I. Fill in the blanks with the past perfect tense with the help of the words given in the brackets.

- 1. When Usha looked out of the window dark clouds _____ (gather) over the mountains.
- 2. She had no umbrella with her; the weather _____ (seem) so fine just a few hours ago.
- 3. All was dark again. Night _____ (fall).
- 4. She ran towards the big gap in the wall through which she _____ (enter).
- 5. Usha looked back at the ruins. The sun _____ (come) up and was touching the top of the walls.

J. Read this text and fill in the blanks with future perfect tense.



Iniya moves to Chenna	ai to join an IAS coaching c	ass. Tomorrow by this time, she
	(join) the class. She	(undergo)
training till next year. She _		(work)very hard by the time she
comes home. Her parents	(worry) about her health all the
time. They	(write)many letters	s by the time she comes home.
They will be very happy wh	en Iniya becomes an IAS of	ficer.

WRITING

K. Nalan's grandfather showed him an old treasure trunk. A road map was stuck on the trunk. It showed the spot where a key was hidden. Look at the road map and write five directions to reach the spot where the key is hidden. Discuss with your partner and compare your directions with those of your classmates.



1	
	_
4	_
5 .	

CREATIVE WRITING

Venba was walking along the beach. When she saw a beautiful green perfume bottle that had been washed up on the shore she bent down and picked it up. There was something inside the bottle and it was calling her. When she opened the bottle....?!!!

L. Imagine you are Venba and act the situations in the class. Then conclude this mysterious story in your own words. Write at least five or six sentences with the help of the words given in the box.

Tiny Sing Talk	Bird Free	Fly	Gift	Thank
----------------	-----------	-----	------	-------

Warm Up

You are walking into a grove at 12 noon. You feel that somebody is following you. When you look behind, nobody is there. How would you feel? What would you do? Share it in the class.

Is there anybody there?' said the Traveller,

Knocking on the moonlit door;

And his horse in the silence **champed** the grasses

Of the forest's ferny floor: And a bird flew up out of the turret,

Above the Traveller's head:

And he **smote** upon the door again a second time;

'Is there anybody there?' he said.

But no one descended to the Traveller;

No head from the leaf-fringed sill

Leaned over and looked into his grey eyes,

Where he stood **perplexed** and still.

But only a host of phantom listeners

That dwelt in the lone house then

Stood listening in the guiet of the moonlight

To that voice from the world of men:

Stood **thronging** the faint moonbeams on the dark stair,

That goes down to the empty hall,

Hearkening in an air stirred and shaken

By the lonely Traveller's call.

Walter de la Mare

Walter de la Mare (1873–1956) was an English poet, short story writer and novelist. He is best known for his works for children. 'The Listeners' is said to be his most famous poem.



champed	-	bit and chewed upon noisily
ferny	-	consisting of flowerless plants (ferns)
turret	-	a small tower that projects from the wall of a building
smote	-	knocked loudly
sill	-	a horizontal piece of timber beneath a window or a door
perplexed	-	confused
thronging	-	crowding
hearkening	-	listening attentively

- A. Read the poem aloud in pairs.
- B. Find a line from the poem to match the pictures given below and write it in the blank.













C. Read the statements and say True or False. Quote lines from the poem to support your answer.

S. No.	Statement	True or False	Quote
1.	The Traveller came at noon.		
2.	The house was situated in the forest.		
3.	There were ghostly listeners inside the house.		
4.	The Traveller came to the house by bicycle.		
5.	The phantoms answered and asked the traveller to go away.		

D. Answer the following questions.

- 1. Who is the speaker?
- 2. What was the horse doing?
- 3. Who were the listeners?
- 4. How did the Traveller feel when nobody answered?
- 5. What kind of feeling does the poem create?

E. Work in pairs and answer the questions given below.

- 1. Of the forest's ferny floor.

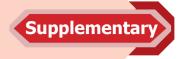
 Pick out the words alliterated.
- 2. Pick out the rhyming words from the poem.
- 3. Write the words which are used to create a sense of mystery.



