



கற்கண்டு



இயல்  
மூன்று

தொழிற்பெயர்



உழவர் செய்யும் தொழில் உழுதல். தையல்காரர் செய்யும் தொழில் தைத்தல். இத்தொடர்களில் உழுதல், தைத்தல் என்பன செயல்களின் பெயர்களாக அமைகின்றன. இவ்வாறு ஒரு செயலின் அல்லது வினையின் பெயராக அமைவது தொழிற்பெயர் எனப்படும். தொழிற்பெயர் எண், இடம், காலம், பால் ஆகியவற்றைக் காட்டாது. படர்க்கை இடத்தில் மட்டும் வரும்.

(எ.கா.) படித்தல், ஆடல், நடிப்பு, எழுதுதல், பொறுத்தல்

தொழிற்பெயரை விசுவாசம் பெற்ற தொழிற்பெயர், முதனிலைத் தொழிற்பெயர், முதனிலை திரிந்த தொழிற்பெயர் என வகைப்படுத்துவர்.

**விசுவாசம் பெற்ற தொழிற்பெயர்**

நடத்தல், உண்ணல், வாழ்வு, வாழ்க்கை ஆகிய பெயர்களைக் கவனியுங்கள். இவற்றில் நட, உண், வாழ் ஆகிய வினைப்பகுதிகள் தல், அல், வு, கை ஆகிய விசுவாசங்களோடு சேர்ந்து தொழிற்பெயர்களாக அமைகின்றன.

இவ்வாறு வினைப்பகுதியுடன் தொழிற்பெயர் விசுவாசம் சேர்ந்து வருவது விசுவாசம் பெற்ற தொழிற்பெயராகும்.

தல், அல், அம், ஐ, கை, வை, கு, பு, வு, தி, சி, வி, மை போன்றவை தொழிற்பெயர் விசுவாசங்களாக வரும்.

(எ.கா.)

தருதல் - தல்

கூறல் - அல்

ஆட்டம் - அம்

விலை - ஐ

வருகை - கை

பார்வை - வை

போக்கு - கு

நட்பு - பு

மறைவு - வு

மறதி - தி

உணர்ச்சி - சி

கல்வி - வி

செய்யாமை - மை

**முதனிலைத் தொழிற்பெயர்**

வானில் இடி இடித்தது

சோறு கொதி வந்தது

இடி, கொதி என்னும் சொற்கள் இடித்தல், கொதித்தல் என்னும் சொற்களின் பகுதிகளாகும். இவ்வாறு ஏவல் ஒருமை வினையாக அமையும் வினைச்சொற்களின் பகுதியை முதனிலை என்பர். முதனிலை எவ்வகை மாற்றமும் பெறாமல் தொழிற்பெயராக அமைவது முதனிலைத் தொழிற்பெயர் எனப்படும்.



(எ.கா.) செல்லமாக ஓர் அடி அடித்தான்

அறிஞர் அண்ணா தம் பேச்சால் புகழ் பெற்றார்

இவற்றில் அடிக்கோடிட்ட சொற்கள் விசுதி பெறாமல் தம்பொருளை உணர்த்துகின்றன.

### முதனிலை திரிந்த தொழிற்பெயர்

தமிழ் படிக்கும் பேறு பெற்றேன்.

உணவின் சூடு குறையவில்லை.

இத்தொடர்களில் பேறு, சூடு ஆகிய சொற்களைக் கவனியுங்கள். பேறு, சூடு என்னும் பகுதிகளின் முதலெழுத்து நீண்டு, பேறு, சூடு எனத் திரிந்து தொழிற்பெயர்களாக மாறி உள்ளன. இவ்வாறு முதனிலை திரிவதால் உருவாகும் தொழிற்பெயர் முதனிலை திரிந்த தொழிற்பெயர் எனப்படும்.

(எ.கா.) விடு- வீடு, மின்- மீன், கொள்- கோள், உடன்படு- உடன்பாடு



## கற்பவை கற்றபின்

1. பேசும் ஒவியங்கள் பாடப்பகுதியில் இடம் பெற்றுள்ள தொழில் பெயர்களைக் கண்டறிந்து தொகுக்க.



## மதிப்பீடு

சரியான விடையைத் தேர்ந்தெடுத்து எழுதுக.

1. பின்வருவனவற்றுள் விசுதி பெற்ற தொழிற்பெயர் எது?  
அ) எழுது                      ஆ) பாடு                      இ) படித்தல்                      ஈ) நடி
2. பின்வருவனவற்றுள் முதனிலை திரிந்த தொழிற்பெயர் எது?  
அ) ஊறு                      ஆ) நடு                      இ) விழு                      ஈ) எழுதல்

பொருத்துக.

1. ஒட்டம் - முதனிலைத் தொழிற்பெயர்
2. பிடி - முதனிலை திரிந்த தொழிற்பெயர்
3. சூடு - விசுதி பெற்ற தொழிற்பெயர்

சிறுவினா

1. வளர்தல், பேசுதல் - இவை எவ்வகைப் பெயர்கள்? விளக்கம் தருக.
2. முதனிலை திரிந்த தொழிற்பெயர் என்றால் என்ன? சான்று தருக.



**மொழியை ஆள்வோம்!**

**கேட்க.**

கோட்டோவியம் பற்றிய செய்திகளை உங்கள் பள்ளி ஓவிய ஆசிரியரிடம் கேட்டு அறிக.

**பேசுக.**

நீங்கள் கண்டு வியந்த ஓவியங்கள் மற்றும் சிற்பங்கள் பற்றி வகுப்பறையில் பேசுக.

**கவிதையை நிறைவு செய்க.**

வானும் நிலவும் அழகு

வயலும் \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ அழகு



**படம் உணர்த்தும் கருத்தை ஐந்து வரிகளில் எழுதுக.**



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**கொடுக்கப்பட்டுள்ள சொற்களை ஒரு தொடரில் முதல் மற்றும் இறுதிச்சொல்லாகக் கொண்டு சொற்றொடர் உருவாக்குக.**

(ஓவியக்கலை, இசை, கட்டடக்கலை, வண்ணங்கள்)

(எ.கா.) ஓவியக்கலை கண்ணையும் கருத்தையும் கவர்கிறது.

நுண்கலைகளுள் ஒன்று ஓவியக்கலை.

**சொல்லக் கேட்டு எழுதுக.**

1. கலைப்படைப்பு மானுடத்தைப் பேச வேண்டும்.
2. இருபொருள் தருமாறு பாடப்படுவது இரட்டுற மொழிதல் ஆகும்.
3. வண்ணங்கள் பயன்படுத்தாமல் வரைவது புனையா ஓவியம்.
4. ஆற்று மணலுடன் சுண்ணாம்பைச் சேர்த்துச் சுவரைச் சமப்படுத்துவர்.
5. வள்ளுவர் கோட்டத்தின் அமைப்பு திருவாரூர்த் தேர் போன்றது.



**இடைச்சொல் 'ஐ' சேர்த்துத் தொடரை மீண்டும் எழுதுக.**

(எ.கா) வீடு கட்டினான் – வீடு + ஐ + கட்டினான் = வீட்டைக் கட்டினான்

1. கடல் பார்த்தாள்      2. புல் தின்றது      3. கதவு தட்டும் ஓசை
4. பாடல் பாடினாள்      5. அறம் கூறினார்

**கீழ்க்காணும் குறிப்புகளைக் கொண்டு கட்டுரை எழுதுக.**

**எங்கள் ஊர்**

(முன்னுரை – அமைவிடம் – பெயர்க்காரணம் – தொழில்கள் – சிறப்பு மிகு இடங்கள் – திருவிழாக்கள் – மக்கள் ஒற்றுமை – முடிவுரை )



**மொழியோடு விளையாடு**

**கீழ்க்காணும் புதிரைப் படித்து விடையைக் கண்டறிக.**

1. நான் இனிமை தரும் இசைக் கருவி.

எனது பெயர் ஆறு எழுத்துகளை உடையது.

அதில் இறுதி நான்கு எழுத்துகள் விலை உயர்ந்த ஓர் உலோகத்தைக் குறிக்கும்.

முதல் இரண்டு மற்றும் கடைசி இரண்டு எழுத்துகளைச் சேர்த்தால் விலங்கின் வேறு பெயர் கிடைக்கும்.      நான் யார்? -----.

2. நான் ஒரு காற்றுக் கருவி.

நான் புல் வகையைச் சேர்ந்த தாவரத்திலிருந்து உருவாக்கப்படுகிறேன்.

எனது பெயர் ஏழு எழுத்துகளைக் கொண்டது.

முதல் இரண்டு எழுத்துகள் ஒரு தாவர வகையைக் குறிக்கும்.

இறுதி மூன்று எழுத்துகள் எனது வடிவத்தைக் குறிக்கும்.      நான் யார்? -----.

**பின்வரும் பத்திகளைப் படித்து, கேட்கப்பட்டுள்ள வினாக்களுக்கு விடையளிக்க**

சாலை விபத்துகளைத் தவிர்க்கச் சாலைவிதிகளை அறிந்து ஒவ்வொருவரும் வாகனங்களை ஓட்ட வேண்டும்.

சாலையில் வாகனங்களை இடப்புறமாகவே செலுத்த வேண்டும். இருவழிச் சாலையின் மையத்தில் விட்டுவிட்டுப் போடப்பட்டுள்ள வெள்ளைக்கோடு இரு போக்குவரத்துக்காகச் சாலை சரி சமமாகப் பிரிக்கப்பட்டுள்ளதைக் குறிக்கும். வாகனங்களை முந்துவதற்குக் கோட்டுக்கு வலது பக்கம் உள்ள சாலையைப் பயன்படுத்திக் கொள்ள அனுமதி உண்டு. இருவழிச் சாலையின் மையத்தில் தொடர்ச்சியாக வெள்ளை அல்லது மஞ்சள் கோடு வரையப்பட்டிருந்தால் முந்துவதற்கு வலது பக்கச் சாலையைப் பயன்படுத்தக்கூடாது. இரட்டை மஞ்சள்கோடு வரையப்பட்டிருந்தால் முந்துவதற்கு எக்காரணம் கொண்டும் வலது பக்கச் சாலையைப் பயன்படுத்தக் கூடாது.





ஒருவழிப்பாதை என்று குறிப்பிடப்பட்டுள்ள சாலையில் அனுமதிக்கப்பட்டுள்ள திசையில் மட்டுமே வாகனங்களைச் செலுத்த வேண்டும். தடக்கோடுகள் இடப்பட்டுள்ள சாலையில் தடத்தின் உள்ளேயே வாகனங்களைச் செலுத்த வேண்டும். வாகனத்தைப் பின்தொடரும்போது மிகவும் நெருக்கமாகப் பின்தொடரக் கூடாது. திரும்பும் போது சைகை காட்ட அடையாள விளக்கை ஒளிரச் செய்ய வேண்டும்.

#### வினாக்கள்

1. சாலையின் எந்தப் பக்கமாக வாகனங்களைச் செலுத்த வேண்டும்?
2. விட்டுவிட்டுப் போடப்படும் வெள்ளைக்கோடு எதனைக் குறிக்கும்?
3. எந்தக் கோட்டைத் தாண்டி வாகனங்களை முந்திச் செல்ல அனுமதி இல்லை?
4. ஒருவழிப் பாதை எனப்படுவது யாது?
5. வாகனங்களைப் பின் தொடர்வதற்கான முறையைக் கூறு.



#### நிற்க அதற்குத் தக...

#### என் பொறுப்புகள்....

1. நம் நாட்டுத் தொன்மைக் கலைகளை மதிப்பேன்.
2. கலைகளில் ஒன்றையேனும் கற்றுக் கொள்வேன்.
3. கலைச் சின்னங்களைப் பாதுகாப்பேன்.
4. தமிழகச் சுற்றுலாச் சிறப்பு வாய்ந்த இடங்களுக்குச் சென்று தமிழர்தம் கலைத்திறனை அறிந்து போற்றுவேன்.

#### கலைச்சொல் அறிவோம்.

|                 |                |                |                  |
|-----------------|----------------|----------------|------------------|
| படைப்பாளர்      | – Creator      | அழகியல்        | – Aesthetics     |
| சிற்பம்         | – Sculpture    | தூரிகை         | – Brush          |
| கலைஞர்          | – Artist       | கருத்துப்படம்  | – Cartoon        |
| கல்வெட்டு       | – Inscriptions | குகை ஓவியங்கள் | – Cave paintings |
| கையெழுத்துப்படி | – Manuscripts  | நவீன ஓவியம்    | – Modern Art     |



#### இணையத்தில் காண்க

ஓவியம், சிற்பம், இசை, நடனம் உள்ளிட்ட கலைகளில் புகழ்பெற்றோரின் பெயர்களை இணையத்தில் தேடி எழுதுக.



இயல்  
மூன்று

வாழ்வியல் 

திருக்குறள்



### கல்வி

1. கற்க கசடறக் கற்பவை கற்றபின்  
நிற்க அதற்குத் தக.

பொருள் : கற்க வேண்டியவற்றைப் பிழை இல்லாமல் கற்க வேண்டும். கற்றபின் கற்ற வழியில் நடக்க வேண்டும்.

2. எண்ணென்ப ஏனை எழுத்தென்ப இவ்விரண்டும்  
கண்ணென்ப வாழும் உயிர்க்கு.

பொருள் : எண்ணும் எழுத்தும் வாழும் மக்களுக்குக் கண்கள் போன்றவை.

3. தொட்டனைத்து ஊறும் மணற்கேணி மாந்தர்க்குக்  
கற்றனைத்து ஊறும் அறிவு.\*

பொருள் : தோண்டும் அளவிற்கு ஏற்ப மணற்கேணியில் நீர் ஊறும். அதுபோல் கற்கும் அளவிற்கு ஏற்ப மக்களுக்கு அறிவு வளரும்.

4. கேடில் விழுச்செல்வம் கல்வி ஒருவற்கு  
மாடல்ல மற்றை யவை.

பொருள் : அழிவில்லாத சிறந்த செல்வம் கல்வியே. ஒருவருக்கு அதனைவிடச் சிறந்த செல்வம் வேறு இல்லை.

### தெரிந்து செயல்வகை

5. செய்தக்க அல்ல செயக்கெடும் செய்தக்க  
செய்யாமை யானும் கெடும்.

பொருள் : செய்யத்தகாத செயல்களைச் செய்வதாலும் செய்யத்தக்க செயல்களைச் செய்யாமல் விடுவதாலும் தீமை உண்டாகும்.

