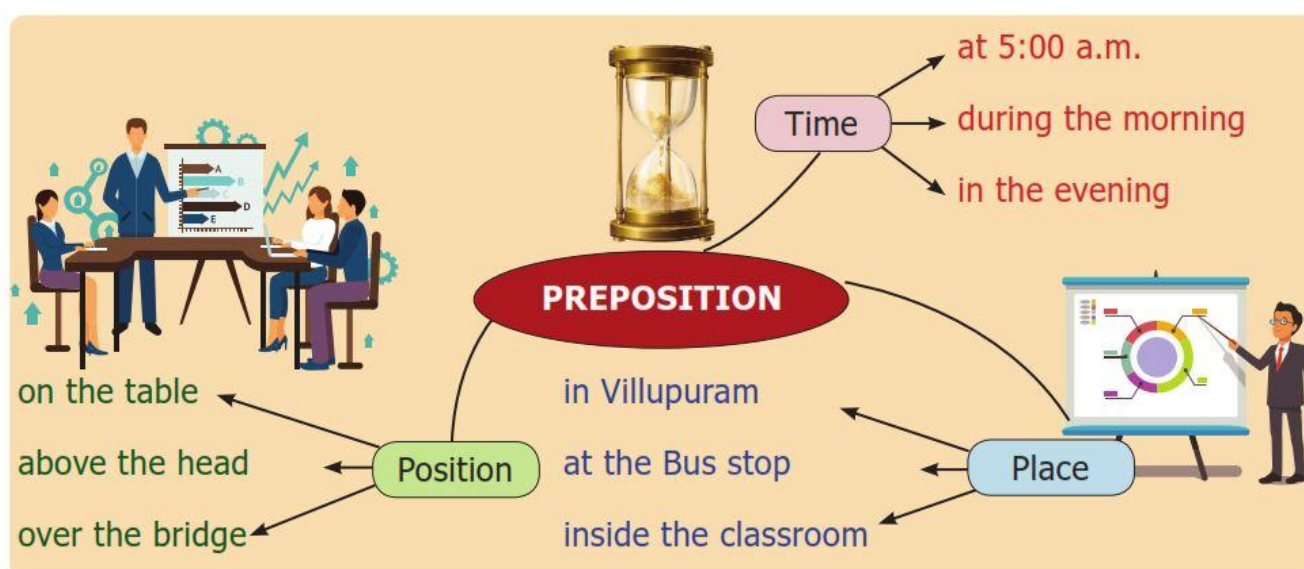
Madam Nancy looked at Sarah and listened carefully to her words. She held her hand. After Sarah talked to Madam Nancy, she felt better.

PICTO GRAMMAR



Preposition: A preposition comes before a noun or pronoun in a sentence and shows its relationship to another word or part of the sentence.

Prepositions can be classified into three groups.

