





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 First Term English Book for Standard VII has three units.
 - ☑ 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.





- 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.

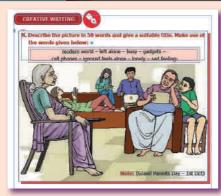




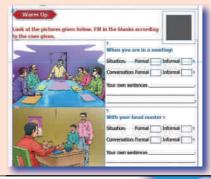


- The illustrations in Picto Grammar will make understanding of grammar easy.
- ✓ Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- ✓ Language Check Point can highlight points of usage to avoid the common mistakes.





- 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 begining 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.



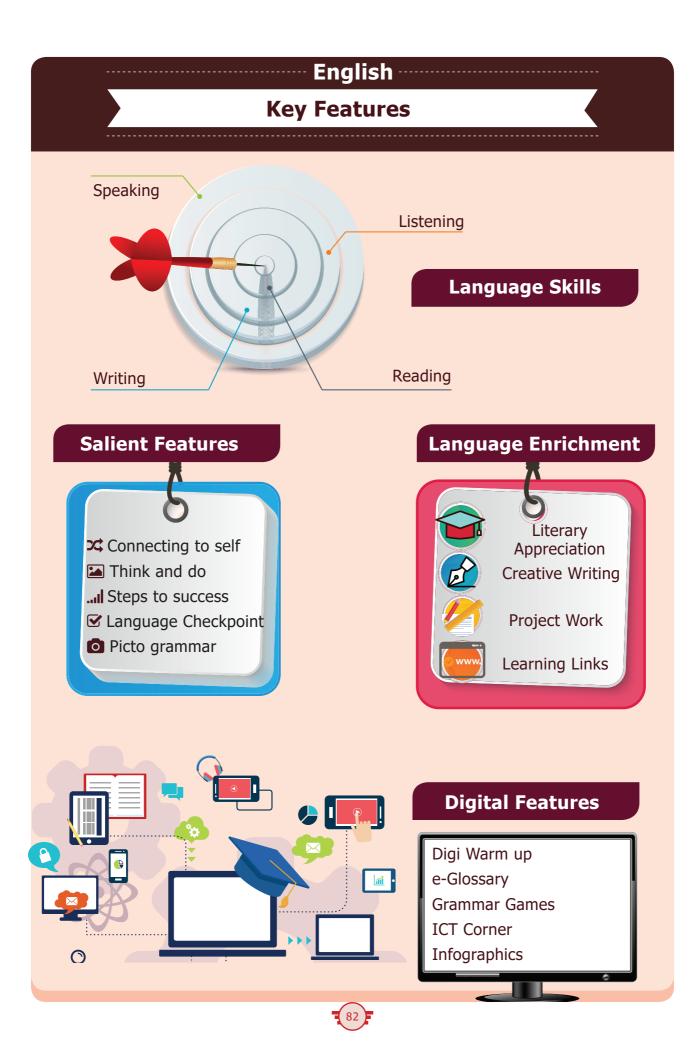


- Connecting to Self is based on the values of each lesson.
- ✓ Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success.
- Students can be encouraged to extend their reading activity through 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.







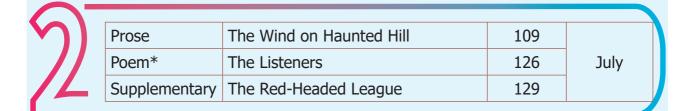


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*Memory Poem



E-Book



Digi Links



Assessment





- The learner answers questions orally and in writing on a variety of tests.
- reads poems.
- Engages in conversation with family and friends.

Unit

- Responds to different kinds of instructions in varied contexts.
- Asks and responds to questions based on text.
- Reads textual and non textual materials and comprehends.
- ❖ Identifies details character's name, ideas, themes and relates to them.
- Thinks critically and relates them to life.
- Reads to seek information and write messages.
- Infers the meaning of unfamiliar words by reading them in contexts.
- Writes grammatically correct sentences using determiners.



- Learns new words and understands their contextual meanings.
- Demonstrates knowledge of the story elements in a mystery.
- Cites evidence for the explicit and implied meaning of the poem and appreciates the poetic devices used in the poem.
- Places themselves as detectives and analyses the characters and events to solve the problems.
- Recognizes present, past and future perfect tenses with time markers and with accuracy.
- Develops skill of writing stories.



- Appreciates nature and nurtures it.
- Develops public speaking skills.
- Learns values of life and uses it in their day to day life.
- Unit
- Develops inclusiveness.
- Respects animate and inanimate things.
- Knows ten core life skills prescribed by Who.
- Identifies the prepositions and its types and uses appropriate prepositions in sentences.
- Communicates softly.
- Answers questions orally and in written form.
- Raises voice against bullying.







Eidgah

Prose





Observe the pictures and write the names of the festivals in the blanks. One is done for you.





Discuss in pairs.

- 1. Which is your favourite festival?
- 2. When do you celebrate it?
- 3. Do you celebrate with your family or friends?
- 4. Why do you celebrate it?









Read this section.



How wonderful and beautiful was the morning of Eid! The trees looked greener, the field more festive, the sky had a lovely pink glow. The sun seemed brighter and more **dazzling** than before to wish the world a very happy Eid.

The village was filled with excitement. Everyone was up early to go to the Eidgah. The boys were more excited than the others. They had been talking about it all the time. Finally the day had come. And now they were impatient. They were taking their treasure out of their pockets, counting and recounting it before putting it back. Mahmood counted "One, two, ten, twelve"— he had twelve coins. Mohsin had "One, two, three, eight, nine, fifteen" coins. With this money, they would buy countless things: toys, sweets, paper-pipes, rubber balls — and much more.

The happiest of the boys was Hamid. He was only four, thin and poorly dressed. Last year his father had died of cholera. Then his mother also died. From then Hamid lived with his old Granny Ameena and was as happy as a lark. She told him that his father had gone to earn money. And that his mother had gone to Allah to get lovely gifts for him. This made Hamid very happy. Hamid had no shoes on his feet; the cap on his





head was soiled and **tattered**; He knew that his father would come back with sacks full of silver and his mother with gifts from Allah. Then he would have more than Mahmood, Mohsin, Noorey and Sammi.

Hamid's Granny Ameena was sad. It was Eid and she did not have even a handful of grains. If only her son were there, it would have been a different kind of Eid! Hamid went to his grandmother and said, "Granny, I will be the first to get back. Don't worry!" Ameena was worried. Other boys were going out with their fathers. How could she let him go to the fair all by himself?