F. Discuss in groups. Draw the haunted house described in the poem and write a paragraph about it in your own words.



The Red-Headed League



Characters

Sherlock Holmes - the famous detective

Doctor Watson - a doctor and Sherlock's friend

Jabez Wilson - a red-haired shopkeeper

Vincent Spaulding - Wilson's assistant, also known as John Clay

Duncan Ross - Spaulding's accomplice, a man with red hair

Mr.Jones - a detective from Scotland Yard



Dr. Watson visits the apartment of his friend Sherlock Holmes. He finds detective Holmes talking to a client with bright red hair, Mr. Jabez Wilson. Holmes asks Dr. Watson to hear the unusual story of the client.

Wilson says that he runs a pawnshop. One day in his shop, his assistant, Vincent Spaulding, showed an advertisement in the newspaper that announced an opening in the Red-Headed League. The announcement promised a salary of four pounds a week. Spaulding urged Wilson to apply. The timid red - haired pawnbroker did so. Wilson was accepted into the League by Mr. Duncan Ross, the head of the League.

He learned that the nominal duties consisted only of his coming to the office from 10:00 a.m. until 2:00 p.m. each day and copying out the Encyclopaedia Britannica in longhand. This he did for eight weeks until one day he arrived at the office to find it closed, with a notice on the door that the Red-Headed League had been dissolved. He was so disturbed by the thought that someone had been playing a practical joke on him that he came to Holmes for a solution. Holmes promises to look into the case and Wilson leaves. Holmes and Dr. Watson move to Wilson's shop in Saxe-Coburg Square at once.

Let's read this play extract to know the happenings.

(Outside Wilson's shop in Saxe-Coburg Square. Holmes is walking up and down. Now and then he hits the ground outside the shop with his walking stick. Then he knocks on the door of the shop. Spaulding opens the shop door. The legs of his trousers are dirty.)

SCENE 1



Spaulding: Can I help you?

Holmes : Yes. How can I get to the Strand?

Spaulding: Third on the right, and fourth on the left.

(He goes back into the shop and closes the door.)

Holmes: He's a clever young man, Watson.

Watson: Is he? Why did you ask about the Strand? You know London very well!

You wanted to see him.

Holmes : Did you notice his trousers?

Watson: His trousers? No. But I saw you hit the ground with your stick?

Holmes: My dear Watson, this is not the time for discussion. I must go and look

at the road behind Saxe-Coburg Square. You had to go to work.

Watson: Yes, to the hospital.

Holmes : Right, but I want your help tonight. Come at ten o'clock.

SCENE 2

(The strong room at a bank, with many boxes and crates in it. Holmes, Watson, Jones and a policeman are on stage hiding behind some boxes.)

Holmes : Is everything ready upstairs, Mr. Jones?

Jones: My men are waiting at the front door of the bank and near the shop.

Holmes: Good. Now we must be quiet and wait.

(He puts out the light. The strong room is dark, but we can see the men waiting behind the crates. Nothing happens. Watson looks at his

watch.)

Watson: (whispering) It's 11.15, Holmes. When _____

Holmes : Sshh! Don't spoil our **investigation**.

(They see a light coming through the stone floor. Suddenly the stones give way. First a hand with a gun comes out of the ground, then

another hand; Spaulding comes out followed by Ross.)

Spaulding: (to Ross) Now, have you got_____?

(With his light, Holmes comes out from behind his box, and hits Spaulding's arm. Now the gun is on the ground. Ross quickly gets back

into the tunnel. Jones wants to stop him, but he cannot.)

Holmes : You can't get away, John Clay!

Spaulding : No. But Ross! My friend_____

Holmes: There are three men waiting for him at the other end.

Spaulding: You think of everything, Mr. Holmes. You're very clever.

Holmes : So are you, John Clay! Your Red-Headed League was clever!

SCENE 3

(Sherlock Holmes's study. Holmes and Watson are sitting on chairs.)

Holmes: There was never any red-headed league. The villains wanted Wilson away from the shop for some hours every day. Then Clay saw the colour of Ross's hair and thought of a Red-Headed League! So when Wilson went to work in their office every day, they had time to make their tunnel. Very clever!



Watson: So Spaulding is John Clay, the **notorious** thief. When did you first know that?