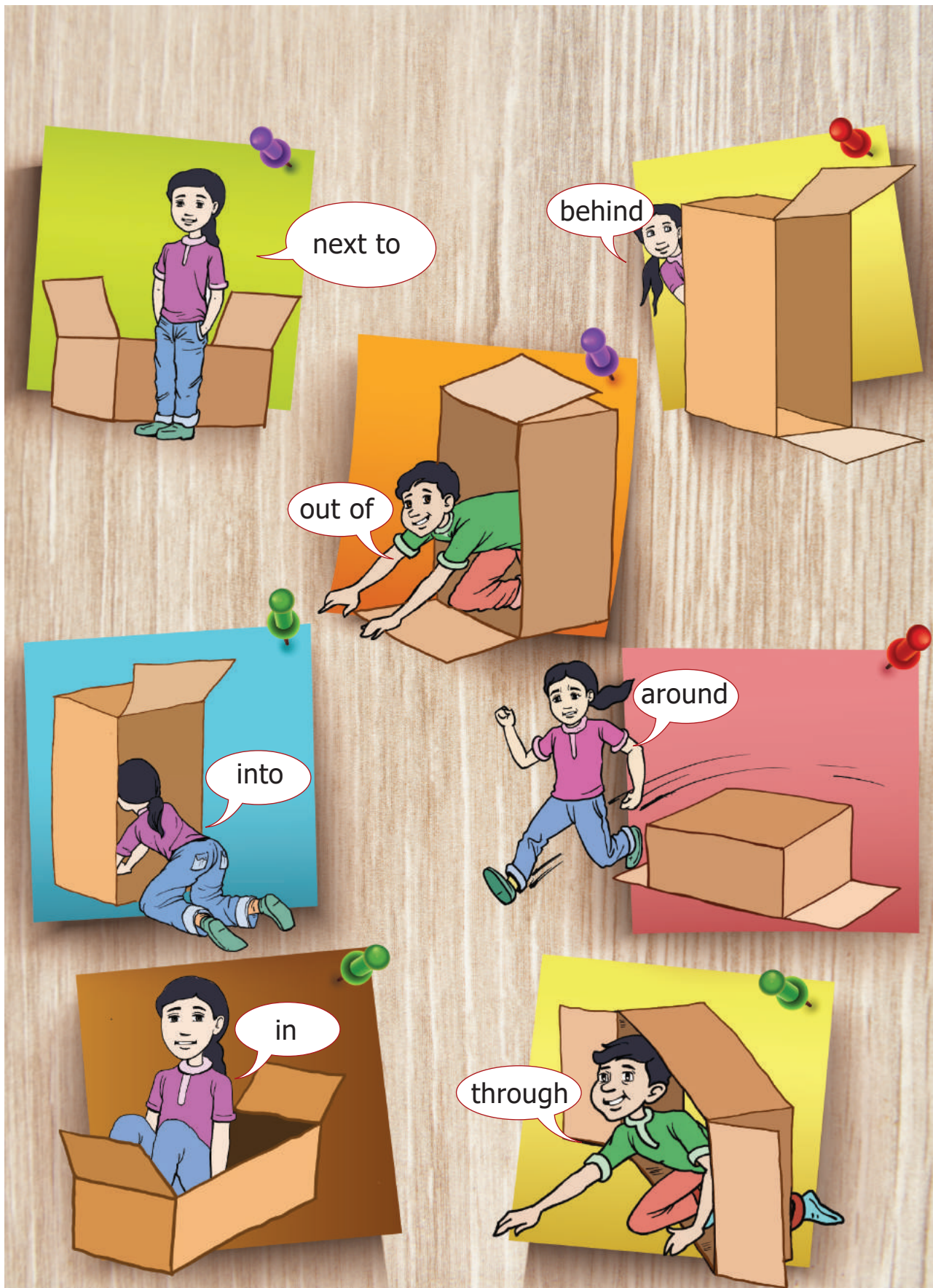


Language Check Point



Don't Say	Say	Note
The plane flew above the building.	The plane flew over the building.	Use 'above' when there is no movement. Use 'over' when there is movement.
We shall meet them in the club this evening.	We shall meet them at the club this evening	Use 'in' for large places. e.g. countries, cities etc. Use 'at' for small places. e.g. park, school etc.
I walk by foot.	I walk on foot.	'On' is used for actions involving body parts, 'By' is usually used to mention the means of transport.

Look at the pictures given below. Read the prepositions and do the actions.



E. Look at the pictures. Pick out the right preposition and fill in the speech bubbles given below.

between	down from	onto	inside	on	in front of	over
---------	-----------	------	--------	----	-------------	------

The illustrations are as follows:

- Top Left (Green paper):** A girl is jumping towards a box. *Speech bubble:*
- Top Right (Yellow paper):** A girl is standing on top of a box. *Speech bubble:*
- Middle (Orange paper):** A boy is stepping down from a box. *Speech bubble:*
- Bottom Left (Blue paper):** A girl is jumping over a box. *Speech bubble:*
- Bottom Right (Pink paper):** A girl is sitting inside a box. *Speech bubble:*
- Bottom Left (Brown paper):** A girl is standing between two boxes. *Speech bubble:*
- Bottom Right (Yellow paper):** A boy is sitting on the floor in front of two boxes. *Speech bubble:*



1. Julian placed her lunchbox inside her bag.
2. Vinothini left the house before sunrise.
3. Ben saw Daisy playing across the road.
4. Hema keeps all her teddy bears on top of her wardrobe.
5. Divya hid the sweets behind her back.
6. Sudha fell over during the basketball match.
7. Madhusudhan checked to see if his keys had fallen underneath his chair.
8. Mrs Meena asked the children to go into her classroom.
9. After lunch, the children were allowed to play.
10. Saravanan climbed onto the horse.