Hamid left with the other boys. Hamid was like one with wings on his feet. They ran on ahead of the elders and waited for them under a tree. They reached the **suburbs** of the town. On both sides of the road were big houses of the rich. In the gardens, mango and leechee trees were full of fruits. Then they came across the stores of the sweets - vendors. All decorated so **gaily**! Every store had sweets piled up in heaps like mountains.

GLOSSARY (
dazzling	_	extremely bright
tattered	-	torn
suburbs	-	outlying area
gaily	-	in bright colours



Choose the correct answers and fill in the blanks.

- 1. 'Finally the day had come'. Here **the day** refers to _____
 - a. Pongal
 - b. Christmas
 - c. Eid
- 2. With their treasure, the boys would buy _____ in Eidgah.
 - a. pens and pencils
 - b. toys and rubber balls
 - c. chocolates and cakes
- 3. Hamid's friends are _____
 - a. Mahmood, Mohsin, Noorey and Sammi.
 - b. Raghul, Preethi, Sam and Mufeed.
 - c. Rani, Verghese, Sita and Zahir.



- •
- 4. 'If only her son were there, it would have been a different kind of Eid'! What had happened to her son?
 - a. Her son had died.
 - b. Her son had gone abroad.
 - c. Her son had gone on a tour.
- 5. Hamid was like one with wings on his feet. This means _____
 - a. He ran fast.
 - b. He ran slowly.
 - c. He was an angel.

There are 109 members in Marapanhalli Laxmayha family who live in Karnataka's Kolar district. It is one among the last few purely joint families in India. 85 members of this massive family live under a single roof that spans 20 rooms. The other 24 live in the fields next to the house.

Section - II

Take turns and read this section aloud.



Soon the roads began to get crowded. Some people were on tongas and ekkas, some in motorcars, all wearing perfume; all bursting with excitement. The children were a calm and contented lot. For village children everything in the town was wonderful. Whatever caught their eye, they stood and **gaped** at it with wonder. At last, the Eidgah came into view. There were row upon row of worshippers as far as the eye could see. Newcomers lined themselves behind the ones already there.



The prayer was over. Men embraced each other. They descended on the sweet and toy-vendors' stores like an army moving to attack. There was the merry-go-round with wooden elephants, horses and camels! You paid one paisa and had twenty-five rounds of fun. Mahmood and Mohsin and Noorey and other boys mounted the horses and camels.

Hamid watched them from a distance. All he had were three paisas. He couldn't part with a third of his treasure for a few miserable rounds! They were soon done with their rides. Then it was time for the toys. There was a row of stalls on one side with all kinds of toys; soldiers and milkmaids, kings and ministers, water-carriers and washerwomen and holy men.

Mahmood bought a policeman in khaki with a red turban on his head and a gun on his shoulder. Mohsin bought a water-carrier while Noorey got a lawyer. Those toys cost two paisa each. Hamid had only three paisas. How could he buy such expensive toys? If they dropped out of his hand, they would be smashed to bits. If a drop of water fell on them, the colour would run. But he looked at them hungrily and wished he could hold them in his hands for just a moment or two. After the toys it was sweets. Someone bought sesame seed candy, others gulab-jamuns or halva. They **smacked** their lips with **relish**. Only Hamid was left out.

GLOSSARY (2)		
gaped	-	stared
smack your lips		open and close lips noisily to show enjoyment
relished	-	enjoyed or took pleasure in the taste

Work in pairs and answer the following questions.

There were many toys in the stall. Three of Hamid's friends had bought some toys.

1. Write the names of Hamid's friends in column A and the toys they bought in column B

A	В





2. Write the names of the toys against each picture.













Think and Answer

'They' descended on the sweet and toy-vendors' stores like an army moving to attack.

- 1. Who does they refer to? Did they move one by one in a line or in a big group?
- 2. Hamid's friends enjoyed the ride in the merry-go-round. But Hamid didn't go on it. Why?
- 3. How did Hamid's friends show that they enjoyed eating the sweets?





Read this section in pairs.

Next to the sweet-shops there were a few hardware stores and jewellery shops. The boys were not interested in anything there. So they walked ahead except Hamid.





It occurred to Hamid that his granny did not have a pair of **tongs**. Each time she cooked chappatis, the iron pan burnt her hands. If he bought her a pair of tongs she would be very pleased. She would never again burn her fingers. It would be a really useful thing to have in the house. So Hamid stopped to look at a pile of tongs at the hardware shop and asked the shopkeeper, "How much for this pair of tongs?" The shopkeeper looked at him and replied "It's not for you."

"Is it for sale or not?"

"Why should it not be for sale?

"It will cost you six paisa"

Hamid's heart sank. "Tell me the correct price," he said.

"All right, it will be five paisa, take it or leave it."

Hamid said, "Will you give it to me for three?" Then he walked away, afraid that the shopkeeper would scream at him. But the shopkeeper did not scream. On the contrary, he called Hamid back and gave him the pair of tongs. Hamid carried it on his shoulder as if it were a gun to show it to his friends. Mohsin laughed and said, "Are you crazy? What will you do with the tongs?" Hamid flung the tongs on the ground and replied, "Try and throw your water carrier on the ground. It will break."

Mahmood said "Are these tongs some kind of toy?"

"Why not?" replied Hamid. "Place them across your shoulders and it is a gun; carry them in your hands and it is like the musical instrument carried by singing monks. My tongs are like a tiger among toys."

Sammi who had bought a small tambourine asked "Will you exchange them for my tambourine? It is worth eight paisas." But Hamid would not. The pair of tongs won every one over to its side. By eleven the village was again filled with excitement. All those who had gone to the fair were back at home. Hamid too returned home. As soon as she heard his voice, Granny Ameena ran out of the house, picked him up and kissed him.

Suddenly she noticed the tongs in his hand. "Where did you find these tongs?"

"I bought them."

"How much did you pay for them?"

"Three paisas,"

"You are a stupid child! It is almost noon and you haven't had anything to eat or drink. Couldn't you find anything better in the fair than this pair of iron tongs?"





Hamid replied in an injured tone, "You burn your fingers on the iron pan so I bought them." Granny was deeply moved by Hamid's selflessness. She started crying. For the **wretched** woman, the pair of tongs was as **precious** as sacks of silver.

Story by *Munshi Premchand*Translated and Adapted by *Uma Raman*

Tick the correct answer.

- 1. Hamid thought that his grandma would be pleased if he bought_____
 - a. a pair of tongs.
 - b. sweets for himself.
 - c. toys.
- 2. Hamid's heart sank because the price of the tongs was _____for him.
 - a. too high
 - b. too low
 - c. affordable
- 3. 'My tongs are like a tiger among toys.' It means _____
 - a. Hamid valued his toy.
 - b. Hamid bought a tiger toy.
 - c. Hamid wanted to exchange his toy.
- 4. Hamid's granny scolded him for buying iron tongs. Then she understood that Hamid had bought it ______
 - a. out of compulsion.
 - b. out of love and concern.
 - c. out of interest.