Holmes: I suspected when Spaulding was happy to work for half-wages. 'Why? I thought. Spaulding often went down to the **cellar**. 'What's he doing down there?' I thought. 'Tunnels! Is Spaulding making a tunnel?' I thought. 'To another building?' Watson, you saw me hitting the ground with my stick, outside the shop.

Watson: Yes... now I understand. You wanted to know if the cellar was in front of the shop.

Holmes: Yes, I did. And it wasn't. The cellar was behind the shop. Then I saw the man 'Spaulding.' I recognized him immediately. Did you see his trousers? They were dirty, Watson! Why? Because making a tunnel is dirty work!

Watson: Very clever, Holmes!

Holmes : Then I went into the next street, at the back of the shop. And what did I see? The Bank!

Watson: The bank, yes! Of course!

Holmes : 'Why is that young man making a tunnel?' I thought. To get into the bank's strong room, of course!

Watson: But why tonight? How did you know?

Holmes: Because they closed the offices of the Red-Headed League. 'The tunnel

must be ready,' I thought. And Saturday is a good day. The bank does not open on Sunday. It would have given the thieves enough time to get away.

Watson: (laughing) But they didn't get away, Holmes. You're very clever.

Holmes : (in a serious tone) That's very true, Watson.



strong room	-	a room in a bank designed to protect valuable items against fire and theft
crates	-	a wooden box used for transporting goods
investigation	-	systematic examination
tunnel	-	an artificial underground passage
notorious	-	famous for some bad qualities
cellar	-	lower ground floor; basement
recognized	-	identified

A. Say whether the following statements are 'True' or 'False'.

- 1. Photography was Vincent Spaulding's hobby.
- 2. Mr. Ross did not want to hire Mr. Wilson.
- 3. Mr. Wilson worked for Mr. Ross for six weeks.
- 4. Mr. Jones was a lawyer.
- 5. Spaulding dug a tunnel from the cellar of the shop to the jewellery shop.

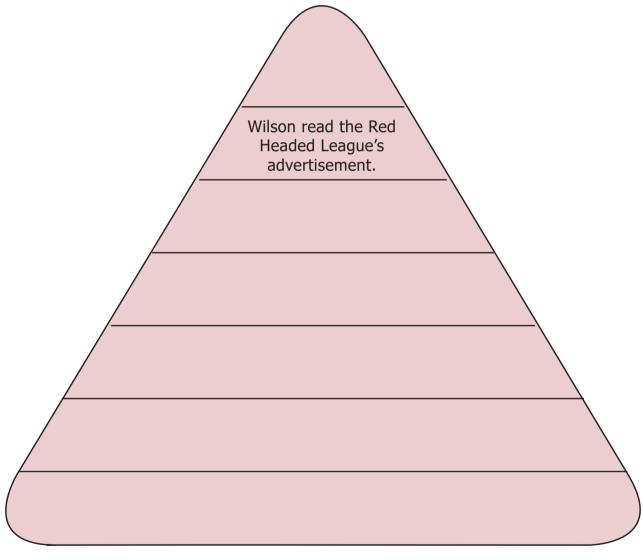
B. Complete the table based on the information from the text.

S. No	Holmes' Findings	Clues
1	Mr. Holmes found the tunnel.	
2	Mr. Spaulding dug the tunnel.	
3	The tunnel was made to get into the bank's strong room.	
4	Spaulding could be the thief.	

C. Answer the following questions.

- 1. Why did Jabez Wilson meet Mr. Holmes?
- 2. Describe Vincent Spaulding.
- 3. Why did Spaulding spend a lot of time in the cellar?
- 4. Why was Mr. Wilson hired to copy the Encyclopaedia?
- 5. How did Holmes' team catch the thieves?

D. Based on your reading of the text complete the pyramid by arranging the sequence in the correct order.



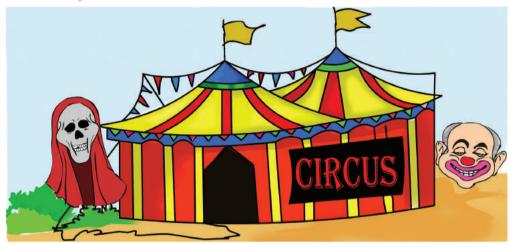
- Wilson read the Red Headed League's advertisement.
- Mr. Ross asked Wilson to copy the Encyclopaedia.
- Mr. Ross asked Spaulding to copy the Encyclopaedia.
- Holmes recognised Spaulding who was actually John Clay, a notorious criminal.