- Is your mother home?
a) in b) at c) on
- There is unity in diversity the people.
a) among b) between c) within
- He discussed the problem his parents.
a) with b) to c) for
- Lithisha was praised her father.
a) with b) for c) by
- Can you finish the work tomorrow?
a) by b) in c) within
- He has been absent last week.
a) since b) for c) by



H. Fill in the blanks using suitable prepositions from the box. Some options can be used more than once.

across	with	on	to	by	since	from	about	into	at	during
--------	------	----	----	----	-------	------	-------	------	----	--------

1. What do you do _____ weekends?
2. I am going to my village _____ Sunday.
3. I haven't met my friends _____ December.
4. Run _____ the street and get me the ribbon.
5. He told me in detail _____ the incident.
6. This picture was drawn _____ the girl _____ charcoal.
7. The car was travelling _____ a great speed.
8. The ball fell _____ the lake.
9. There is a bridge _____ the river.
10. The conference will be held _____ 10 a.m. _____ 5 p.m.

I. Fill up the blanks using suitable prepositions on your own.

1. The soldier climbed _____ a horse and rode away.
2. They have been here _____ a long time.
3. Kumaravel has lived in this city _____ 2012.
4. The paper was published _____ an International journal.
5. When will you return _____ home?
6. One _____ the four students wrote the answers correctly.
7. This fruit is _____ the Mexican capital.
8. The head office is _____ Nungambakkam. It is _____ College Road. As you go _____ the station, the office is _____ the right side.
9. The sailors were taken _____ the forest and made to walk _____ 10 miles.
10. The girl standing _____ me was sneezing.



WRITING



J. Fill in the value trees with the best qualities you like to follow in your life from the given list. Write a few lines about your favourite quality in the box.



Best qualities in life

Affectionate	Cooperative	Gratitude	Loving	Responsible
Ambitious	Courageous	Happiness	Loyal	Self-confident
Brave	Dependability	Helpfulness	Good manners	Self-control
Calm	Diligence	Honest	Patriotic	Self-esteem
Caring	Enthusiastic	Humble	Peaceful	Sensitive
Cheerful	Fairness	Imaginative	Perseverance	Sincerity
Committed	Faithfulness	Intelligent	Polite	Successful
Compassionate	Flexible	Joyful	Positive	Tolerant
Concerned	Forgiveness	Kind	Rational	Truthful
Confident	Generosity	Leader	Resourceful	Versatile
Contented	Giving	Logical	Respect	Witty

My favourite quality is...

CREATIVE WRITING



A limerick is a type of a silly poem with five lines. They are often funny or nonsensical. Limericks were made famous by Edward Lear, a famous author who wrote the “Book of Nonsense” in the 1800s. This was an entire book of silly limericks.

How to write a limerick poem?

- ❖ The first, second and fifth lines rhyme with each other and have the same number of syllables (typically 8 or 9).
- ❖ The third and fourth lines rhyme with each other and have the same number of syllables (typically 5 or 6)
- ❖ Limericks often start with the line “There once was a...” or “There was a...”

Example of an 8,8,5,5,8 syllable limerick:

STAR

There once was a wonderful star
Who thought she would go very far
Until she fell down
And looked like a clown
She knew she would never go far.

Kaitlyn Guenther

- ❖ Now you can try your own limerick.

K. Fill in the template given for limerick.

There once was a _____ (8 syllable)

_____ (8 syllable)



3 Your Space Poem

Warm Up



Look at the pictures given below. Fill in the blanks according to the cues given.



When you are in a meeting

Situation: Formal ☐ Informal ☐

Conversation: Formal ☐ Informal ☐

Your own sentences _____



With your head master

Situation: Formal ☐ Informal ☐

Conversation: Formal ☐ Informal ☐

Your own sentences _____



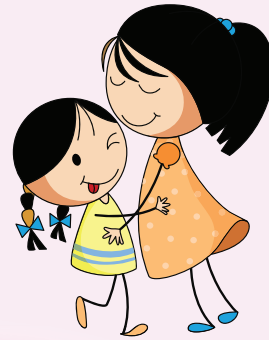
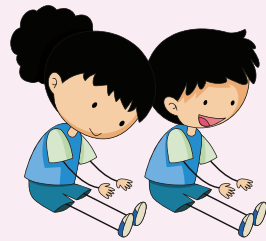
With your parents

Situation: Formal ☐ Informal ☐

Conversation: Formal ☐ Informal ☐

Your own sentences _____





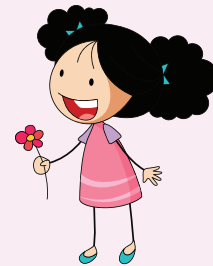
Speak gently! – It is better far
To rule by love, than fear
Speak gently – let not **harsh** words mar
The good we might do here!