6. எண்ணித் துணிக கருமம் துணிந்தபின்  
எண்ணுவம் என்பது இழுக்கு.\*

பொருள் : எந்தச் செயலையும் நன்கு சிந்தித்த பின் தொடங்க வேண்டும். தொடங்கிய பின் எண்ணிப் பார்க்கலாம் என்பது குற்றமாகும்.



7. நன்றாற்றல் உள்ளும் தவறுண்டு அவரவர்  
பண்பறிந்து ஆற்றாக் கடை.

பொருள் : நாம் ஒருவருடைய பண்பை அறிந்து அவருக்கு நன்மை செய்ய வேண்டும்.  
இல்லாவிட்டால் நன்மை செய்தாலும் தீமை வந்து சேரும்.

### சுற்றந்தழால்

8. காக்கை கரவா கரைந்துண்ணும் ஆக்கமும்  
அன்ன நீரார்க்கே உள.

பொருள் : காகம் தனக்குக் கிடைத்ததை மறைக்காமல் தன் சுற்றத்தாரைக் கூவி அழைத்து  
உண்ணும். அத்தகைய பண்பு உடையவர்களிடமே செல்வமும் சேரும்.

### மடியின்மை

9. மடியை மடியா ஒழுகல் குடியைக்  
குடியாக வேண்டு பவர்.

பொருள் : தம் குடியைச் சிறப்புடைய குடியாகச் செய்ய விரும்புவவர், சோம்பலைத்  
துன்பமாகக் கருதி முயற்சியோடு வாழ்தல் வேண்டும்.

### இருக்கண் அழியாமை

10. இரும்பைக்கு இரும்பை படுப்பர் இரும்பைக்கு  
இரும்பை படாஅ தவர்.\*

பொருள் : துன்பம் வந்த போது வருந்திக் கலங்காதவர், அந்தத் துன்பத்திற்கே துன்பம்  
உண்டாக்கி அதனை வென்று விடுவர்.



சரியான விடையைத் தேர்ந்தெடுத்து எழுதுக.

- \_\_\_\_\_ தீமை உண்டாகும்.  
அ) செய்யத்தகுந்த செயல்களைச் செய்வதால்  
ஆ) செய்யத்தகாத செயல்களைச் செய்யாமல் இருப்பதால்  
இ) செய்யத்தகுந்த செயல்களைச் செய்யாமல் இருப்பதால்  
ஈ) எதுவும் செய்யாமல் இருப்பதால்
- தன்குடியைச் சிறந்த குடியாகச் செய்ய விரும்புவாரிடம் \_\_\_\_\_ இருக்கக் கூடாது.  
அ) சோம்பல்      ஆ) சுறுசுறுப்பு      இ) ஏழ்மை      ஈ) செல்வம்



3. 'எழுத்தென்ப' என்னும் சொல்லைப் பிரித்து எழுதக் கிடைப்பது -----.
- அ) எழுத்து + தென்ப                      ஆ) எழுத்து + என்ப  
இ) எழுத்து + இன்ப                      ஈ) எழுத் + தென்ப
4. 'கரைந்துண்ணும்' என்னும் சொல்லைப் பிரித்து எழுதக் கிடைப்பது -----.
- அ) கரைந்து + இன்னும்                      ஆ) கரை + துண்ணும்  
இ) கரைந்து + உண்ணும்                      ஈ) கரை + உண்ணும்
5. கற்றனைத்து+ ஊறும் என்பதனைச் சேர்த்தெழுதக் கிடைக்கும் சொல் -----.
- அ) கற்றனைத்தாறும்                      ஆ) கற்றனைதாறும்  
இ) கற்றனைத்தீறும்                      ஈ) கற்றனைத்தோறும்

### பொருத்துக.

1. கற்கும் முறை - செயல்  
2. உயிர்க்குக் கண்கள் - காகம்  
3. விழுச்செல்வம் - பிழையில்லாமல் கற்றல்  
4. எண்ணித் துணிக - எண்ணும் எழுத்தும்  
5. கரவா கரைந்துண்ணும் - கல்வி

### குறுவினா

1. 'நன்மை செய்வதிலும் தீமை உண்டாகும்' எப்போது?  
2. தீமை உண்டாக்கும் இரண்டு செயல்களை எழுதுக.  
3. துன்பத்திற்குத் துன்பம் உண்டாக்குபவர் யார்?

பாடப்பகுதியிலிருந்து படங்களுக்குப் பொருத்தமான திருக்குறளை எழுதுக.



1 0 2 3 8

அ ஆ க ச ட த





## திருக்குறள்

### 40. கல்வி



1. கற்க கசடறக் கற்பவை கற்றபின்  
நிற்க அதற்குத் தக.
2. எண்ணென்ப ஏனை எழுத்துஎன்ப இவ்விரண்டும்  
கண்ணென்ப வாழும் உயிர்க்கு.
3. கண்உடையர் என்பவர் கற்றார் முகத்துஇரண்டு  
புண்உடையர் கல்லா தவர்.
4. உவப்பத் தலைக்கூடி உள்ளப் பிரிதல்  
அனைத்தே புலவர் தொழில்.
5. உடையார்முன் இல்லார்போல் ஏக்கற்றும் கற்றார்  
கடையரே கல்லா தவர்.
6. தொட்டனைத்து ஊறும் மணற்கேணி மாந்தர்க்குக்  
கற்றனைத்து ஊறும் அறிவு.
7. யாதானும் நாடாமால் ஊராமால் என்னொருவன்  
சாந்துணையும் கல்லாத வாறு.
8. ஒருமைக்கண் தான்கற்ற கல்வி ஒருவற்கு  
எழுமையும் ஏமாப்பு உடைத்து.
9. தாம்இன் புறுவது உலகுஇன் புறக்கண்டு  
காமுறுவர் கற்றறிந் தார்.
10. கேடில் விழுச்செல்வம் கல்வி ஒருவற்கு  
மாடல்ல மற்றை யவை.

### 47. தெரிந்து செயல் வகை

1. அழிவதூஉம் ஆவதூஉம் ஆகி வழிபயக்கும்  
ஊதியமும் சூழ்ந்து செயல்.
2. தெரிந்த இனத்தொடு தேர்ந்தெண்ணிச் செய்வார்க்கு  
அரும்பொருள் யாதொன்றும் இல்.
3. ஆக்கம் கருதி முதலிழக்கும் செய்வினை  
ஊக்கார் அறிவுடை யார்.
4. தெளிவு இலதனைத் தொடங்கார் இளிவுஎன்னும்  
ஏதப்பாடு அஞ்சு பவர்.
5. வகையறச் சூழாது எழுதல் பகைவரைப்  
பாத்திப் படுப்பதோர் ஆறு.
6. செய்தக்க அல்ல செயக்கெடும் செய்தக்க  
செய்யாமை யானும் கெடும்.
7. எண்ணித் துணிக கருமம் துணிந்தபின்  
எண்ணுவம் என்பது இழுக்கு.
8. ஆற்றின் வருந்தா வருத்தம் பலர்நின்று  
போற்றினும் பொத்துப் படும்.
9. நன்றுஆற்ற லுள்ளும் தவறுண்டு அவரவர்  
பண்பறிந்து ஆற்றாக் கடை.
10. எள்ளாத எண்ணிச் செயல்வேண்டும் தம்மொடு  
கொள்ளாத கொள்ளாது உலகு.







### 53. சுற்றந்தழால்

1. பற்றற்ற கண்ணும் பழைமைபா ராட்டுதல்  
சுற்றத்தார் கண்ணே உள.
2. விருப்புஅறாச் சுற்றம் இயையின் அருப்புஅறா  
ஆக்கம் பலவும் தரும்.
3. அளவளாவு இல்லாதான் வாழ்க்கை குளவளாக்  
கோடுஇன்றி நீர்நிறைந் தற்று.
4. சுற்றத்தால் சுற்றப் படஒழுகல் செல்வம்தான்  
பெற்றத்தால் பெற்ற பயன்.
5. கொடுத்தலும் இன்சொலும் ஆற்றின் அடுக்கிய  
சுற்றத்தால் சுற்றப் படும்.
6. பெருங்கொடையான் பேணான் வெகுளி அவனின்  
மருங்குடையார் மாநிலத்து இல்.
7. காக்கை கரவா கரைந்துண்ணும் ஆக்கமும்  
அன்னநீ ரார்க்கே உள.
8. பொதுநோக்கான் வேந்தன் வரிசையா நோக்கின்  
அதுநோக்கி வாழ்வார் பலர்.
9. தமராகித் தன்துறந்தார் சுற்றம் அமராமைக்  
காரணம் இன்றி வரும்.
10. உழைப்பிரிந்து காரணத்தின் வந்தானை வேந்தன்  
இழைத்திருந்து எண்ணிக் கொளல்.

### 61. மடியின்மை

1. குடியென்னும் குன்றா விளக்கம் மடியென்னும்  
மாசுஊர மாய்ந்து கெடும்.
2. மடியை மடியா ஒழுகல் குடியைக்  
குடியாக வேண்டு பவர்.
3. மடிமடிக் கொண்டொழுகும் பேதை பிறந்த  
குடிமடியும் தன்னினும் முந்து.
4. குடி மடிந்து குற்றம் பெருகும் மடிமடிந்து  
மாண்ட உஞ்ஹி லவர்க்கு.
5. நெடுநீர் மறவி மடிதுயில் நான்கும்  
கெடுநீரார் காமக் கலன்.
6. படியுடையார் பற்றமைந்தக் கண்ணும் மடியுடையார்  
மாண்பயன் எய்தல் அறிது.
7. இடிபுரிந்து எள்ளும்சொல் கேட்பர் மடிபுரிந்து  
மாண்ட உஞ்ஹி லவர்.
8. மடிமை குடிமைக்கண் தங்கின்தன் ஒன்னார்க்கு  
அடிமை புகுத்தி விரும்.
9. குடிஆண்மை யுள்வந்த குற்றம் ஒருவன்  
மடிஆண்மை மாற்றக் கெடும்.
10. மடிஇலா மன்னவன் எய்தும் அடிஅளந்தான்  
தாஅயது எல்லாம் ஒருங்கு.





### 63. இருக்கண் அழியாமை

1. இருக்கண் வருங்கால் நுக அத்தை  
அருத்துஊர்வது அஃதொப்பது இல்.
2. வெள்ளத்து அனைய இரும்பை அறிவுடையான்  
உள்ளத்தின் உள்ளக் கெடும்.
3. இரும்பைக்கு இரும்பை பருப்பர் இரும்பைக்கு  
இரும்பை படாஅ தவர்.
4. மருத்தவாய் எல்லாம் பகருஅன்னான் உற்ற  
இருக்கண் இடர்ப்பாடு உடைத்து.
5. அருக்கி வரினும் அழிவிலான் உற்ற  
இருக்கண் இருக்கண் படும்.
6. அற்றேம்என்று அல்லல் படுபவோ பெற்றேம்என்று  
ஓம்புதல் தேற்றா தவர்.
7. இலக்கம் உடம்புஇரும்பைக்கு என்று கலக்கத்தைக்  
கையாறாக் கொள்ளாதாம் மேல்.
8. இன்பம் விழையான் இரும்பை இயல்பென்பான்  
துன்பம் உறுதல் இலன்.
9. இன்பத்துள் இன்பம் விழையாதான் துன்பத்துள்  
துன்பம் உறுதல் இலன்.
10. இன்னாமை இன்பம் எனக்கொளின் ஆகும்தன்  
ஒன்னார் விழையுஞ் சிறப்பு.

வான்புகழ் வள்ளுவரின் அறக்கருத்துகள் மாணவரிடம் சென்று சேர வேண்டும். அதன்வழி நன்னெறிப் பண்புகள் மாணவரிடையே வளர வேண்டும் என்ற நோக்கில் திருக்குறளின் 50 பாக்கள் சேர்க்கப்பட்டுள்ளன.

மாணவர்கள் எளிதில் படித்துப் பொருள் புரிந்துகொள்வதற்கு ஏற்றவகையில் குறட்பாக்களின் சீர்கள் பிரித்துத் தரப்பட்டுள்ளன; அலகிடுவதற்காக அல்ல.

### திருக்குறள் கருத்துகளை

#### மாணவர்களிடையே பரப்புவதற்கான வழிகாட்டுதல்கள்

- நாள்தோறும் வழிபாட்டுக் கூட்டத்தில் திருக்குறளைப் பொருளுடன் கூறலாம்.
- வகுப்பு வாரியாகத் திருக்குறள் ஒப்புவித்தல் போட்டி நடத்தலாம்.
- இலக்கிய மன்றக் கூட்டங்களில் குறட்பாக்கள் தொடர்பான கதைகளைக் கூறலாம்.
- திருக்குறள் கருத்துகளை விளக்கும் நாடகங்களை நடத்தச் செய்யலாம்.
- திருக்குறள் கருத்துகளை விளக்கும் ஓவியப் போட்டியை நடத்தலாம்.
- குறட்பாக்கள் தொடர்பான வினாக்களைத் தொகுத்து வினாடி வினா நடத்தலாம்.
- சான்றோர் வாழ்வில் நிகழ்ந்த சுவையான நிகழ்ச்சிகள் மூலம் திருக்குறள் கருத்துகளை விளக்கலாம்.





## ஏழாம் வகுப்பு – தமிழ் ஆக்கம்

### பாட வல்லுநர் குழு

**முனைவர் நா. அருள்முருகன்**  
இணை இயக்குநர்,  
ஒருங்கிணைந்த பள்ளிக் கல்வி, சென்னை.

**முனைவர் இராம. பாண்டிரங்கன்**  
இணை இயக்குநர், (பணிநிறைவு),  
மாநிலக் கல்வியியல் ஆராய்ச்சி மற்றும் பயிற்சி நிறுவனம்,  
சென்னை.

### மேலாய்வாளர் குழு

**முனைவர் பொன். குமார்**  
இணை இயக்குநர்,  
மாநிலக் கல்வியியல் ஆராய்ச்சி மற்றும் பயிற்சி நிறுவனம்,  
சென்னை.

**திருமதி ஏ.எஸ். பத்மாவதி**  
எழுத்தாளர், சென்னை.

**முனைவர் து. கணேசமூர்த்தி**  
முதன்மைக்கல்வி அலுவலர், சேலம் மாவட்டம்.

**முனைவர் பூந்துறையன் இரத்தினமூர்த்தி**  
முதுநிலை ஆசிரியர் (பணி நிறைவு),  
கள்ளிப்பட்டி, ஈரோடு மாவட்டம்.

**முனைவர் ப. கல்பனா**  
இணைப்பேராசிரியர்,  
பாரதி மகளிர் கல்லூரி (தன்னாட்சி), பாரிமுனை, சென்னை.

**முனைவர் சு. தாமரைப்பாண்டியன்**  
உதவிப் பேராசிரியர்,  
உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை.

### பாடநூல் ஒருங்கிணைப்பு

**முனைவர் மு. தீபாஞ்சி**  
துணை இயக்குநர்,  
மாநிலக் கல்வியியல் ஆராய்ச்சி மற்றும் பயிற்சி நிறுவனம், சென்னை.

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காவேரிப்பாக்கம் ஒன்றியம், வேலூர் மாவட்டம்.