- Homes found the tunnel from the cellar to the bank's strong room.
- ❖ Spaulding showed the Red Headed League's advertisement to Wilson.
- Spaulding and Ross were caught by the famous detective.

PROJECT



E. Here is the sample of an advertisement of a circus.



Imagine you have visited a Mystery Theme Park. You have come across Make an eye-catching advertisement with the help of the given clues.

- a mirror maze
- scary faces
- eerie sounds

- a ghostly figure
- a pitch dark room

$ig({ t CONNECTING TO SELF} ig)$



F. Observe the pictures carefully and write your answers.





One day your parents had gone for a wedding. You are all alone at home. Suddenly at midnight, someone knocks at the door. What will you do?



While you are coming to school, if a stranger gives you a chocolate what will you do?



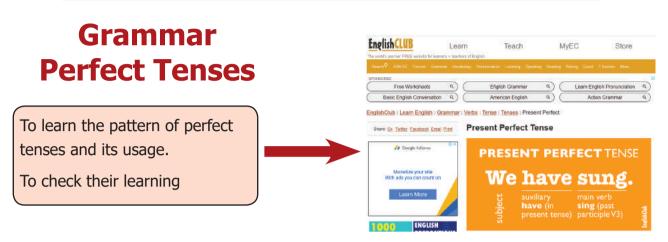
G. Just like the example, use the key to fill in the blanks and break the code.

	1	2	3	4	5
1	А	В	С	D	Е
2	F	G	Н	I	J
3	K	L	М	N	О
4	Р	Q	R	S	Т
5	U	V	W	X	Υ
6	Z		,	?	

Example:

33	55	44	45	15	43	55
М	Y	S	Т	E	R	Y
1.	44	15	13	43	15	45
2.	22	23	35	44	45	
3.	45	43	24	13	31	
4.	43	24	14	14	32	15
5.	41	51	61	61	32	15

ICT Corner



Steps

- 1. Type the URL link given below in the browser or scan the QR code.
- 2. You can see the links of lessons of 12 tenses with their structure and uses.
- 3. Click the tense which you want to reinforce. (For Ex. Present Prefect).
- 4. At the end of each lesson Quiz and games link is given. Click those and check your understanding.
- 5. You can continue with the other perfect group of tenses by following the same method.



Website URL

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

https://www.englishclub.com/grammar/verb-tenses.htm

** Images are indicative only.





A Prayer to the Teacher







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





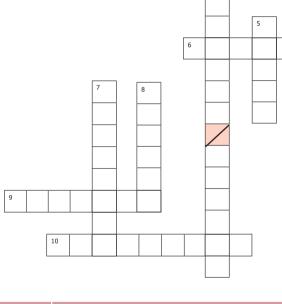












Across	Down
2. Teaches students	1. Gives treatment to animals
4. Helps doctors and patients	3. Grows crops
6. Builds houses according to a plan	5. flies an aircraft
9. Protects the country	7. Plays a musical instrument
10. Gives ticket to passengers	8. Stitches clothes

- Which is your favourite profession?
- 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.

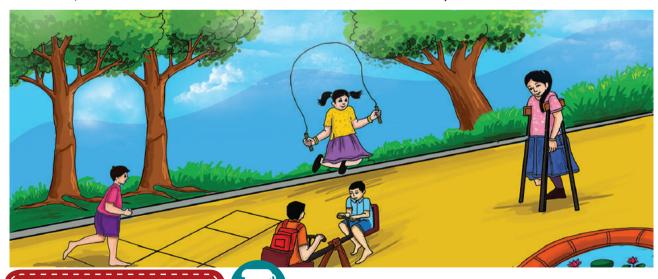
Listen to your teacher delivering the speech.

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.



GLOSSARY

syllabi plural of syllabus

inclusion all people being valued, irrespective of differences

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.



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.

GLOSSA	RY
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.