GLOSSARY (
tongs	-	a tool used to hold hot things
precious	-	valuable
wretched	-	unhappy



A. Answer the following questions.

- 1. What did Granny say about Hamid's parents?
- 2. Write about Hamid in one or two sentences.



- 3. How did Hamid's friends enjoy the games in the fair?
- 4. What did Hamid buy at the fair? And for whom?
- 5. Why did Granny scold Hamid?

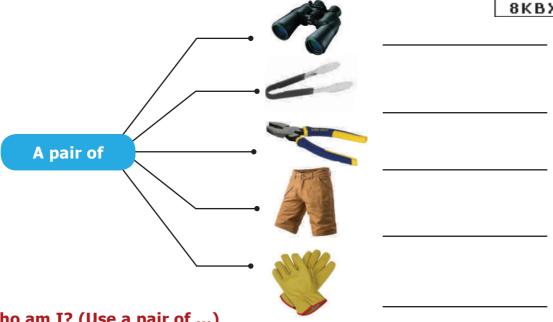
B. Rearrange the jumbled sentences and write them in the correct order.

- But Hamid bought a pair of tongs.
- Granny Ameena felt proud of her grandson.
- Hamid's friends bought different toys of their choice.
- Hamid proudly compared his tongs with a brave tiger.
- Hamid had less money than his friends.
- Granny Ameena was worried as he had to go to the Eidgah alone.



C. Fill in the blanks with the help of the picture clues.





D. Who am I? (Use a pair of ...)

- 1. We wear this on our face to see clearly _____
- 2. We wear this on our ears _____
- 3. We wear this on our face when it is sunny
- 4. We cut things with _____
- 5. We wear this on our feet



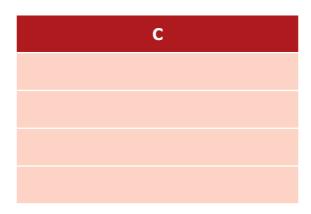
E. Add a suitable prefix or suffix and make new words.

-ship	-hood	un-	after-	-ion
-less	- ful	-ment	im-	-ous

child	wonder
noon	count
relation	patient
happy	excite
danger	perfect

F. Match the following and write them in Column C.

A	В
a cupful of	money
a bagful of	sugar
a spoonful of	coffee
a pocketful of	silver



G. Fill in the blanks with suitable words from the box.

cupful	handful	spoonful	mouthful	pocketful	bagful	

- 1. The thieves came out of the house with a _____ of gold and silver.
- 2. My mother throws a _____ of grains for the parrots every day.
- 3. He took a _____ of the cake.
- 4. Ram takes a _____ of soup before food.
- 5. John added a ______ of sugar to the lemon juice.
- 6. The child was happy with his _____ of chocolates.



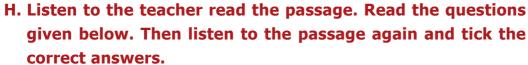




Don't say	Say	Note	
She is my cousin sister		The word 'cousin' is used to	
and he is my cousin	They are my cousins.	refer both male and female.	
brother.			
I have two daughter-	I have two daughters-in-law.	's' is added to the first word	
in-laws.	i liave two daugitters-ili-law.	'daughter' to form the plural.	

LISTENING







- 1. The three boys went for **bathing** /**swimming** in the sea.
- 2. They watched the **waves** / **dolphins** tumbling towards the shore.
- 3. The gulls were flying over the **sea** / **oyster catchers**.
- 4. When the sea was calm / rough they would skim stones.
- 5. Twenty six / thirty six was Gopal's record.

SPEAKING



- I. Talk about yourself using the clues given. You may start like this.
 - 1. When I was a little boy, I had a red bicycle.
 - 2. On the first day of school
 - 3. As a child I spent my free time
 - 4. I used to admire
 - 5. Last year at this time I
 - 6. Now I really enjoy
 - 7. While I was
 - 8. I have never visited

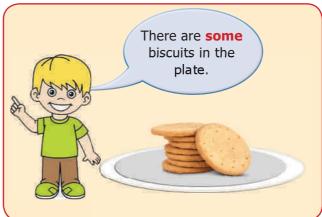
*Text for listening is in page: 167













Note to the teacher

Determiner is a word that comes before a noun or noun phrase. A determiner identifies whether the noun or noun phrase is general or specific.

USE GRAMMAR



J. Tick the correct option.

- There are _____ (many/much) apples in the basket.
 Only _____ (some/a few) are green.
- 2. There isn't $___$ (many/much) traffic on Sundays.







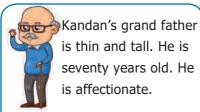
- 3. There isn't ____ (some/ any) water in the glass.
- **F**-4
- 4. There aren't ____ (some/any) eggs in the basket. But there are ____ (much/a few) near it.



- K. Fill in the blanks with some/ any/ much/ many. Some options can be used more than once.
 - 1. There is _____ coffee left in the pot. Do you want?
 - 2. Do you have ____ coins with you? I need some.
 - 3. She asked me for _____ magazines, but I could not find _____
 - 4. I can't carry the luggage _____ more. I need ____ help.
 - 5. There are _____ places to visit but we don't have ____ time to visit them.

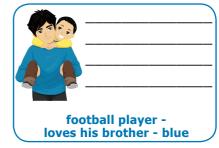
WRITING

L. Describe Kandan's family in about 60 words using the pictures and clues given. One is done for you.



thin and tall-70 years old - affectionate







	2	
S		
tall -	hard working - bread winner	







M. Read the telephonic conversation between Malar and Selvi. Malar needs to leave a message for her father.

Malar: Hello, my name is Malar. Could I talk to Mr. Rao, please? I'm his colleague

Mr. Vishvanath's daughter.

Selvi: I'm sorry, my father is out for his morning walk. Do you want to leave a

message for him?

Malar: Yes, please. My father had to leave for Madurai all of a sudden since my

grandfather is ill. So he won't be able to come to work for a few days. It

would be really nice if your father could inform the office.

Selvi: Don't worry, I'll leave the message for my father.

Malar: Thanks a lot.

Selvi: You're welcome.

This is the message that Selvi left for her father the previous day. Write a similar message based on her conversation with Malar.