### கலை மற்றும் வடிவமைப்புக்குழு

**ஓவியம் மற்றும் ஓளிப்படம்**  
**திரு கத. காந்திராஜன்**  
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**திரு. கா. நளன் நான்சி ராஜன், ஓவியர்**

### பக்க வடிவமைப்பாளர்

**பழையவலம் பா. இராமநாதன்**  
சென்னை.

### தரக் கட்டுப்பாடு

**திரு. இரா. மனோகர்**  
**திரு. வே.சா. ஜாண்ஸித்**

### அட்டைப்படம்

**திரு. கதிர் ஆறுமுகம்**

### ஒருங்கிணைப்பு

**திரு. ரமேஷ் முனிசாமி**

### பாடநூலாசிரியர் குழு

**திரு. மு. சேகரன்**  
விரிவுரையாளர், மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்,  
பெருந்துறை, ஈரோடு மாவட்டம்.

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**திரு. கு. சம்பந்தம்**  
முதுநிலை ஆசிரியர் (பணிநிறைவு)  
டி.ஆர்.பி.சி.சி.சி. இந்து மேல்நிலைப் பள்ளி, திருவள்ளூர்.

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திருச்சி மாவட்டம்.

**திரு. த. ஜீவானந்தம்**  
பட்டதாரி ஆசிரியர், ஊராட்சி ஒன்றிய நடுநிலைப் பள்ளி,  
அட்டப்பட்டி, கொட்டாம்பட்டி ஒன்றியம், மதுரை மாவட்டம்.

**முனைவர் ப. மெய்யப்பன்**  
ஆசிரியப் பயிற்றுநர், வட்டார வளமையம், பவானிசாகர்,  
ஈரோடு மாவட்டம்.

**திருமதி நா. ஜானகி**  
பட்டதாரி ஆசிரியர், அரசு பெண்கள் மேல்நிலைப் பள்ளி,  
சின்னத்தாடாகம், கோவை மாவட்டம்.

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பட்டதாரி ஆசிரியர், அரசு மேல்நிலைப் பள்ளி, ஆரம்பாக்கம்,  
திருவள்ளூர் மாவட்டம்.

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பட்டதாரி ஆசிரியர், ஊராட்சி ஒன்றிய நடுநிலைப் பள்ளி,  
முதல்மைல், கூடலூர், நீலகிரி மாவட்டம்.

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பட்டதாரி ஆசிரியர், அரசு மேல்நிலைப் பள்ளி, ஏலாக்குறிச்சி,  
அரியலூர் மாவட்டம்.

**திரு. ம. மீனாட்சி சுந்தரம்**  
பட்டதாரி ஆசிரியர், அரசு மேல்நிலைப் பள்ளி, சருகுவலையப்பட்டி,  
மதுரை மாவட்டம்.

**திரு. மா. பழனி**  
தலைமை ஆசிரியர், ஊராட்சி ஒன்றிய நடுநிலைப் பள்ளி,  
சின்னப்பள்ளத்தூர், பென்னாகரம், தருமபுரி மாவட்டம்.

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பட்டதாரி ஆசிரியர், அரசு உயர்நிலைப் பள்ளி, பொட்டல்புதூர்,  
திருநெல்வேலி மாவட்டம்.

**திரு. ஜே. ஆரோக்ய டொமினிக்ராஜ்**  
பட்டதாரி ஆசிரியர், கார்மல் மேல்நிலைப் பள்ளி, நாகர்கோவில்,  
கன்னியாகுமரி மாவட்டம்.

### விரைவுக் குறியீடு மேலாண்மைக் குழு

**திரு. இரா. ஜெகநாதன்**  
இடைநிலை ஆசிரியர், ஊராட்சி ஒன்றிய நடுநிலைப் பள்ளி,  
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**திருமதி ஆ. தேவி ஜெஸிந்தா**  
பட்டதாரி ஆசிரியர், அரசு உயர்நிலைப் பள்ளி,  
என்.எம். கோவில், வேலூர் மாவட்டம்.

**திருமதி வ. பத்மாவதி**  
பட்டதாரி ஆசிரியர், அரசு உயர்நிலைப் பள்ளி,  
வெற்றியூர், திருமானூர், அரியலூர் மாவட்டம்.

இந்நூல் 80 GSM மேப்லித்தோ தாளில் அச்சிடப்பட்டுள்ளது.  
ஆப்செட் முறையில் அச்சிட்டோர் ;

*7<sup>th</sup>*

*English*

*Term 2*





## PREFACE

The English textbook for standard VII has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning, both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language, with learning their use, in everyday life.

The activities have been graded carefully to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills.

### How to use the book

- ✓ The Third Term English Book for Standard VII has two units and one play.
- ✓ Each unit is planned for a month.
- ✓ First two units are divided into **sections** and the third one is combined as it's a speech. Each section is designed to initiate and sustain the **Active Learning** process.

| Sl. No.       | Units  | Page No. |                          |  |      |                       |  |               |                     |  |  |
|---------------|--|----------|--------------------------|--|------|-----------------------|--|---------------|---------------------|--|--|
| 1             | <table border="1"> <tr> <td>Prose</td> <td>Adventures of Din Quisno</td> <td></td> </tr> <tr> <td>Poem</td> <td>The Poem of Adventure</td> <td></td> </tr> <tr> <td>Supplementary</td> <td>Alice in Wonderland</td> <td></td> </tr> </table> | Prose    | Adventures of Din Quisno |  | Poem | The Poem of Adventure |  | Supplementary | Alice in Wonderland |  |  |
| Prose         | Adventures of Din Quisno   |          |                          |  |      |                       |  |               |                     |  |  |
| Poem          | The Poem of Adventure  |          |                          |  |      |                       |  |               |                     |  |  |
| Supplementary | Alice in Wonderland  |          |                          |  |      |                       |  |               |                     |  |  |
| 2             | <table border="1"> <tr> <td>Prose</td> <td>The Last Stone Carver</td> <td></td> </tr> </table>   | Prose    | The Last Stone Carver    |  |      |                       |  |               |                     |  |  |
| Prose         | The Last Stone Carver  |          |                          |  |      |                       |  |               |                     |  |  |

**Warm Up**

Look at the pictures. Name the activities.

Discuss and Answer

- ✓ The **pictorial warm up page** will help activate students own knowledge and ideas of the topic.
- ✓ The **digital warm up** can be used for visualizing the theme to motivate and interest learners.

- ✓ **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- ✓ **Digital glossary** can be used to listen to correct pronunciation and visualise words.
- ✓ The '**Do You Know?**' box can be used to enhance general knowledge while initiating spoken language.

| GLOSSARY   |   |
|------------|---|
| knights    | - |
| incredible | - |
| hilarious  | - |
| ogres      | - |
| combat     | - |
| prodigious | - |
| steeds     | - |
| spurs      | - |





- ✓ The illustrations in Picto Grammar will make understanding of grammar easy.
- ✓ Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- ✓ Language Check Point can highlight points of usage to avoid the common mistakes.



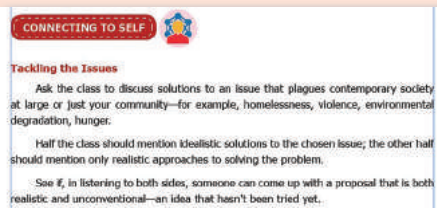
- ✓ Students can be taken through all the steps of writing with the help of pictures and prompts.
- ✓ Creative writing can be used to bring out their imaginative skill.
- ✓ Students can be encouraged to present or display their writings in the class.

- ✓ The warm up picture given at the beginning of each section can be used to discuss the theme of the poem.
- ✓ The focus should be on the enjoyment of the poem through exploring imaginary skills & rhythm.
- ✓ The supplementary section encourages extensive reading and appreciation of literature.

Listen to the teacher read this section.

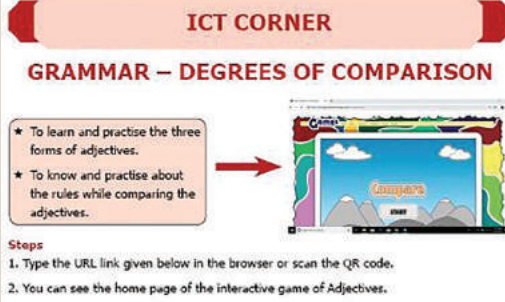


The young man flung the hammer and the chisel to the ground and cried, "I'm"



- ✓ Connecting to Self is based on the values of each lesson.
- ✓ Project is meant for working in groups and to develop collaborative learning.
- ✓ The development of higher order thinking skills is facilitated by the Steps to Success.

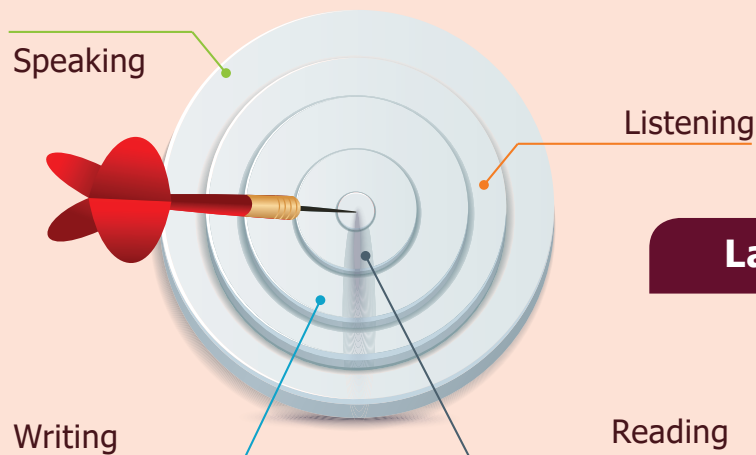
- ✓ Students can be encouraged to extend their reading activity through learning links section.
- ✓ Students can be helped to download the games and install them.
- ✓ The activities in ICT Corner will ensure learning language skills through websites and app links.





## English

### Key Features



#### Language Skills

#### Salient Features

- ✂ Connecting to self
- 🖼 Think and do
- 📊 Steps to success
- ✓ Language Checkpoint
- 📷 Picto grammar

#### Language Enrichment

- 🎓 Literary Appreciation
- 🖋 Creative Writing
- 📝 Project Work
- 🌐 Learning Links



#### Digital Features

- Digi Warm up
- e-Glossary
- Grammar Games
- ICT Corner
- Infographics



## Learning Outcomes

1

Unit

- ❖ Promotes reading and vocabulary skills.
- ❖ Draw and write their own comics.
- ❖ Promotes use of higher-level thinking skills.

2

Unit

- ❖ Listen to the teacher reading out the material and gathers information from it.
- ❖ Read aloud the stories and recites poems with appropriate pause, information and pronunciation.
- ❖ Answers questions orally and in writing after reading the text.
- ❖ Thinks critically, compares and contrasts character, enters, ideas, themes and relates them to life.
- ❖ Shares his / her experiences on his / her visit to art exhibition in writing.
- ❖ Summarize orally and in writing the given text.
- ❖ Locates details, sequence of ideas and indentify the main idea.
- ❖ Understands the rules of grammar through a variety of situations and pictures and uses them in real life situations.
- ❖ Infers the meaning of unfamiliar words by reading there in context.
- ❖ Refers dictionary the sours to find meaning of new words while reading and writing.

# CONTENT

Sl. No. Units Page No.

1

|               |                           |     |
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2

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Text Book



Assessment



Digi Links





## Adventures of Don Quixote

Prose

### Warm Up



Once upon a time, in a village called La Mancha, in Spain, there lived a man who loved to read about **knights**. Every day he would read about courageous knights and the **incredible** adventures they had. He was so absorbed in these stories that he hardly remembered to eat or sleep.

The days of Knights and Squires, of exciting adventures and romances come alive in the **hilarious** account of Don Quixote's travels. As years passed, Don Quixote imagines himself placed in the world of knights. He convinces Sancho Panza, a peasant from the same village, to be his squire. And together they set out to seek their fortune, Don Quixote eager to be the best chivalrous knight. This delightful story of chivalry is all fun and pleasure, laughter and excitement, farce and suspense.

**Quixote** : Sancho, how would you like to become my servant, and accompany me on a great adventure?

**Sancho** : Your servant?

**Quixote** : Yes, if you serve me faithfully and honestly, I will reward you with an island.

**Sancho** : An island? Are you serious?

**Quixote** : I vow it upon my honour as a knight! So, will you come with me?

**Sancho** : Yes Master. I will come with you.

[The two men set out on a journey together. On the hill in front of them, they could see a large old windmill. When he saw it, Don Quixote's eyes began to sparkle.]

**Quixote** : Look Sancho, how dare that hideous ogre block our path?

**Sancho** : What!? An ogre? Where, Master?

**Quixote** : Right there! Don't you see that awful creature waving its four arms?







**Sancho** : But Master...that's a windmill.

**Quixote** : I tell you these are **ogres**; and if you are afraid of them, go aside and say your prayers, while I engage them in **combat**.

**Sancho** : Master, that's a windmill!

[Unfortunately, Sancho's shouts and warnings pass unheard. Don Quixote and Rocinante charge the windmill at full speed.]

**Quixote** : Huh? Prepare to face my spear, Ogre!

[With that, Don Quixote fly towards the windmill and collid with it.]

**Sancho** : Master, are you alright? See? I told you it was just a windmill. Did I not give you a fair warning? Did I not tell you that they were but windmills?

**Quixote** : Look Sancho! The ogre is more seriously wounded than I am!

[In fact, the windmill is working perfectly fine. Sancho does his best to dissuade Don Quixote from attempting anything else reckless.]

**Sancho** : Ha haha. Oh, you are absolutely right. You are a great knight indeed, and you have defeated the fearsome windmill beast!

[After hitting his head on the windmill,Don Quixote become even more disoriented.]

**Quixote** : Listen to me, Sancho, someday people will write of our great exploits.

Our names will live on in the memories of generations to come. But we must prove worthy of that honour by vanquishing villains and upholding justice. Do you understand?

**Sancho** : Yes, Master.

[As Don Quixote and Sancho pass a farm, they see a thick cloud of dust appear. Don tells him that here is undoubtedly a **prodigious** army marching in their direction.]