,,	- 0	
GLOSSARY	는 욕비	
`/		J

indiscriminate	without careful judgement
consumerism	the protection or promotion of the interests of consumers
destruction	the action of damaging or destroying something
engulf	eat or swallow the whole
scavenger bird	anything that feeds on dead animals (example :crow)
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.

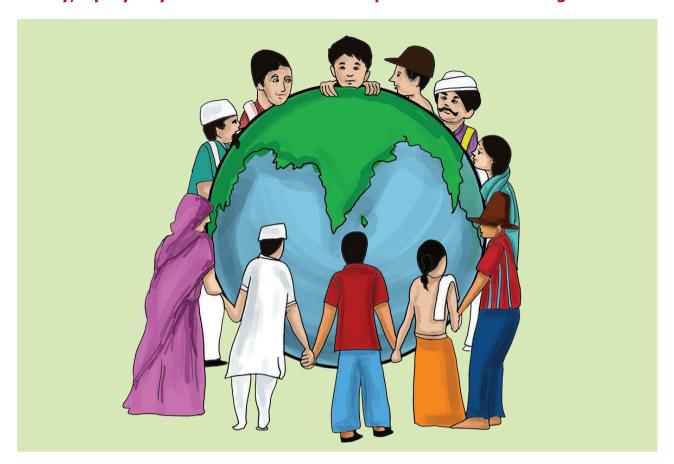
In a world where every moment is going to be full of noise, teach me to be quiet. Teach me to appreciate the sound of silence. For, in silence I can **contemplate** the power within.

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.

GLUSSARY	
enslaved	make someone a 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 2. Empathy 3. Critical thinking 4. Creative thinking 5. Decision making 1. Self-awareness 9. Problem Solving 7. Effective communication 8. Interpersonal relationship 9. Coping with stress 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.								

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?



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 -

Don't Say	Say	Note				
She aimed on the target.	She aimed at the target.	Use the preposition 'at' to denote direction. (e.g.) Throw at				
We arrived to the village at night.	We arrived at the village at night.	Use 'arrive' in with large cities and countries. (e.g.) Mr.Balu has arrived in India				
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.				
I had the pleasure to meet him.	I had the pleasure of meeting him.	Also 'take pleasure' in helping others				

LISTENING*







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.	
 Ravi's pain of not doing well in (sharpening/writing) 	his test was compared with of p	encils.

5. Raj understood that failures are stepping stones to _____ (success/climbing)

SPEAKING



D. Divide yourself into groups of five students. Read the story. Prepare cat and rat masks for the following story and enact it in your class.

The Scared Little Mouse - Hickory Dickory...

Once there was a mouse that was very afraid. One day, a big cat was chasing him. The mouse was running as fast as he could to save his life. The mouse saw a big grandfather clock. It climbed up the clock. It reached the top and sat down to rest.

Not long after that, the clock struck one, 'Dong!' The mouse had such a shock that he ran down the clock.

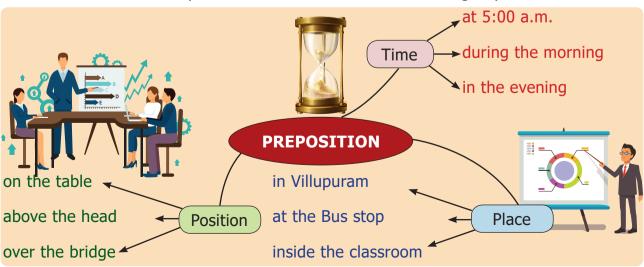
Moral of the story:

You should be courageous when facing certain issues. Otherwise even a small creature will threaten you and take you for granted. You should have more courage and boldness to face the dangers of life. That alone will keep you away from enemies and dangers.



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.