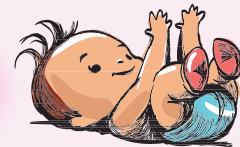
Speak gently! – Love **doth whisper** low
The vows that true hearts bind;
And gently Friendship's **accents** flow;
Affection's voice is kind.



Speak gently to the little child!
Its love be sure to gain;
Teach it in accents soft and mild:-
It may not long remain.



Speak gently to the young, for they
Will have enough to bear –
Pass through this life as best they may,
'T is full of **anxious** care!

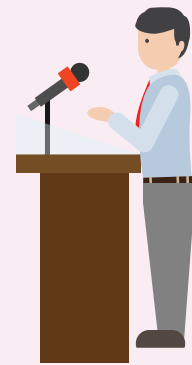




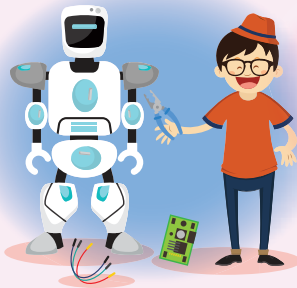
Speak gently to the aged one,
Grieve not the care-worn heart;
The sands of life are nearly run,
Let such in peace **depart!**



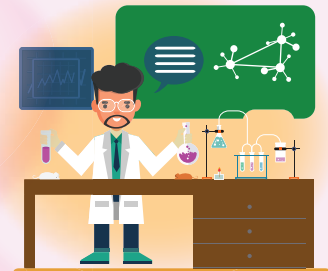
Speak gently, kindly, to the poor;
Let no harsh tone be heard;
They have enough they must **endure**,
Without an unkind word!



Speak gently to the erring – know,
They may have **toiled** in **vain**;
Perchance unkindness made them so;
Oh, win them back again!



Speak gently! – He who gave his life
To bend man's **stubborn** will,
When elements were in fierce **strife**,
Said to them, 'Peace, be still.'



Speak gently! – 'tis a little thing
Dropped in the heart's deep well;
The good, the joy, which it may bring,
Eternity shall tell.

David Bates



GLOSSARY



harsh	rough
doth	does
whisper	low voice
accents	emphasise
anxious	feeling worried or showing worry
grieve	be sorrowful
depart	leave/go
endure	suffer patiently
toiled	worked hard
vain	producing no results
stubborn	one refusing to change one's opinion
strife	disagreement
eternity	endless, no end

Read and Understand

A. Answer the following questions in a sentence or two.

1. Why should we speak gently?
2. What do you infer about speaking with others from this poem?
3. What are the disadvantages of speaking harshly?
4. Why does the poet tell us to speak gently to young children?
5. How should you speak with old people?



B. Read the poem and fill in the blanks with the correct option.

soft	vain	fear	joy	love	heard	toiled	mild	good	sand	life	harsh
------	------	------	-----	------	-------	--------	------	------	------	------	-------

1. It is better far to rule by _____, than _____.
2. Teach it in accents _____ and _____.
3. Let no _____ tone be _____.
4. They may have _____ in _____.
5. The _____, the _____, which it may bring.
6. The _____ of _____ are nearly run.

C. Pick out the words which rhyme with the given words and write similar rhyming words on your own.

1.	far	-		-	
2.	fear	-		-	
3.	low	-		-	
4.	kind	-		-	
5.	remain	-		-	
6.	they	-		-	

Rhyme Scheme

A rhyme scheme is the pattern of rhymes at the end of each line of a poem or song. We can find it with the help of rhyming words.

For Example

do and **go** , **lost** and **post** look like as if they are rhyming but they aren't.

Sometimes the letters will not be same at the end but they rhyme.