**Sancho** : O Sir! what must we do?



**Quixote** : Do! why, we must at once go to the help of the weaker side, of course.

[Don start to name the leaders and principal knights in each army, and to describe the different nations represented.]

**Sancho** : But, Sir, not a single one of the knights and giants that you have named do I see at all.

**Quixote** : How now! At least you must hear the neighing of **steeds**, the sound of trumpets, and the rattling of drums.

**Sancho** : I hear nothing, but the bleating of many sheep and lambs.

**Quixote** : Your fears prevent you from hearing or seeing alright but if you refuse to follow me to the battle, stand aside, and I will go on alone.

**Sancho** : Hold, Sir! come back, I entreat! What madness is this! They are verily but sheep and lambs!

[Don Quixote set **spurs** to Rozinante and charge into the midst of the sheep. At this the frightened animals flee helter-skelter in all directions, and the shepherds, seeing the cause of their disorder, pursue Don Quixote with a shower of such well-aimed stones that soon he fall wounded to the ground.]

**Quixote** : Ha haha! Did you see those cowards run? They are right to fear Don Quixote!

[The local peasants all think Don Quixote is crazy. They laugh and taunt as he pass.]

**Peasant 1** : Look, it's Don Quixote, the madman!

**Peasant 2** : Hey, Sir Knight, what kind of beast did you defeat this time?

**Peasant 3** : Did you finally get those evil sheep? Ha haha!

**All** : Hail the mad knight, Don Quixote! Ha haha!

[Don Quixote does not understand, and think the people are cheering for him.]

**Quixote** : Sancho, look! See how the people welcome us! They must have heard of our great deeds!

**Sancho** : Oh, no. Master, listen very carefully, they are not welcoming us, they are mocking you.

**Quixote** : Sancho, Sancho, when will you see the truth?

**Sancho** : Enough is enough. Please Master.

**Quixote** : Very well, we shall speak no more of this today. But we need more adventures Sancho.

**Sancho** : Yes Master. We need more adventures.

[Return to his estate Don Quixote realize that all his adventures were simply a product of his imagination. Don Quixote never embarrass himself further by going on any more quests but his house will always be full of children to whom he would tell the most fantastic stories about Knights, Squires and Noble quests.

They lived happily together going on many more adventures in their imagination.]

## GLOSSARY



|                   |   |  |
|-------------------|---|--|
| <b>knights</b>    | - |  |
| <b>incredible</b> | - |  |
| <b>hilarious</b>  | - |  |
| <b>ogres</b>      | - |  |
| <b>combat</b>     | - |  |
| <b>prodigious</b> | - |  |
| <b>steeds</b>     | - |  |
| <b>spurs</b>      | - |  |



X9H6Q4

## READ AND UNDERSTAND



**Answer the following questions.**

1. What kinds of books did Don Quixote like to read? What were these books like?
2. What effect do the things Don Quixote reads have on him?
3. Why didn't Don Quixote believe Sancho Panza when Sancho told him the ogres were actually windmills?



B9N9F3



4. Why do you think Sancho continued to journey on with Don Quixote after the windmill incident?
5. When Don Quixote sees the cloud of dust on the plain in the distance, what does he think causes it?
6. Sancho sees two clouds of dust, leading him to conclude that there are two armies. What does Don Quixote think will happen next?
7. What is the reaction of the shepherds when they see that Don Quixote is attacking their sheep?

### Think and Do

1. Most people associate windmills with Holland, rather than Spain. Use the encyclopaedia and any other sources you might have to find out more about windmills and their traditional and modern uses. Then, make a model of a windmill to display with the results of your research.
2. Draw a design of a boat that skims trash off the surface of a river, lake, or ocean. Label the parts and give your invention a catchy name.
  - ★ What kind of vessel could do the job?
  - ★ What parts would it have?
  - ★ How would it move?
  - ★ How could it tell the difference between trash and other objects, such as animals and seaweed?
  - ★ How would it store and dump the trash?
  - ★ Could your machine double as a beach sweeper, sifting trash from sand?

### Discuss and Answer

To Dream the Impossible Dream

Don Quixote might be seen as not simply crazy in his refusal to see things as they really are but more like a person who wants to accomplish a greater good and so refuses to compromise his ideals. Examples of such people include Nelson Mandela, Mahatma Gandhi, and Martin Luther King Jr.

Discuss (with examples and other evidence) whether or not they think Quixote deserves to be put in the company of real-world idealists or is merely delusional.



## VOCABULARY



Homophones are two words that are spelled differently but have the same sound.

**A. Explain the difference between these words by making sentences. One is done for you.**

1. see/sea - Can you **see** the birds flying over the **sea**?
2. knight/night - .....
3. right/write - .....
4. arms/alms - .....
5. fair/fare - .....
6. here/hear - .....
7. heard/herd - .....
8. our/hour - .....
9. no/know - .....
10. not/knot - .....

Homonyms are spelled the same way but differ in meaning.

**B. Read the following sentences and write the meaning of the italicised words. One is done for you.**

**1. The bandage was *wound* around the *wound*.**

- wound - injury  
wound - past tense of wind

**2. There is a *fair* Arts and Craft *fair* this weekend.**

- fair - .....  
fair - .....

**3. The woodcutter *saw* a huge *saw* in his dream.**

- saw - .....  
saw - .....





**4. Write the *right* answers on the *right* side.**

right - .....

right - .....

**5. The *well* was dug by a *well*-known king.**

well - .....

well - .....

**6. We have *march* pass in *March*.**

march - .....

march - .....

**7. *Can* you get me a *can*?**

can - .....

can - .....

**8. How long will the *live* fish *live* without food?**

live - .....

live - .....

**9. She has *tears* in her eyes as she *tears* old photos.**

tears - .....

tears - .....

**10. I will be *second* in line if I wait one more *second*.**

second - .....

second - .....

Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water. Wa/ter

1. adventure - ad/ven/ture - 3 syllables

2. courageous - .....

3. incredible - .....

4. knight - .....





5. hilarious - .....
6. excitement - .....
7. peasant - .....
8. imagine - .....
9. shepherd - .....
10. entreat - .....

### LISTENING



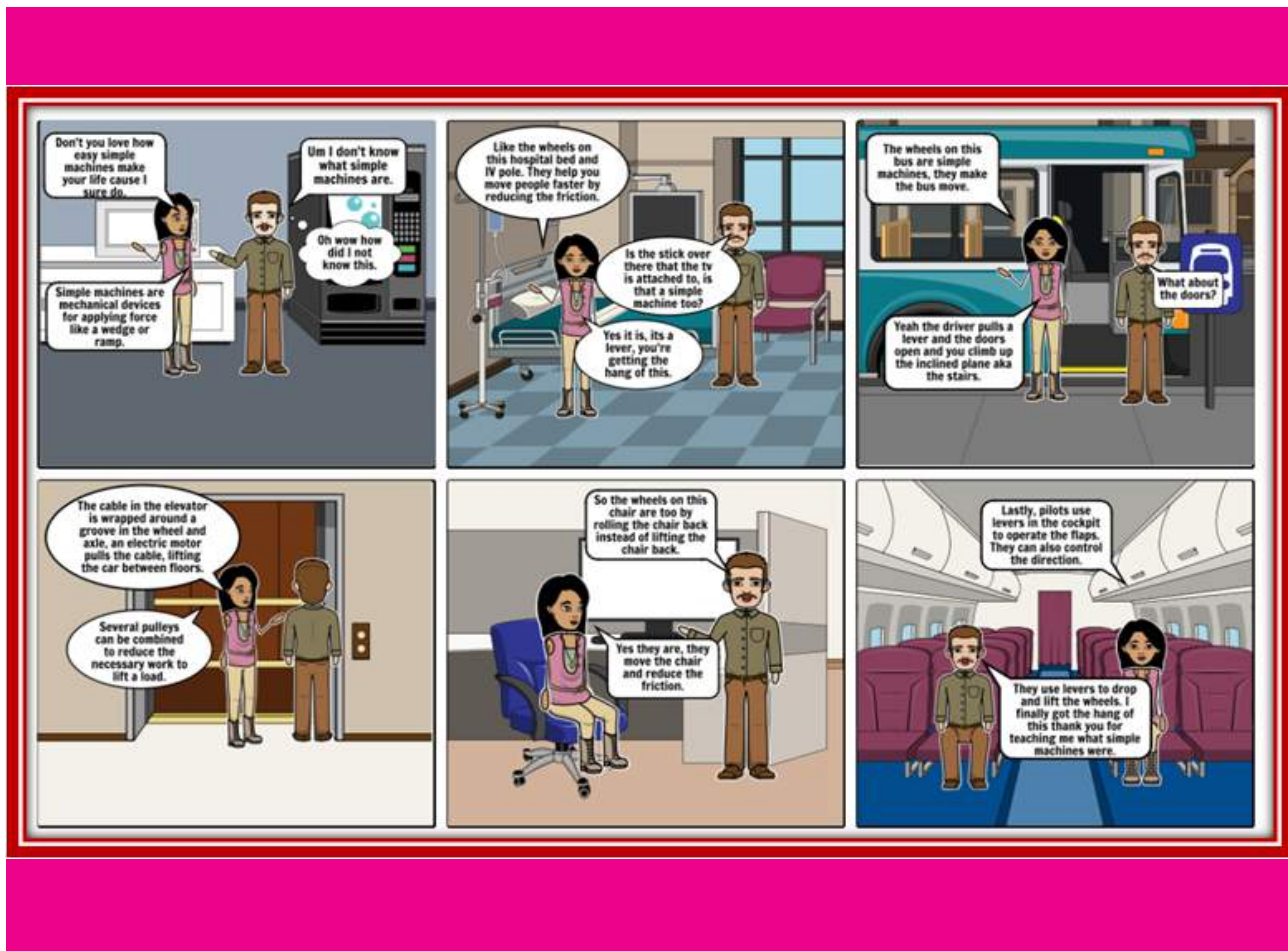
Listen to your teacher reading a passage on Adventure Trips.  
Visualize the activities. Draw the scenes in the given boxes.

#### WATER ACTIVITIES

#### BONFIRE

#### ROCK CLIMBING

#### MOUNTAIN BIKING



Don't you love how easy simple machines make your life cause i sure do.

Um I don't know what simple machines are.

Simple machines are mechanical devices for applying force like a wedge or ramp.

On wow how did i not know this.

The cable in the elevator is wrapped around a groove in the wheel and axle, an electric motor pulls the cable, lifting the car between floors.

Several pulleys can be combined to reduce the necessary work to lift a load.

Like the wheels on this hospital bed and IV pole. They help you move people faster by reducing the friction.

Is the stick over there that the tv is attached to, is that a simple machine too?

Yes it is, its a lever, you're getting the hang of this.

So the wheels on this chair are too by rolling the chair back instead of lifting the chair back.

Yes they are, they move the chair and reduce the friction.

The wheels on this bus are simple machines, they make the bus move.

What about the doors?

Yeah the driver pulls a lever and the doors open and you climb up the inclined plane aka the stairs.

Lastly, pilots use levers in the cockpit to operate the flaps. They can also control the direction.

They use levers to drop and lift the wheels. I finally got the hang of this thank you for teaching me what simple machines were.





## SPEAKING



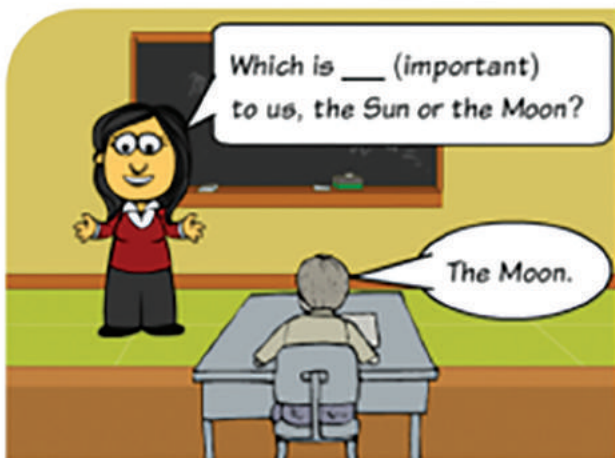
- A. Look at the story board. Read the description of the simple machines. Take roles to play. Then discuss in pairs to describe any simple machine. Create your own story board and take roles to play.
- B. Ask the students to tell a story. It may be a true story or an imaginative story. Choose one of the titles from the following.
- ❖ A time I was very late
  - ❖ A funny story about my friend
  - ❖ I met someone very interesting
  - ❖ An unusual event
  - ❖ A funny story about my life

### Think about your story

- ❖ When did it happen?
- ❖ Where were you?
- ❖ Who was there?
- ❖ What happened?