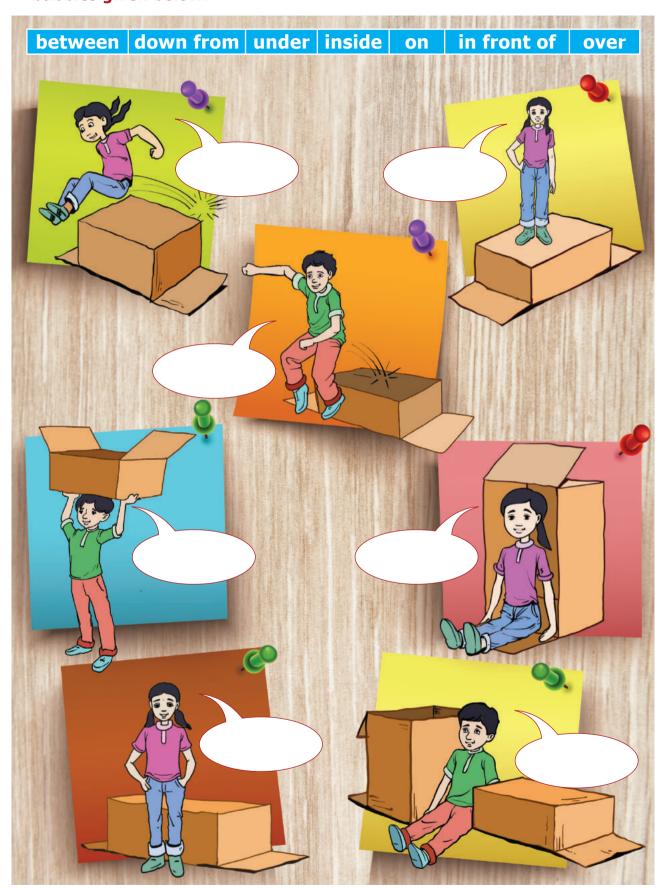




Look at the pictures given below. Read the prepositions and do the actions.



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





F. Read the following sentences carefully and underline the preposition.

- 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.

G. Complete the following sentences using appropriate prepositions.

1. Is your mother	home?	
a) in	b) at	c) on
2. There is unity in diversit	ry the people.	
a) among	b) between	c) within
3. He discussed the proble	m his parents.	
a) with	b) to	c) for
4. Lithisha was praised	her father.	
a) with	b) for	c) by
5. Can you finish the work	tomorrow?	
a) by	b) in	c) within
6. 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. Th	e ball fel	I		_ the la	ike.					
		ere is a l									
	10. Tl	ne confe	rence	will be	held _		10 a	.m		_ 5 p.	m.
ī.	Fill up t	he blan	ıks us	ing su	itable	prepos	itions o	n your	own.		
	1. The	e soldier	climbe	ed		a hors	se and ro	ode away	/.		
	2. The	ey have	been h	ere		a lo	ng time.				
	3. Kui	maravel	has liv	ed in t	his city		2	2012.			
	4. The	e paper v	was pu	ıblishe	d		an Inter	national	journal		
	5. Wh	ien will y	ou ret	urn		hom	e?				
	6. On	e		the fo	ur stud	ents wro	te the a	nswers o	correctl	у.	
	7. Thi	s fruit is			the M	exican c	apital.				
						_		. It is			ollege the right
	sid	•	ou go _		·	ire static	ni, tile t	ilice 15 _			Tie right
		e sailors miles.	were t	aken _		the	e forest a	and mad	e to wa	alk	
	10. TI	ne girl st	anding	J		_ me was	s sneezir	ng.			



My favourite quality is...

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		

-----·



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:

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)
	(5 syllable)
	(5 syllable)
	(8 syllable)



Your Space

Poem

Warm Up

to the cues given.	the blanks according
	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!

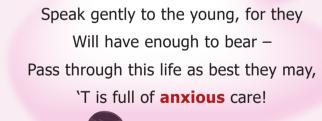
Speak gently! – Love **doth whisper** low
The vows that true hearts bind;
And gently Friendship's **accents** flow;
Affection's voice is kind.



Speak gently to the little child!

Its love be sure to gain;

Teach it in accents soft and mild:
It may not long remain.











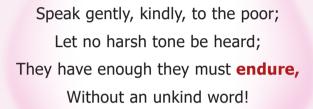


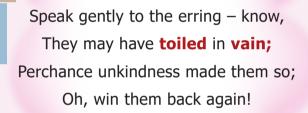
Speak gently to the aged one,

Grieve not the care-worn heart;

The sands of life are nearly run,

Let such in peace depart!