(Date)	4.30 p.m.	(Time)
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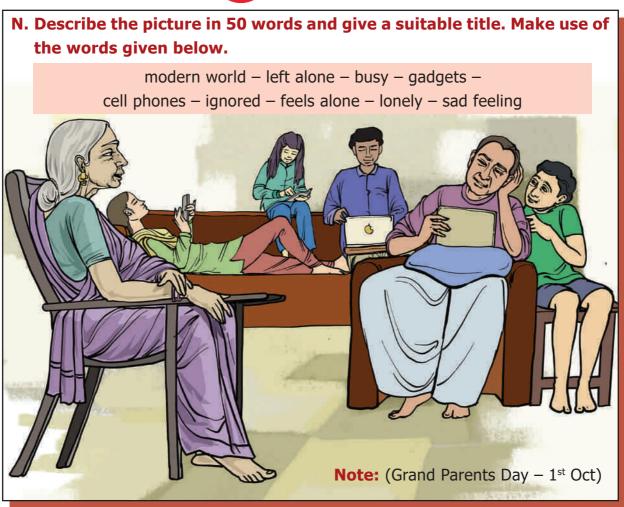
Dear Papa,

I have my music class at 5.00 p.m. so I am leaving now. I've prepared tea and samosa and kept it in the kitchen. Please come and pick me up at 7 p.m.

Message			
(Date)	(Time)		
Dear Papa			







O. Here are some words that express feelings. Read the situations and write the suitable one in the blanks.

anxious worried thankful excited dejected joyous proud

- 1. Your mom made your favourite dinner. _____
- 2. You lost your geometry box, and some one returns it to you. _____
- 3. You are waiting for your exam results. _____
- 4. It is very late at night and your father hasn't returned from the office. _____
- 5. You have won the first prize in the essay writing competition. _____
- 6. The first day at school _____
- 7. You find it tough to learn a new language ______.





Poem

Warm Up



Look at the picture, discuss in pairs and present it before the class.

If your grandmother is ...

- ready for a bicycle race, ______.
- willing to play hide and seek, _____
- grabbing a lollipop from you, _______
- How will you react to these situations?



The computer swallowed grandma.

Yes, honestly it's true!

She pressed 'Control' and 'Enter'

And disappeared from view.

It devoured her completely,
The thought just makes me squirm.
She must have caught a virus
Or been eaten by a worm.

I've searched through the recycle bin
And fi les of every kind;
I've even used the Internet,
But nothing did I fi nd.



In desperation, I asked Jeeves
My searches to refine.
The reply from him was negative,
Not a thing was found 'Online.'

So, if inside your 'Inbox',
My Grandma you should see,
Please 'Copy', 'Scan' and 'Paste' her
In an email back to me.

Anonymous

7th_English_Term_1_Unit_1.indd 100 25-02-2019 18:06:28



106 year old, Mastanamma, the great grandmother from Andhra Pradesh, is the star of a YouTube cooking channel with over 2,80,000 subcribers throughout the world. All credit for her newfound stardom goes to her grandson Karre Laxman. Mastanamma passed away in 2018.

GLOSSARY (A)		
devoured	-	consumed
squirm	-	turn
desperation	_	hopelessness



A. Read the poem aloud in pairs.

B. Read these lines and answer the questions given below.

- 1. The computer swallowed grandma. Who swallowed Whom?
- 2. She pressed 'Control' and 'Enter' And disappeared from view. How did Grandma disappear from view?
- 3. It devoured her completely.
 Who does 'it' refer to?
- 4. She must have caught a virus Or been eaten by a worm. What happened to Grandma?
- 5. I've searched through the recycle bin
 And files of every kind;
 I've even used the Internet,
 But nothing did I find.
 Where did the author search for grandma?

C. Work in pairs. Read the last two stanzas of the poem and answer the following questions.

- 1. Who did the author ask for grandma?
- 2. Did the author get a positive reply?
- 3. What is the author's plea?

D. Pick out the rhyming pairs and write them in the blanks given.

Stanza 2	Stanza 3	Stanza 4	Stanza 5







(Adapted from The Adventures of Tom Sawyer by Mark Twain)



Monday morning found Tom Sawyer miserable. Monday morning always found him so because it began another week's slow suffering in school. He generally began that day with wishing he had had no holiday in between, it made the going into prison again so much worse.

Tom lay thinking. Presently it occurred to him that he wished he was sick; then he could stay home from school. He examined himself. No sickness was found, and he investigated again. This time he could detect stomach ache, but it soon grew feeble, and presently died wholly away. He reflected further. Suddenly he discovered something. One of his upper front teeth was loose. This was lucky; he was about to begin to groan, as a "starter," as he called it, when it occurred to him that if he came into court with that argument, his aunt would pull it out, and that would hurt. So he thought he would hold the tooth in reserve for the present, and seek further.

Nothing offered for some little time, and then he remembered hearing the doctor tell about a certain thing that laid up a patient for two or three weeks and threatened to make him lose a finger. So the boy eagerly drew his sore toe from under the sheet and held it up for inspection. But now he did not know the necessary symptoms. However,





it seemed well worthwhile to chance it, so he fell groaning with considerable spirit. But Sid slept on unconscious. Tom groaned louder, and fancied that he began to feel pain in the toe. No result from Sid.

Tom was **panting** with his **exertions** by this time. He took a rest and then swelled himself up and fetched a succession of admirable groans. Sid snored on. Tom was **aggravated**. He said, "Sid, Sid!" and shook him. This course worked well, and Tom began to groan again. Sid yawned, stretched, then brought himself up on his elbow with a **snort**, and began to stare at Tom. Tom went on groaning.

Sid said:"Tom! Say, Tom!" [No response.] "Here, TOM! What is the matter, Tom? And he shook him and looked in his face **anxiously**. Tom moaned out: "Oh, don't, Sid. Don't shake me." "Why, what's the matter, Tom? I must call auntie." "No-----never mind. It'll be over by and by, maybe. Don't call anybody."

"But I must! Don't groan so, Tom, it's awful. How long you been this way?" "Hours. Ouch! Oh, don't stir so, Sid, you'll kill me."

"Tom, why didn't you wake me sooner? Oh, Tom, DON'T! It makes my flesh crawl to hear you. What is the matter?"

"I forgive you for everything, Sid. [Groan.] Everything you've ever done to me. When I'm gone-----"

"Oh, Tom, you aren't dying, are you? Don't Tom-----oh, don't. Maybe-----

"I forgive everybody, Sid. [Groan.] Tell 'em so, Sid. And Sid, you give my windowsash and my cat with one eye to that new girl that's come to town, and tell her-----"

But Sid had snatched his clothes and gone. Tom was suffering in reality, now, his imagination was working well, and so his groans had gathered quite a genuine tone.