## PICTO GRAMMAR





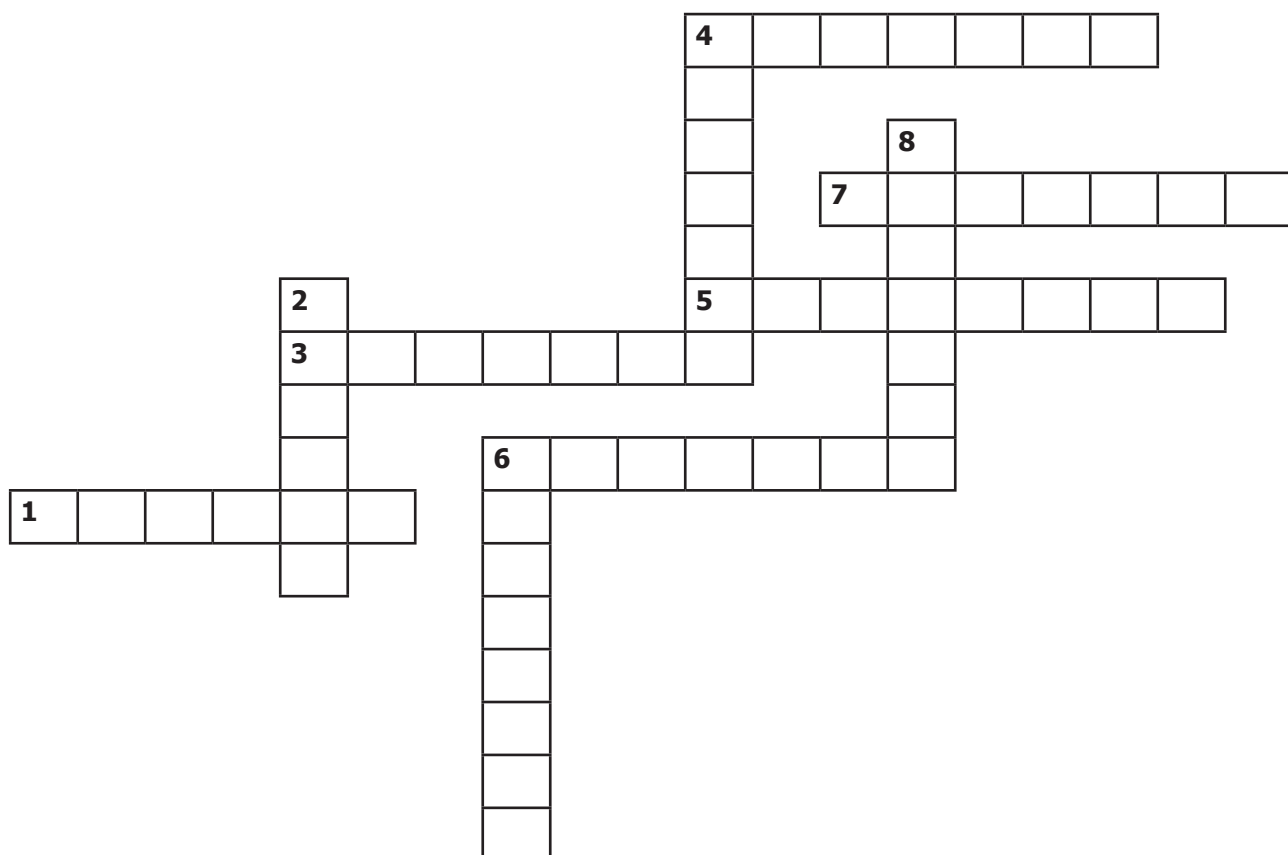
## USE GRAMMAR



Q3Y5P1

Solve the crossword puzzle using superlative adjectives.

| Down  | Across  |
|---|---|
| 2.The ----- man ever whose age has been verified is Jiroemon Kimura | 1. Deserts are the ----- places on Earth          |
| 4. Antarctica is the ----- continent in the world                   | 3. Russia is the ----- country in the world       |
| 6. The elephant is the ----- animal in the world                    | 4. Mercury is the ----- planet to the sun         |
| 8. Mount Everest is the ----- mountain in the world                 | 5. Vatican City is the ----- country in the world |
|   | 6. Diamonds are the ----- material in the world   |
|   | 7. The cheetah is the ----- animal in the world   |



Put students in pairs and tell them to interview their partner. To do this they must make questions, e.g. What's the worst storm you've ever seen? They can also ask follow-up questions to find out more information. Do feedback on this as a whole class. Other thematic questionnaires of this kind could be:

### Emotional experiences

- ❖ The most frightened I've ever been ...
- ❖ The happiest moment I've ever had ...
- ❖ The most nervous I've ever been ...

### Musical experiences

- ❖ The best song I've ever heard ...
- ❖ The worst song I've ever heard ...
- ❖ The longest time I've ever danced ...

### Places in your life

- ❖ The most dangerous place I've been in ...
- ❖ The cheapest restaurant I've eaten in ...
- ❖ The most boring town I've ever visited ...

## WRITING



**Write a paragraph comparing Don Quixote and Sancho Panza. The following words will help you to write a compare and contrast paragraph.**

| Similarities  | Differences       |
|---------------|-------------------|
| is similar to | on the other hand |
| both          | however           |
| also          | But               |
| too           | in contrast to    |
| as well       | differs from      |
|               | while             |
|               | unlike            |





## CREATIVE WRITING



### Local Historians

- ❖ Ask students to collect stories about their town from older people.
- ❖ Ask them to find out how the streets were named.
- ❖ Are there any interesting people or legends to which the street names refer?
- ❖ Are there any local places in town about which people tell stories?
- ❖ Any haunted houses?
- ❖ Let students find out when the town was founded and by whom.
- ❖ Visit a local historical society to see old photographs or artefacts.

Let student create an original historical fiction:

Describe the town from the point of view of a fictitious citizen who might have lived in the town long ago. Include local issues of the time in the story. Write the story of the town from the fictionalized point of view of a resident who actually lived.

## CONNECTING TO SELF



### Tackling the Issues

Ask the class to discuss solutions to an issue that plagues contemporary society at large or just your community—for example, homelessness, violence, environmental degradation, hunger.

Half the class should mention idealistic solutions to the chosen issue; the other half should mention only realistic approaches to solving the problem.

See if, in listening to both sides, someone can come up with a proposal that is both realistic and unconventional—an idea that hasn't been tried yet.

## PROJECT



Imagine you are a marketing executive for a company in a specific industry (toothpaste, soup, hair care products, automobiles, etc) and are developing a product with a brand name that refers to a character from the story.



For example: You want to sell bandages that have little pictures of Don Quixote on them. Your company's name is Kure-All and you decide to call them "Kure-All Quixote Bandages".

The slogan might be: "Had a tough day with windmills? When you take a fall, use Kure-All."

You can use exciting words, a catchy new slogan, and a jingle, among other things, to promote sales of your item.

### STEP TO SUCCESS



**Look at the number pattern. Fill the blank in the middle of the series or end of the series.**

1. SCD, TEF, UGH, \_\_\_\_\_, WKL  
A. CMN      B. UJI      C. VIJ      D. IJT
2. FAG, GAF, HAI, IAH, \_\_\_\_\_  
A. JAK      B. HAL      C. HAK      D. JAI
3. ELFA, GLHA, ILJA, \_\_\_\_\_, MLNA  
A. OLPA      B. KLMA      C. LLMA      D. KLLA
4. CMM, EOO, GQQ, \_\_\_\_\_, KUU  
A. GRR      B. GSS      C. ISS      D. ITT
5. QPO, NML, KJI, \_\_\_\_\_, EDC  
A. HGF      B. CAB      C. JKL      D. GHI



# 1

## The Poem of Adventure

Poem

Warm Up



Look at the pictures. Name the activities.



Discuss and Answer.

1. What are the adventure activities of NCC?
2. When can you join the NCC?
3. What is the motto of NCC?

Think and Answer.

1. Why do we need adventure in life?

---

2. Do you like adventures? Why?

---

3. Why does the NCC conduct adventure activities?

---



Deep inside the mountain  
the adventures hide themselves.  
They are of all forms and shapes.  
They all have an excellent ending,  
because those that live their lives in adventure  
see the world in an extraordinary special way.

To attract the adventures into the patterns of habit  
you only need to close your eyes  
and ask them to embrace you.  
You can also imagine that you are transparent  
and feel the wind stream through you  
instead of going against you.  
Or imagine there are tiny little wings on your back  
and every time you take a new step you bounce a bit.

Maybe life itself is one big adventure  
if only you have the correct shades on.  
Back in the days of old  
when knights were bold  
who with a sword or lance  
in armour sought romance.

It was the age of chivalry  
long ago in man's history  
when to fight for a righteous cause  
one did gain considerable applause.

It was mainly for show, love and glory  
they deemed themselves being worthy  
to capture the heart of some fair maiden  
which was the most desired prize laden.  
Oh, they would strike heavy blows  
on all of their opponents and foes  
in a one to one combat defying death  
as crowds watched with abated breath.

Yes, it was far back in those days of yore  
that courage and strength came to the fore  
where there was this life and death struggle;  
such issues at hand the knights would juggle.

And in fighting for their country, faith and king  
noble impressions on people’s minds would ring  
that even through the ages are held in high esteem  
those knights in shinning armour do now all seem.

There are many legends based on their heroic exploits  
a legacy of tales which have been told with much adroit  
highlighting aspects of human wisdom related to virtue and vice  
and the lessons to be learnt are those of goodness and sacrifice.

History usually repeats itself time and again  
as it often happens a situation comes when  
we’re asked to do something for a just cause  
and acting with chivalry we shouldn’t pause.

George Krokos

About the Poet

GeorgeKrokos was born on 30th June, 1951 in Samos, Greece and now lives in Melbourne, Australia. He is an aspiring poet who has written quite a number of poems inspired by nature, science, philosophy and the spiritual aspects of life. He has studied eastern and western religions and associated philosophy for over 35 years and has practised various forms of Yoga and meditation.

GLOSSARY



|             |   |  |
|-------------|---|--|
| lance       | - |  |
| chivalry    | - |  |
| abated      | - |  |
| impressions | - |  |
| exploits    | - |  |
| adroit      | - |  |



## READ AND UNDERSTAND



### A. Read the lines and answer the questions.

1. Deep inside the mountain  
the adventures hide themselves.
  - a. Where do adventures hide?
2. They are of all forms and shapes  
They all have an excellent ending
  - a. What do have an excellent ending?
3. when to fight for a righteous cause  
one did gain considerable applause.
  - a. When will one get an applause?
4. And in fighting for their country, faith and king  
noble impressions on people's minds would ring
  - a. What does 'noble impression' mean?
  - b. Who can leave a noble impression?
5. There are many legends based on their heroic exploits  
a legacy of tales which have been told with much adroit
  - a. What does 'heroic exploits' mean?
  - b. What are legends?

### B. Answer briefly.

1. What is adventure?
2. Describe the appearance of a knight.
3. What are the characteristics of an adventure?

### C. Think and Answer.

1. Why does the poet ask us to imaging that we have tiny wings on our back?
2. Why should we fight for righteous cause?

### D. Literary Appreciation

1. Pick out the rhyming words.
2. Write down the alliterated words.



## CREATIVE WRITING



### Concrete Poems

Concrete poems are made up of words that have been placed in such a way that they make the shape of an object and also use words to describe the object.

Start by making a simple outline of the shape or object (an animal, a football, a fruit etc.) large enough to fill a piece of paper.

Then brainstorm a minimum of ten words and phrases that describe the shape. List action and feeling words as well.

Next, place a piece of paper over the shape and decide where your words are going to be placed so that they outline your shape but also fit well together.

Separate words and phrases with commas.



**E. Now read the poem and pick out the nouns. Then write your own concrete poem.**





# 1 Alice in Wonderland

Supplementary

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?' So, she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.



The Rabbit pulled a watch out of his pocket to check the time. He shook his head, then disappeared down a rabbit's hole. "I must find out why he's in such a hurry!" cried Alice. Filled with curiosity, she ran to the rabbit's hole and peeped through the entrance. The hole dropped suddenly and Alice fell.



She fell for a long time when suddenly she came upon a little three-legged table, all made of solid glass. There was nothing on it except a tiny golden key.

When she looked around again, she came upon a low curtain she had not noticed before, and behind it was a little door about fifteen inches high. She tried the little golden key in the lock, and to her great delight it fitted! She opened the door and saw a beautiful garden through it, but she couldn't reach it as she was too big.

When she turned around towards the three-legged table, Alice found a green bottle that said "DRINK ME" magically appeared on it. Out of curiosity, Alice took the bottle and drank the entire potion. Then, she began to shrink until she was no bigger than a doll.

She opened the door and quickly ran through it. "What a splendid garden!" she exclaimed. "Why, I'm no bigger than the insects that crawl on these flowers." But the excitement soon wore off. Alice grew bored with her tiny size. "I want to be big again," she shouted. Her shouts startled the White Rabbit, who ran past her again. Mistaking her for his maid, he ordered, "Go to my cottage and fetch my gloves and fan." Alice was





confused by the Rabbit's behaviour. "Maybe I'll find something at the cottage to help me find my way out," she said hopefully.

As she was going out, she saw a piece of chocolate cake that was kept on a table by the doorway. Next to the cake was a note that read "EAT ME". "I'm so hungry," Alice said as she ate the cake. Suddenly she felt strange and realized - "Oh no! I've grown larger than this house!" she cried.

"Get out of my way! You're blocking the door!" shouted the White Rabbit. Alice managed to pick up his fan. Immediately, she began to shrink. But little did she know, it was a magical fan, which made her small again. "Oh no, I'll never get back to the right size," she went looking for help.

Soon, she saw a green caterpillar dressed in a pink jacket. He was sitting on the top of a large mushroom, smoking a bubble pipe. "One side makes you big, the other side makes you small," he said to Alice before slithering away. "One side of what?" Alice called after him. "The mushroom, silly," he answered. Alice ate a piece of the mushroom. "Thank goodness, I'm growing!" she cried, "But which way do I go?"



"That path leads to the Mad Hatter. The other way leads to - Lae March Hare," said a voice. Alice turned to find a smiling Cheshire Cat in a tree. "I'll see you later at the Queen's croquet game," he said before disappearing.

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: A Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. 'Very uncomfortable for the Dormouse,' thought Alice; 'only, as it's asleep, I suppose it doesn't mind.' The table was a large one, but the three were all crowded together at one corner of it: 'No room! No room!' they cried out when they saw Alice coming. 'There's PLENTY of room!' said Alice indignantly, and she sat down in a large arm-chair at one end of the table. 'Have some wine,' the March Hare said in an encouraging tone. Alice looked all round the table, but there was nothing on it but tea. 'I don't see any wine,' she remarked. 'There isn't any,' said the March Hare. 'Then it wasn't very civil of you to offer it,' said Alice angrily. 'It wasn't very civil of you to sit down without being invited,' said the March Hare. 'I didn't know it was YOUR table,' said Alice; 'it's laid for a great many more than three.' "You may stay if you answer my





riddle." shouted the Mad Hatter. "Why is a raven like a writing desk?" Alice felt dreadfully puzzled. The Hatter's riddle seemed to have no sort of meaning in it, and yet it was certainly English. 'I don't quite understand you,' she said, as politely as she could. 'Have you guessed the riddle yet?' the Hatter said. 'No, I give up,' Alice replied: 'what's the answer?' 'I haven't the slightest idea,' said the Hatter. 'Nor I,' said the March Hare. Alice sighed wearily. 'I think you might do something better with the time,' she said, 'than waste it in asking riddles that have no answers.' And she continued her walk.

Suddenly she found herself in the middle of a field where the Queen of Hearts was playing croquet. Her guards and gardeners were shaped like cards. One gardener had planted white roses by mistake and then painted them red, "Off with their heads!" shrieked the Queen. "I hate white roses!"

Then she noticed Alice and asked her "Have you ever played croquet?" "Yes," Alice timidly answered. "But I've never used a flamingo or a hedgehog." "Play with me!" ordered the Queen. "And let me win or I'll have your head!" Alice tried her best to play well, but she had trouble with her flamingo. "Off with her head!" cried the Queen. Just then a trumpet sounded in the distance calling court to session.

Everyone rushed into the courtroom. "Court is now in session," announced the White Rabbit, "Will Alice please come to the stand?" Alice took the stand and looked at the jury box, where the March Hare and the Mad Hatter were making noise. The Dormouse slept and the Cheshire Cat smiled at her. "What's going on?" asked Alice. "You are guilty of stealing the delicious heart-shaped tarts!" accused the Queen, "And now you must be punished. Off with her head. Off with her head!" yelled the Queen. "How silly," replied Alice. "I did not have the slightest idea what you were talking about! I was only playing croquet."