For example: poor – endure, know – so, bear – care

In a verse we mark the words that rhyme with the same letter, using a new letter for each set of rhymes. If there is a regular pattern to the rhymes it forms the rhyming scheme.

For example

Lines from the poem	Rhyme scheme
Speak gently to the little child!	a
Its love be sure to gain	b
Teach it in accents soft and mild	a
It may not long remain	b

So the rhyme scheme is **abab**

Exercise

D. Take a stanza from the poem. Write it in the blanks and find the rhyme scheme.

Lines from the poem	Rhyme scheme (a/b/c/d)



3 Taking the Bully by the Horns

Supplementary

Meena, Anu, and Ajay are in Class 7. Anu is the shortest in their class and Ajay is always making fun of her height. He calls her by nick names which draw attention to her size, and is constantly patting her on the head to show how short she is. Anu, already self conscious, feels hurt but she doesn't say anything. Meena sometimes laughs with Ajay when he is mocking Anu but she also feels sorry for her.



Have you or someone you know ever been in a similar situation?

While growing up, it is common for children to tease each other. But when someone purposely makes fun of another or forces them to do things even if they make it clear they don't want to, it is called **bullying**.

We like to have fun together with friends. Sometimes, we may even want to do something only because our friends are doing them, even if we know it will get us into trouble or is wrong. For example, Meena knows that Anu feels hurt when Ajay teases her. But she does not want to say anything because she is Ajay's friend and does not want to upset him. Ajay knows that Anu is upset, but continues to bully her because it gives him a feeling of control. Also he enjoys the attention he is getting from others who laugh instead of telling him to stop.





But is making someone feel unhappy about themselves a sign of strength? Actually, children who bully others tend to have a low opinion about themselves. This means that there maybe things about themselves that they don't like or feel ashamed about. They therefore want to **humiliate** or put another person down in order to feel better about who they are. They think they will fit in with the crowd if they show up another's difference, even if it means picking on the other person.

Maybe Ajay is unhappy with his performance in the exams; maybe Meena doesn't like her big ears and doesn't want anyone to notice them. So, they turn their attention to Anu, who is quiet and doesn't respond. Seeing her reactions to the way they treat her makes them feel better about their own problems.



Bullying needn't always be violent like hitting someone or verbally abusing them. If a group of children always refuse to include a particular child in their games, that's bullying too! Or if you spread stories about someone and it is causing them sadness. It's quite simple – if, through your actions, you target someone repeatedly to hurt them, it is bullying. Ragging is another word for bullying.

Everyone usually knows who the bullies in a school, class, or neighbourhood are usually. They either avoid them out of fear or silently support them because they want to be part of the group. But it is important to know that our actions always have **consequences**.

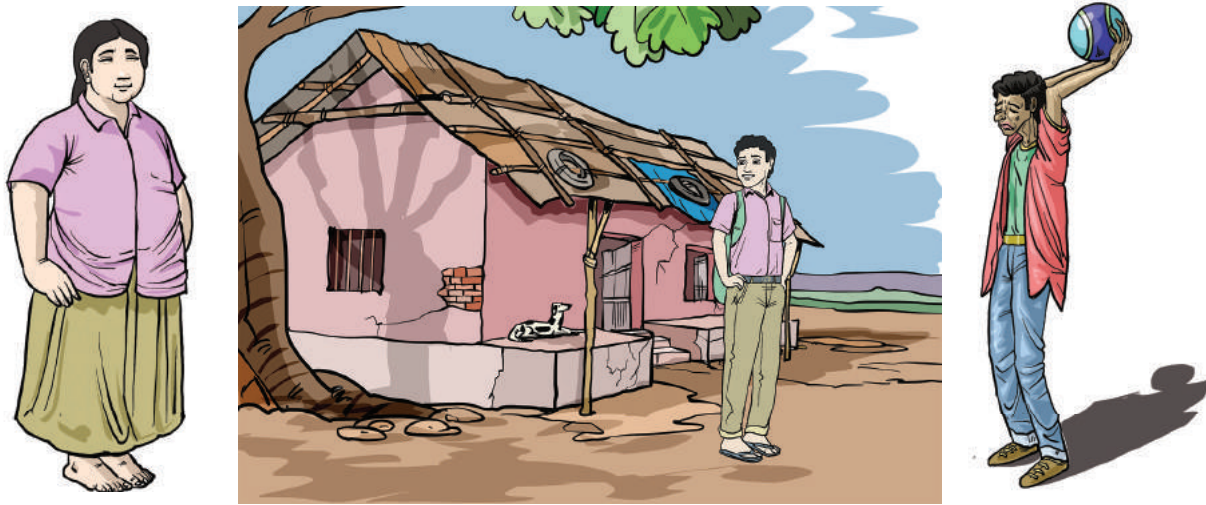
Have you heard of the term '**peer pressure**'? Our peers are people like ourselves, usually by age or common interest. Your classmates and friends are your peers. Sometimes, you can find yourself disagreeing with something that everyone is doing but you also end up doing it because you don't want to be the odd one out. It can be something silly like praising a movie everyone's excited about but you're not. Or it can be something more serious, like ragging another child as a group even if you don't want to. There's huge pressure to act like everyone else and you give in.