Sid flew down-stairs and said:

"Oh, Aunt Polly, come! Tom's dying!"

"Dying!"

"Yes'm. Don't wait. Come quick!"

"Rubbish! I don't believe it!"

But she fled upstairs, nevertheless, with Sid and Mary at her heels. And her face



grew white, too, and her lip trembled. When she reached the bedside she said, "You, Tom! Tom, what's the matter with you?"

"Oh, auntie, I'm---"

"What's the matter with you? What is the matter with you, child?"

"Oh, auntie, my sore toe's dying!"

The old lady sank down into a chair and laughed a little, then cried a little, then did both together. This made her feel better and she said, "Tom, what a turn you did give me. Now you shut up that nonsense and climb out of this."

The groans stopped and the pain vanished from the toe. The boy felt a little foolish, and he said, "Aunt Polly, it seemed dying, and it hurt so I never minded my tooth at all."

"Your tooth, indeed! What's the matter with your tooth?"

"One of them is loose, and it aches perfectly awful."



"There, there, now, don't begin that groaning again. Open your mouth. Well. Your tooth is loose, but you're not going to die from that. Mary, get me a silk thread, and a chunk of fire out of the kitchen."

Tom said, "Oh, please, auntie, don't pull it out. It won't hurt any more. I wish I may never stir if it does. Please don't, auntie. I don't want to stay home from school."





"Oh, you don't, don't you? So all this row was because you thought you'd get to stay home from school and go fishing? Tom, Tom, I love you so, and you seem to try every way you can to break my old heart with your mischief." By this time the dental instruments were ready. The old lady made one end of the silk thread fast to Tom's tooth with a **loop** and tied the other to the bedpost. Then she caught hold of the chunk of fire and suddenly pushed it almost into the boy's face. The tooth was hanging loosely by the bedpost, now.

GLOSSARY		
panting	-	breathing quickly
exertions	-	effort
aggravated	-	irritated
snort	-	a cry made to show unhappiness
anxiously	-	tensely
loop	-	curve



A. Name the speaker.

S.No	Lines from the Lesson	Speaker
1.	"No never mind. It'll be over by and by, maybe. Don't call anybody."	
2.	"It makes my flesh crawl to hear you. What is the matter?"	
3.	"Your tooth indeed! What's the matter with your tooth?"	

B. Write True or False against each statement.

- 1. Tom enjoyed Monday mornings as he had to go to school. _____
- 2. Tom's first groan woke up Sid from his sound sleep._____
- 3. Tom wanted to give his dog with one eye to the new girl who had come to town._____
- 4. Aunt Polly sent Sid to fetch the dentist._____



C. Read the following passage and answer the questions.

Tom lay thinking. Presently it occurred to him that he wished he was sick; then he could stay home from school. He examined himself. He found no symptoms or sickness, and he investigated again. This time he felt he had a stomach ache, but it soon grew feeble, and presently died wholly away. He reflected further.

- 1. Why did Tom wish that he were sick?
- 2. What was the result of Tom's self-examination?
- 3. What did he detect?

D. Think and answer

- 1. How did Sid show his affection towards Tom?
- 2. Did Aunt Polly believe Tom's groaning? Why?
- 3. What did Aunt Polly do to relieve Tom's toothache?

E. Choose the correct answer.

1.	iom pretended his to	e was dying in order	to
	a. miss school.	b. scare Sid.	c. make Aunt Polly feel bad.
2.	Aunt Polly pulled Ton	n's tooth out with	
	a. her fingers.	b. a pair of pliers.	c. a piece of thread.

3. Tom was miserable on Monday morning because _____

a. he was sick. b. he hated going to school. c. Aunt Polly was sick.

PROJECT



F. Give instructions to your friend to reach your house from school. Mention some landmarks that your friend should lookout for on his way. Draw a road map with landmarks based on the instructions given to your friend.

CONNECTING TO SELF



G. Draw a family tree showing the members of your family and write a sentence about the activities that your whole family does together. How does it help others in a family and what do you learn from this?







H. Give a relationship term for the clues given.

- 1. siblings
- 2. kith and kin -
- 3. a chip of the old block -
- 4. two peas in a pod -
- 5. bread winner
- 6. forefathers

I. Arrange the words according to their degrees of meaning.

1. eager, thrilled, excited

2. Shiny, glow, dazzling

- 3. small, tiny, minute
- 4. guffaw, smile, laugh

J. Think and Answer

- 1. X and Y are parents to Z. But Z is not the son of X. Then what is Z to X? _____
- 2. Meera's brother is the father of Aakash.

 Then how is Aakash related to Meera? ____

(LEARNING LINKS AND REFERENCES)



o linko	https://en.m.wikipedia.org>wiki>eidgah
e-links	https://archive.org>slream>idgah_divu
Dooks	Journeys through Rajasthan by Amirta Kumar
Books	Festivals of India by Sris Sivananda





ICT Corner

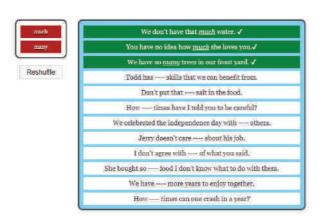
Grammar Determiners

To learn the usage of Determiners To know about Quantifiers and their usage



Steps

- 1. Type the URL link given below in the browser or scan the QR code.
- 2. You can see the description of Determiners and Quantifiers with examples.
- 3. You can see the drag and drop exercises to check your knowledge on determiners.
- 4. Click those links and practise with many exercises.
- 5. You can practise multiple choice questions also to strengthen your learning.



Some	Any	Several	Few	A great deal of	No
Little	Aime	Much	Many	A lot of	Every
Plenty of	Each	None	A few	Alt	Lots of
The whole	Both	Either.	Nemer	most	A number of
			scility		
) workers	are eager to	o take respon	The same of		
Show Answers			sibility.	A great deal of	No
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Website URL

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

https://www.grammarbank.com/quantifiers.html

** Images are indicative only.











The Wind on Haunted Hill







1. Find the hidden words in the pictures. One has been done for you.





- 1. <u>CAT</u> 2. ____ 3. ___ 4. ___ 5. ___
- 2. Solve these riddles.

S. No	Question (Who am I?)	Answer
1	I have a face but no eyes, hands but	
1	no arms.	
2	I sit in a corner while travelling around	
2	the world.	
3	I go up when rain comes down.	
	- go up	
4	I have a head and a tail but no body.	



Section I

READING



Listen to the teacher read this section.

As you listen,

- a. Underline the words or phrases that tell you what the wind does to the village.
- **b.** Write the names of the characters in this story.

1.	2.	3.	