Alice felt someone touch her shoulder, "Wake up. You've been sleeping for too long," said her sister softly. "I had a strange dream," said Alice. She told her sister about the White Rabbit, the mad tea party, the Queen of Hearts and the trial. But her sister wasn't paying attention. "You're reading again," mumbled Alice. As she stretched, Alice saw a little White Rabbit with pink eyes scurry behind a tree.





## READ AND UNDERSTAND



### Identify the character / speaker.

1. I must find out why he's in such a hurry!
2. Go to my cottage and fetch my gloves and fan.
3. Oh no, I'll never get back to the right size.
4. One side makes you big, the other side makes you small.
5. I'll see you later at the Queen's croquet game.
6. You may stay if you answer my riddle.
7. Wake up. You've been sleeping for too long.

### Discuss and Answer.

1. Why did Alice follow the rabbit?
2. Do you think this was a good idea?
3. Why can't Alice get through the little door into the garden?
4. Why does Alice drink from the bottle that says 'DRINK ME' and why does she eat from the cake that says 'EAT ME'?
5. How does Alice feel after all these changes?
6. What do you think is going to happen next?

### Think and Answer.

1. What challenges does Alice face and how does she overcome them?
2. Have you ever had a strange dream? Share your dream in the class.

### Role play

Put students in pairs to role play a conversation between:

- ❖ Alice and her sister.
- ❖ Alice and White Rabbit.

## Activity

It's fun to help out in the kitchen. You can even practice reading aloud when reading the recipe. And you can learn a little math by figuring out how to measure. Here are a few fun items to make that are "Alice" themed.

### Rabbit Salad

In this recipe, you will create a salad shaped like a rabbit.

- ❖ Start by washing some lettuce leaves. You will be using them as the base for the salad. Spread the leaves on top of a plate.
- ❖ For the rabbit body: You will need half of a fresh or canned pear. If you have a whole pear, cut it in half lengthwise. This will be the body you will decorate.
- ❖ To create the rabbit's nose: use a cherry or some red-coloured, dried fruit, like a cranberry. Place it in the middle of the narrow part of the pear.
- ❖ Now you can add the eyes. Take 2 raisins and put them just above the nose on the narrow part of the pear.
- ❖ Next, the rabbit will need its ears. Use 2 almonds or other nut of choice and stick them into the pear above the eyes.
- ❖ Lastly, all rabbits need a tail. Take a small piece of cauliflower and place it at the rear of the wide end of the pear half. For a sweeter version, use a mini marshmallow.

## Learning About Nature

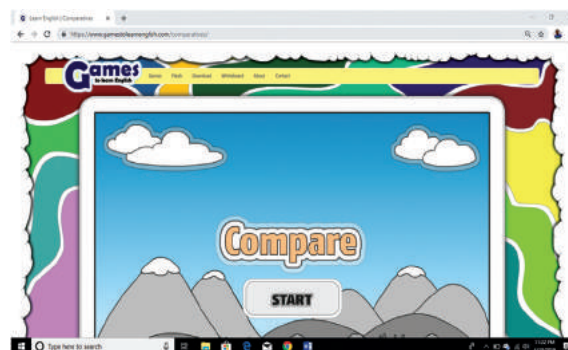
Learn about caterpillars and butterflies. Read a book about a caterpillar turning into a butterfly. You can get one from the library or go online and find information with pictures.



## ICT CORNER

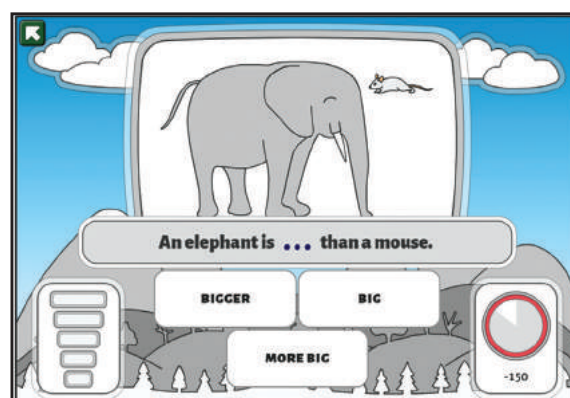
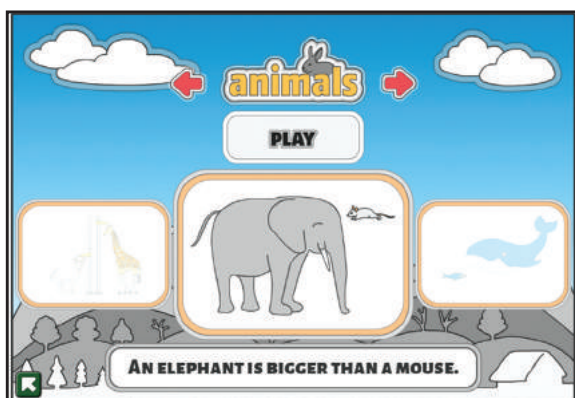
### GRAMMAR – DEGREES OF COMPARISON

- ★ To learn and practise the three forms of adjectives.
- ★ To know and practise about the rules while comparing the adjectives.



#### Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see the home page of the interactive game of Adjectives.
3. Click START button to start playing the game. First choose the adjective to be compared by clicking the image. Click PLAY button.
4. Click the right form of adjectives and check your progress. Levels and Time limit is given on each side.
5. Complete all the exercises by clicking arrow button in the home page while selecting various adjectives to check your knowledge in Degrees of comparison..



#### Website URL

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

<https://www.gamestolearnenglish.com/comparatives/>

\*\* Images are indicative only.



B346\_7\_ENGLISH\_LANG





# 2

## The Last Stone Carver

Prose

Warm Up



Work in pairs.

Read the instructions given below, draw and name the picture

1. Draw a Letter A
2. Just below draw a letter B.  
So A is a cap for B
3. Give B one eye, a round nose and a big mouth

Picture Clue: He is in circus.

Write step by step instructions for the following picture.



1



2



3



4



5



## Section I

### READING



Listen to the teacher read this section.



The young man flung the hammer and the chisel to the ground and cried, "I'm leaving Father. I'm leaving you and this work. Look what it's brought us!"

He spread out his arms and glanced indifferently at the small, **congested** work room. The white washed walls were stained by many monsoons. The window, bare of curtains, opened into a tiny backyard.

"After all these years of work, this is all we have – nothing, nothing. This kind of work just doesn't pay!"

The old man stared at his son in surprise. Although his voice trembled, it didn't lose its usual gentleness. "It's not only the money that matters, son. It's the service, our service to God."

"Father," the young man **grunted** impatiently, "times have changed. The stone carver's work has changed too. You can't live on sculptures for temples only. You have to mass produce, mass produce like all the others in Agra. Come on, Father! Wake up."



The lines around the man's mouth tightened. "No, my son. This is the work I learnt from my father. And he learned from his father. We have kept up this tradition for hundreds of years... and I hoped you would continue our work."

"No, Father" the young man replied with determination. "I'm tired of working for a pittance for the committee of the temple in Srinagar. I'm leaving, Father."



The young man moved angrily out of the room, leaving his old father **crouching** in front of a half-finished marble statue. He dropped his hands into his laps, and closed his eyes. He began to pray and didn't even hear the hesitant 'goodbye'. His son called out from the door.

"Masterjee!" called Salim, the servant boy, entering the workshop barefooted. He held out a glass of steaming tea in his hand. "Masterjee?" he asked once more, his voice filled with concern.

The old man looked up. His face was ashen. He looked tired. He called the boy to come closer and motioned him to sit down.

"Salim," he said gently, "soon I will be the last stone carver here. All the others would have gone to Agra. There they are turning out cheap candlestands, paperweights and ashtrays by the dozen. They are making money, but they betray our skill, our age-old tradition. Now Gopal has also gone. I'll have to finish this sculpture alone. And with the help of God, I'll do it, Salim. "I know you will, Masterjee," the boy answered. "You'll make many more."

The old man looked at the orphan boy who had come to work for him five years ago. Drenched to the skin, dressed in tatters, he had begged for shelter during monsoon storm. And had stayed on to work for the old master craftsman. He had grown tall and strong. The old man knew that Salim too would leave him one day.

He shook his head. "My strength is waning. I can't work with the chisel like I used to. Carving takes too long, much too long. Then he straightened up and said with fresh **determination**, "I'll have to finish this work. And surely I will."

"Yes, you will," the boy repeated offering his master the glass of tea. "Drink please."





It will do you good." Then he added, "I have to go to the market for an hour or two. But I'll be back in time to prepare dinner." The old man nodded. The old man sighed and picked up the chisel and hammer. The cool metal of the tools filled him with happiness and confidence. He loved his work, and didn't want to change it for any other in the world.

## GLOSSARY



|                      |   |                          |
|----------------------|---|--------------------------|
| <b>congested</b>     | - | overcrowded              |
| <b>grunted</b>       | - | made a low sound         |
| <b>crouching</b>     | - | sitting on heels         |
| <b>determination</b> | - | firmness to do something |

**Which of the two sentences given below convey the following meaning?**

### 1. stained by - mark made on clothes or materials

The white washed walls were stained by many monsoons. \_\_\_\_\_

- a. The walls were made dirty by rains.
- b. The Monsoon removed the dirt from the walls.

☐☐

### 2. working for a pittance – working for very little money

I am tired of working for a pittance.

- a. He didn't want to work because he was tired.
- b. He didn't want to work as he gets low income for his work.

☐☐

### 3. ashen – pale

His face was ashen.

- a. He looked pale and dull.
- b. He looked bright and cheerful.

☐☐

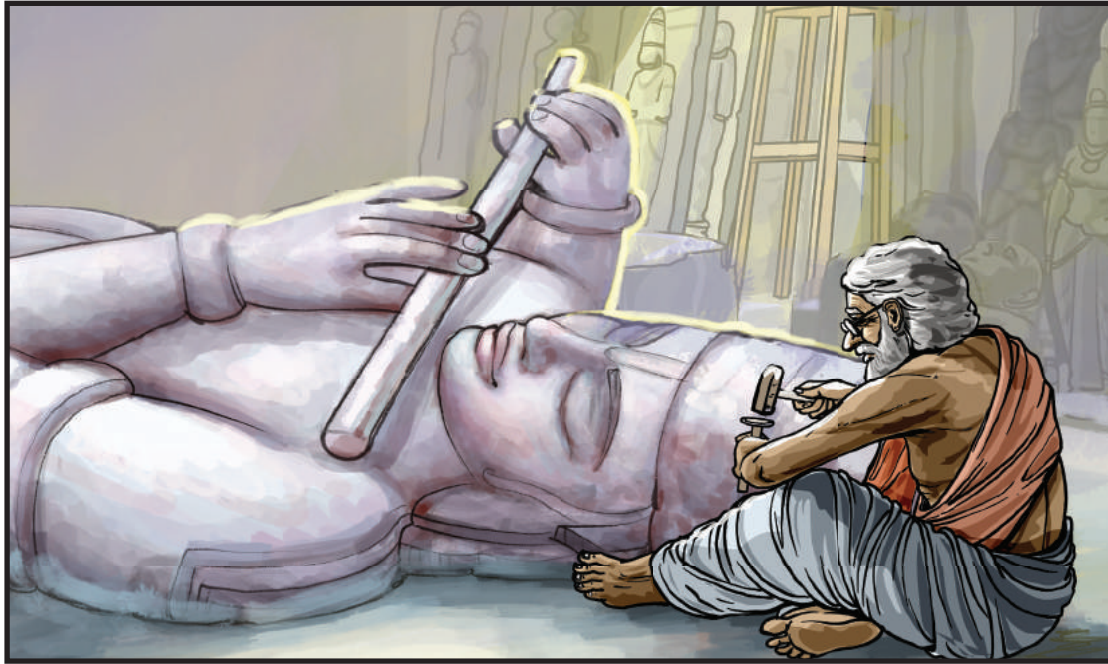
### 4. drenched – thoroughly wet

He is drenched to the skin. \_\_\_\_\_

- a. He is thin and skinny.
- b. He is thoroughly wet.

☐☐

## Section II



Days and weeks went by. It was a month since Gopal had left. The old man worked tirelessly. It was all there, in the stone the strong, straight shoulders of Krishna, his soft curved hips, the pointed fingers holding the flute delicately to his lips, his **serene** face eternally beautiful – the old man could see it in the stone. He could feel it. He only had to set it free with the chisel.

He didn't feel hunger, he didn't feel thirst. He was driven by the strong desire to finish the sculpture in time. It was his biggest piece of work, his best. It would also be his last.

On and on he worked, his chisel striking the stone again and again. But then came the day when the old man felt his strength ebb. His shoulders began to ache, his arms felt heavy and his vision **blurred**. Overcome with fear, he sank to his knees and prayed. The old man prayed a lot these days.

"Masterjee," Salim said, "you haven't touched your food again. Please have some rice and vegetables. You only had a glass of milk for breakfast. Have the curd. You like curd, I know you do."

The old man looked up. He whispered, "I don't think I'll be able to finish it. If Gopal was here, it would be different. He hadn't yet learnt to carve the finer details but in a year or two he would have learnt surely."

He felt silent. "It was the features and hands that gave him trouble. There was something missing in his figures. That something which can't be taught."



"Because it comes from somewhere deep inside you," Salim whispered. "From deep inside here!" and he pointed to his heart.

The old man looked at the boy surprised. He saw him **blush** and turn his face away.

"You are right, Salim, you are right." And then he added with sudden bitterness, "And if you don't have it here," he thumped his chest, "then you'd better go to Agra and mass produce ashtrays for tourists from abroad. Then..." The old man coughed painfully and reached for his glass of water.

"Eat, Masterjee, eat. Everything will be alright."

After he had eaten, the old man once again took up his hammer and chisel. He worked till late in the night. In the early hours of the morning the chisel fell from his hand, and the hammer dropped to the ground. His old body sagged, falling forward limply. His forehead struck Krishna's flute and slid down the statue to rest on the pedestal.

"Hai Ram," he muttered, and sank into a comfortable darkness.

When he opened his eyes, he found himself lying on a cot in his bedroom, covered by a light cotton blanket.

## GLOSSARY



|                |   |                |
|----------------|---|----------------|
| <b>serene</b>  | - | calm           |
| <b>blurred</b> | - | become unclear |
| <b>blush</b>   | - | show shyness   |

**Read the sentences and number them in correct order.**

1. The old man worked tirelessly on the sculpture.
2. He had a strong wish to finish it in time.
3. Over days, he felt very weak.
4. He thought he wouldn't be able to finish it.
5. He wished to have Gopal with him.
6. He realized that Gopal must learn to carve the finer details.
7. Salim felt that it should come from within.