Have you ever bullied anyone? Has anyone bullied you?

Children who are bullied feel **dejected** and it's easy to see why. Nobody likes to be singled out and insulted in front of others. They can lose their confidence, feel lonely and isolated.



Bullies often focus on their target's appearance ("Why are you so fat?"), clothes ("Your clothes are always so loose!"), abilities ("You can't even throw a ball!"), and family or social circle ("Why do you spend so much time with those show-offs?").



Sometimes, such comments can affect the bullied person so much that it can even have an effect on their health and their routine. They may not feel like eating, fall sick more often, get **nightmares** or find it difficult to fall asleep. Concentrating on their studies can be difficult. They can even get injured if the bully uses physical force on them.

Being bullied can also make them develop other problems with their own behaviour. They could become very withdrawn – stop talking with people around them or they could display extreme anger suddenly. Sometimes, a child who is bullied can end up bullying someone else just to feel better.

Is there something you can do to stop bullying ?

If you are being bullied or if you know someone who is getting bullied, the best way to stop it is to inform a responsible adult. This can be a parent, a teacher, or anyone who is in a position to do something about the problem. The adult can intervene and help the child who is bullying to reflect and understand their inappropriate and unacceptable behaviour.

Taking a stand is difficult and not all of us can do it. But you can speak to your peers about not supporting a bully. Because not participating in doing something wrong also matters. You can also show your support for the targeted person in small ways – include them in your games, share things with them, speak to them more, make them feel included.

The keyword to stopping bullying is empathy. **Empathy** means the ability to experience the feelings of a person in a situation, not as an onlooker, but as someone who is also experiencing the situation. The more you feel for others, the less you will want to bully.





Sometimes, children hesitate to speak up because of a sense of **loyalty**. Will complaining to an adult about peers who are bullying get them into trouble? For example, if Meena were to tell their teacher about what Ajay does to Anu, would it be wrong? Meena may feel that she will lose Ajay's friendship but she will feel better by doing the right thing of standing up for Anu. It's important to learn to distinguish between situations which require intervention and those that don't. And remember, she will also be helping Ajay! It is not healthy growing up being a bully and Ajay, too, needs help.

Many schools and colleges and even work places have strict rules to prevent bullying but it can still happen. If you notice it taking place around you, make sure you report it so it is stopped. You would have then contributed to a safer and more peaceful world.

This story is by Tulir - Centre for the Prevention and Healing of Child Sexual Abuse, Chennai.

GLOSSARY 	
bullying	- teasing others
humiliate	- make others feel ashamed
consequences	- result or effect
peer pressure	- influence from members of the same group
dejected	- sad and depressed
nightmares	- frightening dreams
empathy	- understand and share other's feelings
loyalty	- strong support or being loyal



A. Choose the correct answer.

1. What is bullying?
 - a) When you and a friend get into a fight
 - b) When someone accidentally bumps into you on the playground
 - c) When someone is hurt by others either by words or actions, feels bad because of it, and finds it hard to stop what's happening to them
 - d) Rolling a ball to knock over pins
2. What should you do if you are being bullied?
 - a) Speak up
 - b) Tell an adult
 - c) Know that you have the right to be safe
 - d) All of the above



3. How do you recognise someone who bullies?
 - a) Size – The person bullying is bigger than the person being bullied
 - b) Gender – Girls don't bully, only boys do
 - c) Behaviour – They do something that hurts or harms another person
 - d) Age – It is always the older kids picking on the younger ones
4. What should you do if you see bullying?
 - a) Help get them away from the situation
 - b) Tell an adult
 - c) Let them know that no one deserves to be bullied
 - d) All of the above

B. Answer the following questions.

1. What could be the reasons for bullying?
2. Why do some children bully others?
3. What does Ajay enjoy about bullying?
4. What is empathy?
5. How does bullying affect one?