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	without 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 f	ar to ru	le by _		, tha	n					
a =											
2. Teac	h it in a	ccents		a	nd		•				
3. Let r	10		tone be	!							
0. 200 .											
4. They	may h	ave		_ in							
5. The		+h	۵	wh	ich it m	av bring	~				
J. THE		, (11	C	, \	icii it iii	ay Dilli	J.				
6. The		of		ar	e nearly	y 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)



Taking the Bully by the Horns



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 somethings 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.

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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.

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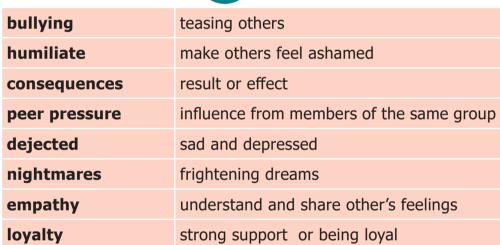
Sometimes, children hesitate to speak up because of a sense of **loyalty**. Will complaining to an adult about peers who are bullying get them into trouble? For example, if Meena were to tell their teacher about what Ajay does to Anu, would it be wrong? Meena may feel that she will lose Ajay's friendship 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





A. Answer the following questions.

- 1. What does bullying mean?
- 2. What does Ajay enjoy about bullying?
- 3. What is another word for bullying?
- 4. Who are our peers?
- 5. How does bullying affect one?
- 6. Suggest some ways to stop bullying.
- 7. How will you support a child who is being bullied?
- 8. Think that you are watching someone being bullied. Take a diary and write down your experiences.

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

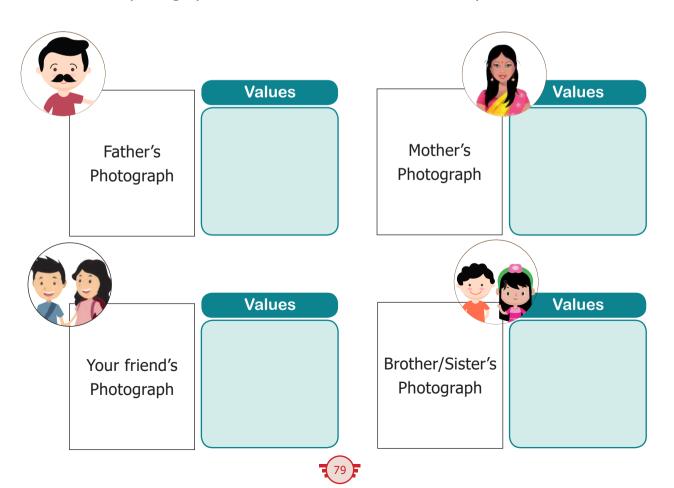




CONNECTING TO SELF

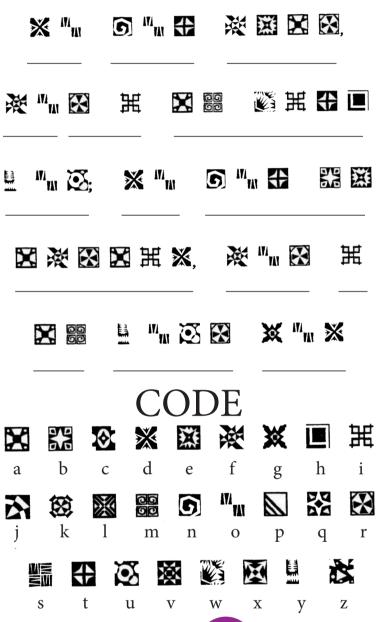


Paste the photographs and write down the values which you learn from them.



STEP TO SUCCESS

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



LEARNING LINKS AND REFERENCES

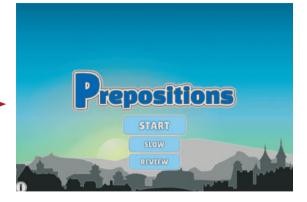


	http://www.english-for-students.com/Moral-Stories.html
e-links	https://www.youtube.com/watch?v=K4mhtXPVAI0
Books	Did I Ever Tell You How Lucky You Are by: Dr. Seuss
	An Awesome Book of Thanks by: Dallas Clayton

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.





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.

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