### Section III



From the workshop, the chipping sound of the chisel reached his ears. He listened. Had his ears deceived him? No, He could hear it again – the strong blow of the hammer on top of the chisel.

Gopal! He was back! Gopal had returned. He would help him. They would finish the statue! He **stumbled** to his feet, crossed the small room and reached the door.

"Gopal!" He was about to shout when the words froze on his lips. "No!" he wanted to cry out " Stop! Stop the work!."

But he couldn't move. Shock had **immobilised** him. He stood staring at the back of the young stone carver working on the face of the statue, on the eyebrows, arching over a pair of fine eyes.

But it wasn't his son sitting cross-legged before the biggest statue he had ever carved. It was Salim, his servant.

The old man watched stunned. The first wave of shock, fear and anger passed to give way to a feeling of great relief and happiness.

"Hai Ram," the old man whispered "Hai Ram" and **tottered over** to the boy. Dropping his hand on his shoulder he said softly, " Salim."

The **startled** boy turned and looked up at his master. He rose to his feet clumsily, the hammer and chisel still in his hands.





"Salim," the old man searched for words. "I...I...I...only wanted to help," whispered the boy, "I...I'll learn, if you teach me Masterjee! I have practised secretly for almost two years in the quarry.

"Please tell me! For many years, I wanted to become a sculptor like you yet I fought the feeling. But it proved too strong. I know there is nothing in this world I would like to do more, there is nothing in life that I could do better. I want to become a stonecarver. Will you please teach me, Masterjee?"

The old man pulled the boy's head against his shoulder and whispered, "There's nothing I can teach you my son beta. Go ahead. You have it in your hands and in your heart. I know you will be one of the country's finest stonecarvers."

Sigrun Srivastav

Sigrun Srivastav is an Indian author of German origin. She is a multi-faceted artist, a writer, a sculptor and an illustrator. As a writer she has written over 25 books for children of all ages.

## GLOSSARY



|                      |   |                      |
|----------------------|---|----------------------|
| <b>stumbled</b>      | - | lost balance         |
| <b>immobilized</b>   | - | stopped from moving  |
| <b>tottered over</b> | - | moved unsteadily way |
| <b>startled</b>      | - | surprised            |

**Read Section – III (para 1 and 4) and answer the following questions.**

### Paragraph 1

1. Who listened to the chipping sound of the chisel? \_\_\_\_\_
2. Who was working with the hammer and chisel? \_\_\_\_\_

### Paragraph 4

1. Who was staring? \_\_\_\_\_
2. Who was the young stone carver? \_\_\_\_\_
3. What was he working on? \_\_\_\_\_



## VOCABULARY



Work in pairs.

A. Arrange the words in alphabetical order, find the meaning of the words from the dictionary and fill in the blanks.

Ikebana   Appliqué   Origami   Calligraphy   Tapestry

1. \_\_\_\_\_ - \_\_\_\_\_
2. \_\_\_\_\_ - \_\_\_\_\_
3. \_\_\_\_\_ - \_\_\_\_\_
4. \_\_\_\_\_ - \_\_\_\_\_
5. \_\_\_\_\_ - \_\_\_\_\_

B. Match the tools with art forms.

| S.No | Column A                | Column B   |
|------|-------------------------|------------|
| 1    | Hammer and chisel       | Painting   |
| 2    | Paint brush and palette | Sculpture  |
| 3    | Moulds and roll pin     | Embroidery |
| 4    | Scissors and paper      | Pottery    |
| 5    | Needle and thread       | Collage    |

## Language Check Point



|   |  |
|---|--|
| Do you <b>see</b> a red car outside?      | <b>see</b> -something that you do naturally without thinking |
| <b>Look</b> at the blue bird in the tree. | <b>look</b> -make an effort to see something                 |
| I don't have time to <b>watch</b> TV now. | <b>watch</b> -something you look at for a period of time     |

## LISTENING



**C. Listen to the teacher reading the passage. Read the questions given below, then listen to passage again and complete the responses.**



| Questions   | Responses     |                      |              |                      |
|---|---------------|----------------------|--------------|----------------------|
| 1. Madhubani paintings are from _____ state.          | Bihar         | <input type="text"/> | Assam        | <input type="text"/> |
| 2. Madhubani paintings were originally done on _____. | canvas        | <input type="text"/> | walls        | <input type="text"/> |
| 3. This painting has international recognition.       | yes           | <input type="text"/> | no           | <input type="text"/> |
| 4. Dilli Haat is a _____.                             | tourist place | <input type="text"/> | craft bazaar | <input type="text"/> |
| 5. Madhubani painting can also be a _____.            | product       | <input type="text"/> | career       | <input type="text"/> |

## SPEAKING



**D. Work in pairs. Find answers to these questions and present it to the class.**

- ❖ Do you have art / craft session in your school?
- ❖ Which session do you like – art / craft?
- ❖ What do you do in that session?
- ❖ Do you work individually or in pairs?
- ❖ Can you do an art work or a craft work on your own?
- ❖ What qualities do you gain by doing art or craft?

## PICTO GRAMMAR



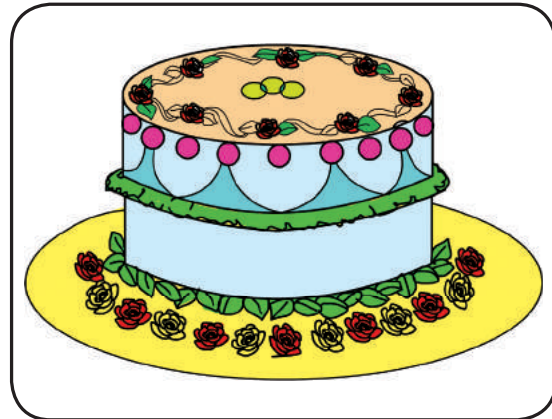
The dog **chews** the shoe



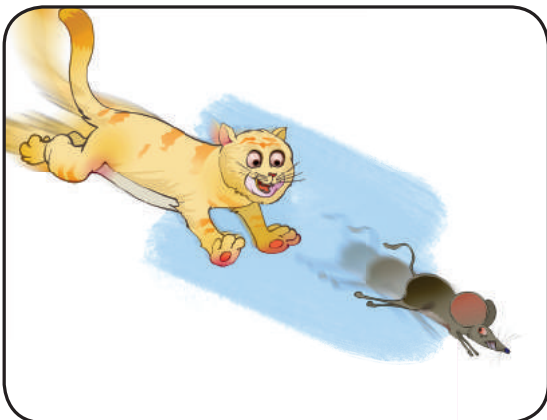
The shoe **is chewed** **by** the dog



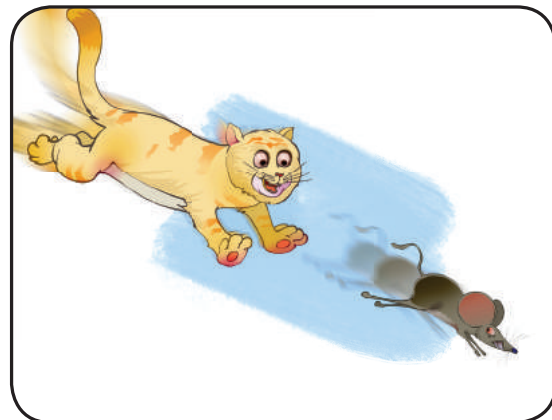
My mom **has made** a cake



A cake **has been made** **by** my mom



The cat **is chasing** the rat.



The rat **is being chased**  
**by** the cat.

### Note to the teacher

In the active voice, the subject performs the action.

In the passive voice , the subject receives the action.



## USE GRAMMAR



### E. Construct meaningful sentences from the table given below.

|                |                      |    |   |
|----------------|----------------------|----|---|
| 1. Silence     | should<br>should not | be | used in petrol bunks.                           |
| 2. Cars        |                      |    | maintained in libraries hospitals etc.          |
| 3. Cleanliness |                      |    | avoided as they cause cavities and toothache.   |
| 4. Cell phones |                      |    | practised at homes as well as in public places. |
| 5. Junk food   |                      |    | parked in ' No Parking' area.                   |
| 6. Sweats      |                      |    | avoided as it is bad for health.                |

### F. Read the news report given below and underline the passive form of verbs.

The police had announced that the State Bank of India was robbed yesterday. Two men entered the bank at 4.30 pm with guns in their hands. Customers and bank clerks were asked to lie down on the floor, and one of the bank clerks was made to fill robbers' bags with money. After that the two men left the bank quickly. The police officer said that more than one lakh of rupees was stolen from the bank but nobody was injured. He also added that the robbers would be found soon.

### Work in pairs

### G. Rani's teacher narrates to her students about the production of paper. Read the following narration and fill in the blanks with the verbs using their passive form.

People of China produced paper from wood. They mixed water with the fibres of wood and dried it, until they became a soft wet pulp. They used this pulp to make paper. The Chinese invented this method of paper making in 2nd century BCE. Later Egyptians used papyrus plants to make paper.

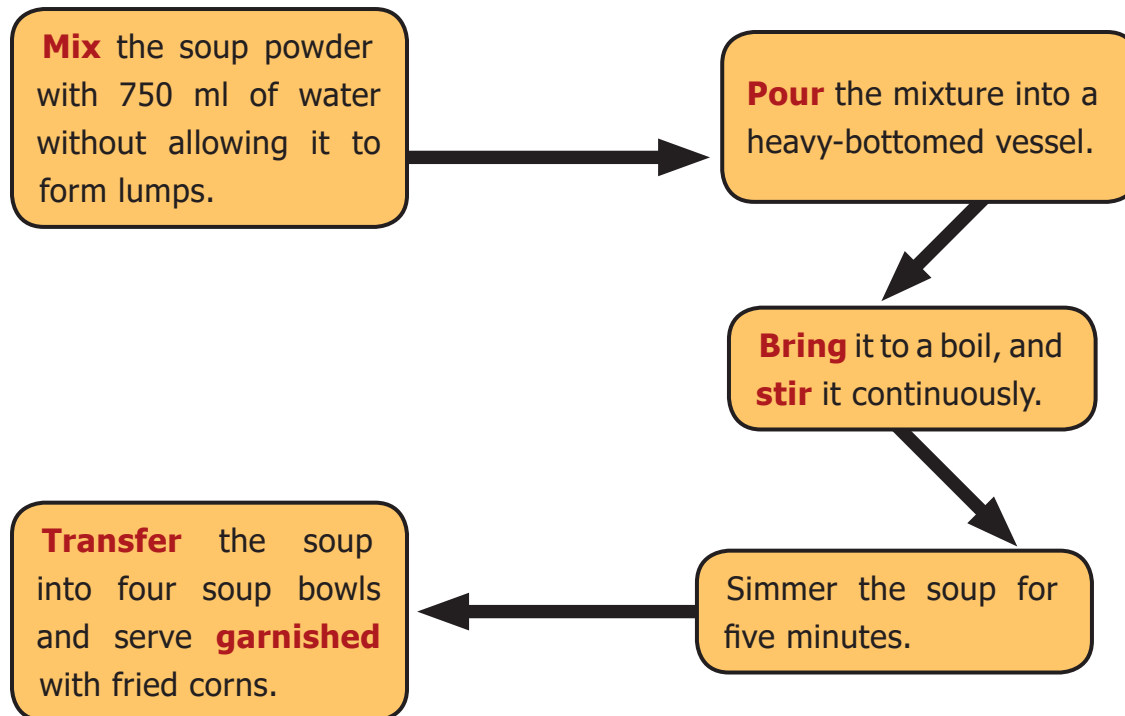
1. Paper \_\_\_\_\_(produce) from wood.
2. The fibres of wood from trees \_\_\_\_\_(mix) with water to make a soft wet pulp.
3. Later, it \_\_\_\_\_(dry) to make paper.
4. This method \_\_\_\_\_(invent) in 2nd BCE in China.
5. Papyrus plants \_\_\_\_\_(use) by Egyptians to make paper.







**H. Read the process of making soup. Use suitable passive form of verbs and complete the paragraph.**



The packet is opened and the contents (i) \_\_\_\_\_ with 750 ml of water, without allowing it to form lumps. The mixture (ii) \_\_\_\_\_ into a heavy-bottomed vessel. It (iii) \_\_\_\_\_ in low flame for five minutes. The soup (iv) \_\_\_\_\_ into soup bowls and (v) \_\_\_\_\_ with fried corns.

### WRITING



- I. If you are asked to choose from any one of these toys which one do you choose? Give reasons. (plastic toys, wooden toys, clay toys, metallic toys)**
- J. Your friend has presented a beautiful art piece on your birthday. Write a letter to her appreciating her art work.**

### CREATIVE WRITING



**K. You have prepared some eco-friendly craft materials like paper matche dolls, greeting cards, book marks, festoons, garlands, quilling jewellery etc for an Art Mela to be conducted in you school premises. Describe in a few sentences how you made the craft work. Include the following details in your writing.**

- ❖ Name of the craft work
- ❖ Materials used
- ❖ Nature (handy / eco-friendly, longlasting / affordable price )
- ❖ Use (place / person / time)





# 2 Wandering Singers Poem

## Warm Up

Discuss in pairs, circle the names of musical instruments from the grid. One is done for you.



|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| u | c | p | k | f | d | x | g | v | e |
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| v | e | e | n | a | q | t | i | l | r |
| i | s | n | j | m | g | f | t | m | i |
| v | b | p | i | a | n | o | a | e | d |
| i | t | y | r | j | g | v | r | o | a |
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| l | b | f | l | u | t | e | d | c | g |
| i | l | g | h | a | t | a | m | a | a |
| n | a | d | a | s | w | a | r | a | m |





Where the voice of the wind calls our wandering feet,  
Through echoing forest and echoing street,  
With lutes in our hands ever-singing we roam,  
All men are our kindred, the world is our home.

Our lays are of cities whose lustre is shed,  
The laughter and beauty of women long dead;  
The sword of old battles, the crown of old kings,  
And happy and simple and sorrowful things.

What hope shall we gather, what dreams shall we sow?  
Where the wind calls our wandering footsteps we go.  
No love bids us tarry, no joy bids us wait:  
The voice of the wind is the voice of our fate.

**Sarojini Naidu**

Sarojini Naidu was a famous Indian poet and a major freedom fighter. She was given a sobriquet Bharat Kokila (The Nightingale of India) on account of her beautiful poems and songs.