Who - Whoo, Whooo, cried the wind as it swept down from the Himalayan snows. It hurried over the hills and passes, and hummed and **moaned** in the tall pines and deodars.

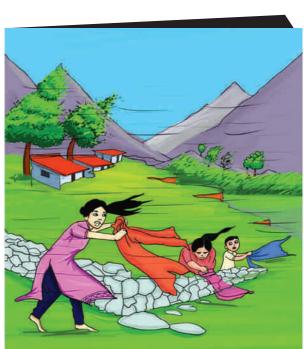
On **Haunted** Hill there was little to stop the wind—only a few stunted trees and bushes, and the **ruins** of what had once been a small settlement.

On the slopes of the next hill there was a small village. People kept large stones on their tin roofs to prevent them from blowing away. There was nearly always a wind in these parts. Even on sunny days, doors and windows rattled, chimneys choked, clothes blew away.

Three children stood beside a low stone wall, spreading clothes out to dry. On each garment they placed a rock. Even then the clothes fluttered like flags and pennants.

Usha, dark haired and rose cheeked, struggled with her grandfather's long loose shirt. She was eleven or twelve. Her younger brother, Suresh, was doing his best to hold down a bed-sheet while Binya, a slightly older girl, Usha's friend and neighbour, was handing them the clothes, one at a time.

Once they were sure everything was on the wall, firmly held down by rocks, they







climbed up on the flat stones and sat there for a while, in the wind and the sun, staring across the fields at the ruins on Haunted Hill.

'I must go to the bazaar today,' said Usha.

'I wish I could come too,' said Binya. 'But I have to help with the cows and the housework. Mother isn't well.'

'I can come!' said Suresh. He was always ready to visit the bazaar, which was three miles away, on the other side of Haunted Hill.

'No, you can't,' said Usha. 'You must help Grandfather chop wood.'

Their father was in the army, posted in a distant part of the country, and Suresh and his grandfather were the only men in the house. Suresh was eight, chubby and almond-eyed.

'Won't you be afraid to come back alone?' he asked.

'Why should I be afraid?'

'There are ghosts on the hill.'

'I know, but I will be back before it gets dark. Ghosts don't appear during the day.'

'Are there many ghosts in the ruins?' asked Binya.

'Grandfather says so. He says that many years ago – over a hundred years ago – English people lived on the hill. But it was a bad spot, always getting struck by lightning, and they had to move to the next range and build another place.'

'But if they went away, why should there be any ghosts?'

'Because Grandfather says, during a **terrible** storm one of the houses was hit by lightning and everyone in it was killed. Everyone, including the children.'

'Were there many children?'

'There were two of them. A brother and sister. Grandfather says he has seen them many times, when he has passed through the ruins late at night. He has seen them playing in the moonlight.'

'Wasn't he frightened?'

'No. Old people don't mind seeing ghosts.'





Usha set out on her walk to the bazaar at two in the afternoon. It was about an hour's walk. She went through the fields, now turning yellow with flowering mustard, then along the **saddle** of the hill, and up to the ruins.

The path went straight through the ruins. Usha knew it well; she had often taken it while going to the bazaar to do the weekly shopping, or to see her aunt who lived in the town.

Wild flowers grew in the **crumbling** walls. A wild plum tree grew straight out of the floor of what had once been a large hall. Its soft white blossoms had begun to fall. Lizards **scuttled** over the stones, while a **whistling-thrush**, its deep purple plumage glistening in the soft sunshine, sat in an empty window and sang its heart out.



Usha sang to herself, as she tripped lightly along the path.

Soon she had left the ruins behind. The path dipped steeply down to the valley and the little town with its **straggling** bazaar.

Usha took her time in the bazaar. She bought soap and matches, spices and sugar (none of these things could be had in the village, where there was no shop), and a new pipe stem for her grandfather's hookah, and an exercise book for Suresh to do his sums in. As an afterthought, she bought him some marbles. Then she went to a mochi's shop to have her mother's slippers repaired. The mochi was busy, so she left the slippers with him and said she'd be back in half an hour.

She had two rupees of her own saved up, and she used the money to buy herself a necklace of amber-coloured beads from an old Tibetan lady who sold charms and trinkets from a tiny shop at the end of the bazaar.

Usha met her Aunt Lakshmi, who took her home for tea.

Usha spent an hour in Aunt Lakshmi's little flat above the shops, listening to her aunt talk about the ache in her left shoulder and the stiffness in her joints. She drank two cups of sweet hot tea, and when she looked out of the window she saw that dark clouds had gathered over the mountains.

Usha ran to the cobbler's and collected her mother's slippers. The shopping bag was full. She slung it over her shoulder and set out for the village.

Work in pairs. Read the story above and find the answers to these questions.

- 1. What were the children doing beside the stone wall?
- 2. What did Suresh ask Usha? Why?
- 3. Who told the children the story about the ghosts on Haunted Hill?
- 4. What did Usha see while walking to the bazaar?





GLOSSARY		
moaned	-	make a long, low sound
haunted	-	possessed
ruins	-	decayed, collapsed building or place
terrible	-	fearful
saddle	-	low point on a ridge between two summits
crumbling	-	breaking apart into small pieces
scuttled	-	ran with short quick steps
whistling - thrush	-	a small singing bird
straggling	-	spreading out in different directions



Section II

Take turns and read this section aloud.

Strangely, the wind had dropped. The trees were still, not a leaf moved. The crickets were silent in the grass. The crows flew round in a circle, then settled down for the night in an oak tree.

'I must get home before dark,' said Usha to herself, as she hurried along the path. But already the sky was darkening. The clouds, black and threatening, looked over Haunted Hill. This was March, the month for storms.

A deep rumble echoed over the hills, and Usha felt the first heavy drop of rain hit her cheek.





She had no umbrella with her; the weather had seemed so fine just a few hours ago. Now all she could do was tie an old scarf over her head, and pull her shawl tight across her shoulders. Holding the shopping bag close to her body, she quickened her pace. She was almost running. But the raindrops were coming down faster now. Big, heavy pellets of rain.

A sudden flash of lightning lit up the hill. The ruins stood out in clear outline. Then all was dark again. Night had fallen.

'I won't get home before the storm breaks,' thought Usha. 'I'll have to shelter in the ruins.' She could only see a few feet ahead, but she knew the path well and she began to run.

Suddenly, the wind sprang up again and brought the rain with a rush against her face. It was cold, stinging rain. She could hardly keep her eyes open.

The wind grew in force. It hummed and whistled. Usha did not have to fight against it. It was behind her now, and helped her along, up the steep path and on to the brow of the hill.