C. Think and answer

Suppose the person bullying is one of your friends,

1. Would you keep quiet?
2. At what point would you do something?
3. What would you do?

D. Take the Pledge

I am a kid against bullying!

And I will

Speak up

When I see bullying

Reach out

To others who are bullied

Be a friend

Whenever I see bullying

PROJECT



Here is a list of classroom rules that you can follow. Create posters for each rule as shown in the images. Collect all posters and paste it in your class room.

Classroom rules

- We all belong to same world
- We don't give up
- We try our best
- We encourage others
- We take turns
- We work as a team
- We learn together
- We smile always
- We love each and every creature
- We forgive others
- We say 'please' to request
- We say 'thank' you for help
- We listen to each other
- We listen to our teacher
- We respect each other
- We respect our school



CONNECTING TO SELF



Paste the photographs and write down the values which you learn from them.



Father's
Photograph

Values



Mother's
Photograph

Values



Your friend's
Photograph

Values



Brother/Sister's
Photograph

Values

STEP TO SUCCESS



Change the codes into letters with the sign codes given below and tell the sentence to your friend.











CODE



a b c d e f g h i



j k l m n o p q r



s t u v w x y z

LEARNING LINKS AND REFERENCES



e-links

<http://www.english-for-students.com/Moral-Stories.html>

<https://www.youtube.com/watch?v=K4mhtXPVAI0>

Books

Did I Ever Tell You How Lucky You Are by: Dr. Seuss

An Awesome Book of Thanks by: Dallas Clayton

ICT Corner

Grammar Prepositions

To learn the usage of Prepositions by playing an interactive game.



Steps to Play the Game

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions which are given below the box.
3. Click start to play the game.
4. Drag and put the objects as per the instructions given below.
5. You can learn and review the prepositions of place by clicking 'Review' button before starting to play the game.



Website URL

Click the following link or scan the QR code to access the website.

<https://www.gamestolearnenglish.com/prepositions-game/>

** Images are indicative only.



B346_7_ENGLISH_T1

Listening Passages

Unit 1

Gopal, Varun and Muthu would go swimming in the sea in summer. They would sit down and watch the waves tumbling towards the shore. They'd chase the gulls whenever they saw them flying over the oyster catchers. They'd skim stones if the sea was calm enough – twenty six bounces was Gopal's record – Varun had only ever managed two! Whatever they did, wherever they went, the three of them were always together.

Unit 2

In English we say it is raining cats and dogs when it rains heavily. For the people of Gollamudi in Andhra Pradesh, however, it rained fish!

In the early hours of the morning yesterday, people were woken up to a 'rain of fish'. Four to six inches - long fish were found on the roads and in the waterlogged fields of this village. Some of the fish were still alive. News spread rapidly and soon, people were out collecting the fish. Locals said it was a fish not usually found there.

Environmentalists say that very strong winds and gales sometimes carry fish and sea animals along with the water from rivers and canals. They then can come down with the rain many miles away. This is what happened in Gollamudi.

Unit 3

The Tale of The Pencil

Raj was upset because he had done poorly in his English test. His grandmother sat with him and gave him a pencil. A puzzled Raj looked at his grandma and said he didn't deserve a pencil after his performance in the test. His grandma explained, 'You can learn a great many things from this pencil because it is just like you. It experiences a painful sharpening, just the way you have experienced the pain of not doing well in your test. However, it will help you be a better student. Just as all the good that comes from the pencil is from within itself, you will also find the strength to overcome this hurdle. And finally, just as this pencil will make its mark on any surface, you too shall leave your mark on anything you choose to.' Raj was immediately consoled and promised himself that he would do better in future.

Moral of The Story

We all have the strength to be who we wish to be.



English – Class VII

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