## GLOSSARY



|                |   |                                       |
|----------------|---|---------------------------------------|
| <b>lute</b>    | - | a kind of stringed musical instrument |
| <b>roam</b>    | - | wander, travel                        |
| <b>kindred</b> | - | relations                             |
| <b>lays</b>    | - | songs, stories                        |
| <b>tarry</b>   | - | wait, delay                           |
| <b>fate</b>    | - | destiny, luck                         |

**A. Read the poem aloud in groups.**

**B. Pick out the rhyming pairs from the poem and fill in the table.**

| 1st stanza | 2nd stanza | 3rd stanza |
|------------|------------|------------|
|            |            |            |
|            |            |            |

**C. Read these lines and answer the questions given below.**

1. Where the voice of the wind calls our wandering feet

Whose 'Wandering feet' is referred to here?

---

---



2. With lutes in our hands ever-singing we roam,  
All men are our kindred, the world is our home.

Who does 'we' refer to? What do they have in their hands? What is its name?

---

---





How are the men in the world related to the singers?

---

---

3. Our lays are of cities whose lustre is shed,

Here 'Lays' means \_\_\_\_\_

- a. lying down      b. stories      c. to keep

4. The laughter and beauty of women long dead;

Explain the meaning of the above line.

---

---

---

## WRITING



### D. Answer in a paragraph.

What does Sarojini Naidu say about the Wandering Singers? Write in your own words. (in about 60 words)

### E. Think and answer.

1. Are the singers homeless travellers? Why do you think so?
2. Do the singers have hopes and dreams? If not, why?
3. What are the themes of the singers' songs?





## 2 Naya – The Home of Chitrakaars

Supplementary



**Patachitra**

Naya is a quaint little village in West Bengal's Midnapore district. However, it is not an ordinary village. Around 250 patuas or chitrakaars or artists live there. These folk artistes are painters, lyricists, singers and performers all rolled into one. They practise an ancient folk art called Pata Chitra. This is a type of storytelling using painted scrolls. The scrolls have stories painted on them and the artists sing the story as they unroll the scroll. This art has been practised since the 13th century.

Traditionally, such story tellers took their painted scrolls from village to village. In every village they unrolled the scrolls frame by frame. and sang pater gaan or the story songs. In return for their performance, the villagers gave them rice, vegetables and money. Their stories included mythological stories and tribal folklore. Nowadays the artists sing of social messages and contemporary events as well.

Over time, however, people lost interest in this art form and there were few artists and fewer listeners. To keep their art alive in the modern world, the patuas adapted their skills and themes to the times. An innovative step they took to do this was to establish a patachitra village at Naya. Slowly, the efforts to revive their artistic heritage started paying off. Today, the patachitra art is flourishing again in the village, with village youngsters taking up the traditional art form as a passion and profession.





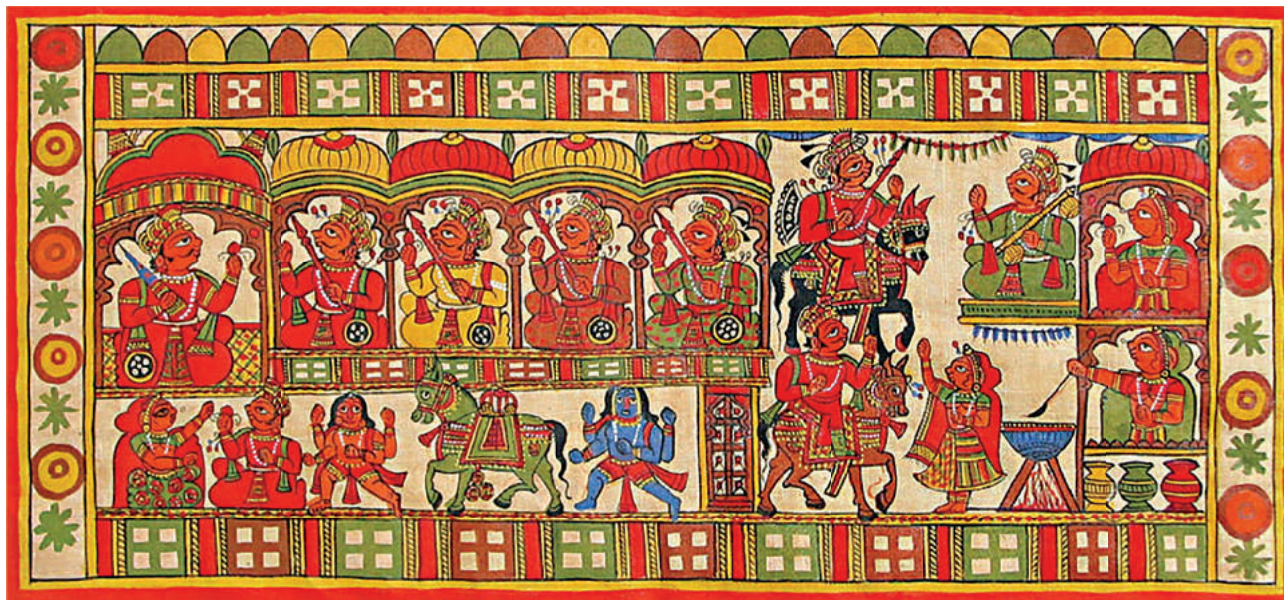


A traditional *pata* was painted on a canvas made of jute fibre. Now, it is made by stitching together sheets of commercial poster paper. The colours come from plants such as marigold, indigo, teak leaves, saffron, and turmeric. They also use lamp black. The colours are mixed in coconut shells with the sap of the bel tree (wood apple), which acts as a glue. After finishing, a thin cotton cloth is glued to the back of the painting so that it will last long. Next, the completed scrolls are dried in the sun before they are stored in rolled up bundles.



Today the *patuas* make rectangular and square-shaped paintings of different sizes. Social messages like conservation of trees, female infanticide, child-trafficking and AIDS awareness figure in their paintings. They also paint images of traditional subjects, such as a cat eating a lobster or fish, tigers, rows of cows or white owls. The *patuas* today do not make too many long story scrolls. A few of them still sing their self-composed songs, but only on demand.

The *patachitra* art tradition was traditionally passed down from father to son, but today many *patua* women have also taken up the craft. Under an initiative 'Art for Livelihood', some of these women are leading local development.



### ***Patachitra***

Since 2010, an annual three-day festival *Pot Maya* has been held to celebrate the success of the local artists. Held in November every year, the festival exhibits modern paintings as well as scrolls dating back hundreds of years. At this time, the villagers paint the mud walls of their houses with colourful *patachitra* motifs and hang scrolls on ropes in the courtyards. They also clean up the surroundings and decorate the entire village with flowers to get ready for visitors. As there are no hotels in the village, the *patuas* house the visitors in their own homes and in tents.







### ***A display at the Pot Maya festival***

During the festival, the quiet hamlet is transformed into a vibrant cultural hub where visitors can learn about the craft of *patachitra*. Several workshops are held, stories are told, and different types of *pata* artwork are displayed for sale. Musical and dance performances by well-known artists start in the evening and go on well into the night. The *patuas* hold demonstrations on natural colour extraction from sources

Watching a *patua* singing gently as he or she unfurls the scrolls is an unforgettable experience. The play of light and shadow from the oil lamps on the soft colours and delicate imagery of the paintings is magical. If you are interested in traditional art and crafts, do visit this unique village. It will be a delightful experience in a beautiful rural setting.





**A. Fill in the blanks choosing the words / phrases given in the box.**

**Midnapore folk art chitrakaars Pata Chitra painted scrolls unrolled**

Naya is a quaint little village in West Bengal's \_\_\_\_\_ district. However, it is not an ordinary village. Around 250 patuas or \_\_\_\_\_ or artists live there. These folk artistes are painters, lyricists, singers and performers all rolled into one. They practise an ancient \_\_\_\_\_ called Pata Chitra. This is a type of storytelling using \_\_\_\_\_. The scrolls had stories painted on them and the artists sang the story as they \_\_\_\_\_ the scroll. This art has been practised since the 13th century.

**B. Write the apt word for the given phrases.**

1. The traditional folk art of West Bengal - \_\_\_\_\_
2. Annual festival to celebrate the success of local artists - \_\_\_\_\_
3. The other name of story tellers - \_\_\_\_\_
4. Conservation of trees, female infanticide etc.. - \_\_\_\_\_

**C. Fill in the details of the mind map.**



**CHARACTERS**

1. The artists of Naya are called \_\_\_\_\_.
2. These folk artists include \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. The number of artists \_\_\_\_\_.

**SETTING**

State -----  
District -----  
Village -----

**SOLUTION**

-----  
-----  
-----

**PROBLEM**

This art form faded  
over a period of time.





**D. The process of making a Patta is in jumbled form. Read the sentences and number them in proper order.**

- ❖ A Patta is created by painting on a canvas.
- ❖ It is made by stitching multiple sheets of poster paper together.
- ❖ Jute fibre canvas was used in olden days.
- ❖ Plant-based colours and lamp black are mixed in coconut shells.
- ❖ The sap of the wood apple tree acts as a glue.
- ❖ A thin cotton cloth is glued to the back of the painting for long life.
- ❖ The completed scrolls are dried in the sun.
- ❖ Finally they are stored in rolled up bundles.

|  |
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|  |

**E. Write a few sentences about Pot Maya festival.**



**F. Make a diary entry about your visit to a Science Exhibition.**

**G. Design a certificate, a badge or a medal for sports day.**



**H. Draw the pictures in the given boxes using the clues.**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

- ❖ The snake is next to the owl.
- ❖ The owl is not next to the bird.
- ❖ The kite is on the right.
- ❖ The owl is between the snake and the kite.

**Now where is the bird?** \_\_\_\_\_



**I. Draw an envelope with the flap open without lifting your pen from the paper.  
Indicate the numbers to show how it was drawn.**



### STEP TO SUCCESS



**J. Find their group name and write them in the blanks.**

**literary art   martial art   visual art   textile art   performing art**

1. Kuchupudi, Bangra, Dandia, \_\_\_\_\_
2. prose, poetry, drama, novel \_\_\_\_\_
3. photography, film making, sculpture \_\_\_\_\_
4. Karate, Kungfu, Capoeira \_\_\_\_\_
5. weaving , embroidery, carpet designing \_\_\_\_\_

### LEARNING LINKS AND REFERENCES



|                  |   |
|------------------|---|
| <b>e-links :</b> | <a href="https://www.indianholi-il-nadu/arts%20and%20crafts">https://www.indianholi-il-nadu/arts and crafts</a> |
|                  | crafts of india - wikipedia.  |
| <b>Book :</b>    | The Complete books of Arts and Craft  |
|                  | My Book of Art and crafts   |





## Listening Passages

### Unit 1

There is a very famous quote by Hellen Keller, "Life is either a daring adventure or nothing." Adventure trips are all about making memories, gaining more knowledge, learning new things about the surroundings and about one's own self and making lots of great stories. Going for an adventure camp is the best way to get all of these as it forces one to get out of their ordinary lives and try new things.

Adventure camp basically means spending the nights in tents and doing various activities at the camp-site. There are many activities included in camping to make it more exciting and interesting. Some of these are mentioned below:

**Water Activities:** If your camp site is near a water body then one can do aqua zorbing, water skiing, fishing, swimming, playing water volleyball and other such fun games.

**Bonfire:** This can be done during winter camping. Campers are made to sit surrounding the bonfire and talk about their stories or perform some acts, such as playing some instrument or singing songs.

**Rock Climbing:** This activity is meant to provide both physical and mental challenges to the climbers and help them in learning new skills.

**Mountain biking:** Just a few scratches and the trip can be memorable with new experience of driving bicycles on forest roads.

### Unit 2

Madhubani painting or Mithila paintings from the Mithila region of Bihar were originally done on walls during festivals and other such occasions. The artists like Jagdamba Devi and late Mahasundari Devi are responsible in getting it international recognition. Madhubani paintings find a pride of place in our homes today. One can see the tourists flocking to the Madhubani stalls in craft bazaars like the Dilli Haat. It needed educated and ethnically aware people to bring this aspect of our culture on the international scene and make the younger generations take pride in them so that they voluntarily made a studied choice of them as career options.



## ICT CORNER

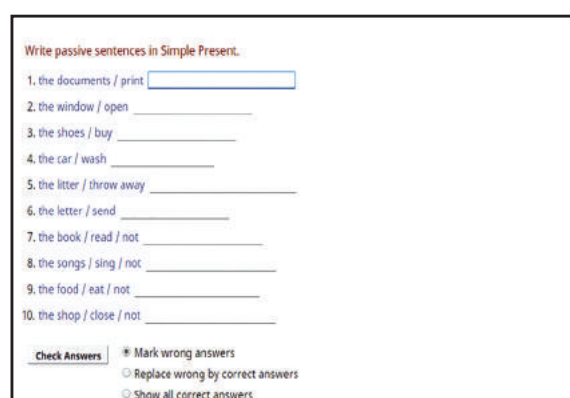
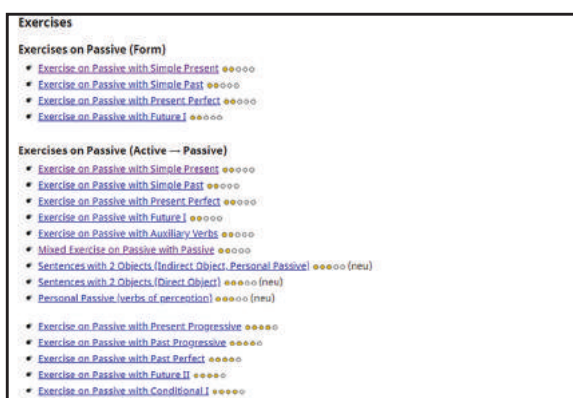
### GRAMMAR – ACTIVE & PASSIVE VOICE

- ★ To learn about the active and passive voice.
- ★ To know and practise the voice exercise in Simple present tense.



#### Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see the use of passive voice with many examples.
3. After go through those, scroll down to find **Exercises** links.
4. Click **Exercise on Passive with Simple Present** and type the answers in the boxes. Check your answers at the end.
5. Complete all the exercises by clicking the links of active voice and passive voices in Simple Present tense one by one to check your learning in it.



#### Website URL

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

<https://www.ego4u.com/en/cram-up/grammar/passive>

\*\* Images are indicative only.





# *Acknowledgement*

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of these materials have been applied for, however information on copyright permission for some of the material could not be found. We would be grateful for information for the same.

## *Prose*

**Adventures of Don Quixote** - Miguel de Cervantes  
**The Last Stone Carver** - Sigrun Srivastav

## *Poem*

**The Poem of Adventure** - George Krokos  
**Wandering Singers** - Sarojini Naidu

## *Supplementary*

**Alice in Wonderland** - Lewis Carroll  
**Naya – The Home of Chitrakaars** - Patachitra





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# NOTES