There was another flash of lightning, followed by a peal of thunder. The ruins looked up before her, grim and **forbidding**.

She knew there was a corner where a piece of old roof remained. It would give some shelter. It would be better than trying to go on. In the dark, in the howling wind, she had only to stay off the path to go over a rocky cliff edge.

Who – whoo – whooo, howled the wind. She saw the wild plum tree swaying, bent double, its **foliage thrashing** against the ground. The broken walls did little to stop the wind.

Usha found her way into the ruined building, helped by her memory of the place and the constant **flicker** of lightning. She began moving along the wall, hoping to reach the sheltered corner. She placed her hands flat against the stones and moved sideways. Her hand touched something soft and furry. She gave a **startled** cry and took her hand away. Her cry was answered by another cry – half snarl, half screech – and something leapt away in the darkness.

It was only a wild cat. Usha realized this when she heard it. The cat lived in the ruins, and she had often seen it. But for a moment she had been very frightened. Now, she moved quickly along the wall until she heard the rain drumming on the **remnant** of the tin roof.





Once under it, **crouching** in the corner, she found some shelter from the wind and the rain. Above her, the tin sheets **groaned** and **clattered**, as if they would sail away at any moment. But they were held down by the solid branch of a straggling old oak tree.

Usha remembered that across this empty room stood an old fireplace and that there might be some shelter under the blocked-up chimney. Perhaps it would be drier than it was in her corner; but she would not attempt to find it just now. She might lose her way altogether.

Her clothes were soaked and the water streamed down from her long black hair to form a **puddle** at her feet. She stamped her feet to keep them warm. She thought she heard a faint cry - was it the cat again, or an owl? – but the sound of the storm **blotted out** all other sounds.

There had been no time to think of ghosts, but now that she was in one place, without any plans for venturing out again, she remembered Grandfather's story about the lightning - blasted ruins. She hoped and prayed that lightning would not strike her as she sheltered there.

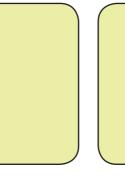
Thunder boomed over the hills, and the lightning came quicker now, only a few seconds between each burst of lightning.

Then there was a bigger flash than most, and for a second or two the entire ruin was lit up. A **streak** of blue **sizzled** along the floor of the building, in at one end and out at the other. Usha was staring straight ahead. As the opposite wall was lit up, she saw, crouching in the disused fireplace, two small figures – they could only have been children!

The ghostly figures looked up, staring back at Usha. And then everything was dark again.

Two scary events from this section are listed here. Write the events that take place in between in the correct order.

The black clouds were threatening.







The ghostly figures were staring back.





GLOSSARY		
forbidding	-	unfriendly or frightening
foliage thrashing	-	hitting leaves and branches
flicker	-	shine
startled	-	frightened
remnant	-	what was left
crouching	-	bending down
groaned and clattered	-	banged together and made a loud noise
puddle	-	pool of water
blotted out	-	hid
streak	-	line
sizzled	-	hissed like something hot on a frying pan



The Bermuda Triangle is one of the greatest unsolved mysterious spots in the world. It is a triangular shaped area in the North Atlantic Ocean. Hundreds of people and numerous boats, ships and planes have disappeared inside this triangle. The reason for these disappearances still remains a mystery.

Section - III

Read this section carefully.

Usha's heart was in her mouth. She had seen, without a shadow of a doubt, two ghostly creatures at the other side of the room, and she wasn't going to remain in that ruined building a minute longer.

She ran out of her corner, ran towards the big gap in the wall through which she had entered. She was halfway across the open space when something – someone – fell against her. She **stumbled**, got up and again bumped into something. She gave a frightened scream. Someone else screamed. And then there was a shout, a boy's shout, and Usha instantly recognized the voice.



'Suresh!'

'Usha!'

'Binya!'

'It's me!'

'It's us!'

They fell into each other's arms, so surprised and relieved that all they could do was laugh and **giggle** and repeat each other's names.

Then Usha said, 'I thought you were ghosts.'

'We thought you were a ghost!' said Suresh.

'Come back under the roof,' said Usha.

They **huddled** together in the corner chattering **excitedly**.

'When it grew dark, we came looking for you,' said Binya. 'And then the storm broke.'

'Shall we run back together?' asked Usha. 'I don't want to stay here any longer.'

'We'll have to wait,' said Binya. 'The path has fallen away at one place. It won't be safe in the dark, in all this rain.'



'Then we may have to wait till morning,' said Suresh. 'And I'm feeling hungry!'

The wind and rain continued, and so did the thunder and lightning, but they were not afraid now. They gave each other warmth and confidence. Even the ruins did not seem so forbidding.

After an hour the rain stopped, and although the wind continued to blow, it was now taking the clouds away, so that the thunder grew more distant. Then the wind too moved on, and all was silent. Towards dawn the whistling-thrush began to sing. Its sweet broken notes flooded the rain washed ruins with music.

'Let's go,' said Usha.

'Come on,' said Suresh. 'I'm hungry.'





As it grew lighter, they saw that the plum tree stood upright again, although it had lost all its blossoms. They stood outside the ruins, on the brow of the hill, watching the sky grow pink. A light breeze had sprung up.

When they were some distance from the ruins, Usha looked back and said, 'Can you see something there, behind the wall? It's like a hand waving.'

'I can't see anything,' said Suresh.

'It's just the top of the plum tree,' said Binya.

They were on the path leading across the saddle of the hill.

'Goodbye, goodbye...'

Voices on the wind.

'Who said goodbye?' asked Usha.

'Not I,' said Suresh.

'Not I,' said Binya.

'I heard someone calling.'

'It's only the wind.'

Usha looked back at the ruins. The sun had come up and was touching the top of the walls. The leaves of the plum tree shone. The thrush sat there, singing.

'Come on,' said Suresh. 'I'm hungry.'

'Goodbye, goodbye, goodbye....'

Usha heard them calling. Or was it just the wind?

Discuss with your partner and complete the table.

S.No.	Question	Who asked this?	Who answered?	What was the answer?
1.	Shall we run back together?			
2.	Can you see something behind the wall?			
3.	Who said good bye?			
4.	Was it just the wind?			





GLOSSARY (A)		
stumbled	-	lost one's balance
giggle	-	laugh lightly
huddled	-	crowded together
excitedly	-	feeling great eagerness

Read and Understand

A. Choose the most appropriate option.

- 1. The wind hurried and passed through the _____

 - a) apples and mangoes.
 - b) pines and deodars.
 - c) berries and cherries.
- 2. The market was _____ away from the village.
 - a) 3 miles
 - b) 7 miles
 - c) 11 miles
- 3. Usha went to visit her _____ house after shopping in the market.
 - a) Grand father's
 - b) aunt's
 - c) cousin's
- 4. Usha took shelter in the _____
 - a) ruins.
 - b) caves.
 - c) dens.
- 5. At dawn, the _____ began to sing.
 - a) cuckoo
 - b) linnet
 - c) thrush



•

B. Think and answer

- 1. Why was it a struggle for the children to dry their clothes?
- 2. What story did grandfather tell them about the haunted hill?
- 3. What did Usha buy in the market? List them.
- 4. What scared Usha during the dark rainy night?
- 5. How did the children react when they met each other at the ruins?

C. Discuss in class.

"Was it just the wind?"- What do you think Usha thought it was? Why?



D. Unscramble the sound – describing words from the text. One has been done for you.

E.g. igeglg – giggle

1	noam	-	

E. The Detective's Dictionary!

Choose the correct word from the box and fill in the blanks.

	evidence	clue	detective	suspect	victim		
1. A is someone who investigates a crime.							
2. A is someone who suffers the effect of a crime.							
3. Someone who might have committed a crime is a							
4. A is an idea or fact that helps us solve a mystery.							
5. Anis an information we have that proves us that something							





Don't say	Say	Note	
I am here since last week.	I have been here since last week.	A situation that started in the past and continues to the present has to be in the present perfect tense.	
When I woke up my roommate left the room already.	When I woke up my roommate had left the room already.	When two actions occurred in past the first action has to be in the past perfect tense.	
My mom has called me yesterday.	My mom called me yesterday.	The present perfect tense cannot be used with an expression of past time.	



F. Listen to the news report carefully and complete the following.



<u> </u>

_		
7	What happened?	
_	vvnai nabbenedi	

3	What time	of the day	did it happen?
	vvnai iime	or the day	' did il nappe

4.	What di	d the people say?	

_					_
5	What do	strono	ı winds a	and dales	carry?



G. Work in pairs.

Have you ever been scared? What happened? How did you feel? Talk about it in one or two sentences with your friend. Repeat it to the class.

*Text for listening is in page: 167







Present Perfect Tense





Present perfect tense tells us that an action is complete at this time.

Example:

I have completed my home work.

Past Perfect Tense

The **past perfect tense** tells us about an action that took place before another action in the past.

Example:

The train had left before he reached the station.



Future Perfect Tense



Future Perfect Tense helps to describe an event that is expected or planned to happen before a time in the future.

Example:

We will have completed our project by next week.





USE GRAMMAR

H. Frame five questions using the picture clues. Begin with "Have you ever".



(write any story)
Have you ever written a story?

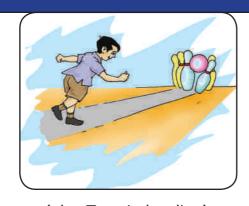




(cook briyani)



(watch a horror film)



(play Ten pin bowling)



(go swimming)

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

- 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).

given in the brackets.

- 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.

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



Iniya moves to Chennai to joir	n an IAS coaching class. Tomorrow by this time, she
(join) t	the class. She (undergo
training till next year. She	(work)very hard by the time sho
comes home. Her parents	(worry) about her health all the
time. They	(write)many letters by the time she comes home
They will be very happy when Iniya	becomes an IAS officer.



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





The Listeners

Poem *

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.



Memoriter

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 quiet 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.

GLOSSARY		
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.

- 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.



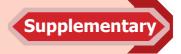
F. Discuss in groups. Draw the haunted house described in the poem and write a paragraph about it in your own words.







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

139PI5

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.)





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.





(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.)

(enemous remises seau), mennes una maisen are ename,

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.

GLOSSARY	1	
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.

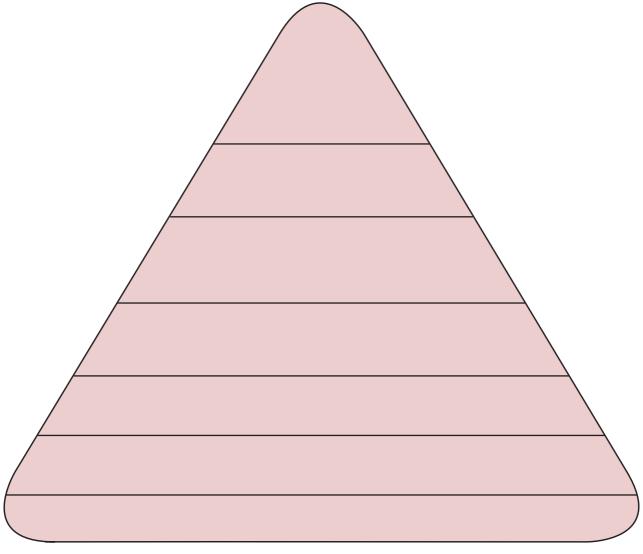
S. No	Holmes' Findings	Clues
1	Mr. Holmes found the tunnel.	
2	Mr. Spaulding dug the tunnel.	
3	The tunnel was made to get into the bank's strong room.	
4	Spaulding could be the thief.	





- 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.



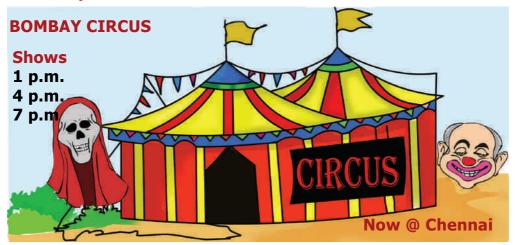
- ❖ Holmes found the tunnel from the cellar to the bank's strong room.
- Wilson was assigned to copy the encyclopaedia.
- Wilson asked Sherlock Holmes for help.
- Wilson got the job in The Red Headed League.



- **♥**
- Spaulding and Ross were caught by the famous detective.
- One day he found the notice that 'The Red Headed League' was dissolved.
- ❖ Holmes recognised Spaulding who was actually John Clay, a notorious criminal.



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.

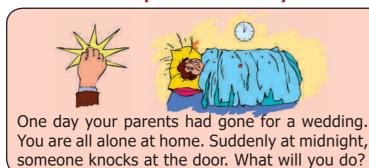
- a mirror maze
- scary faces
- eerie sounds

- a ghostly figure
- a pitch dark room

CONNECTING TO SELF



F. Observe the pictures carefully and write your answers.





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

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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
M	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

Grammar Perfect Tenses

To learn the pattern of perfect tenses and its usage.

To check their learning



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 E.Wg. 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













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

- * Which is the role of a farmer in society? Discuss and answer.
- When you grow up, what do you want to become? Why?





READING



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

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

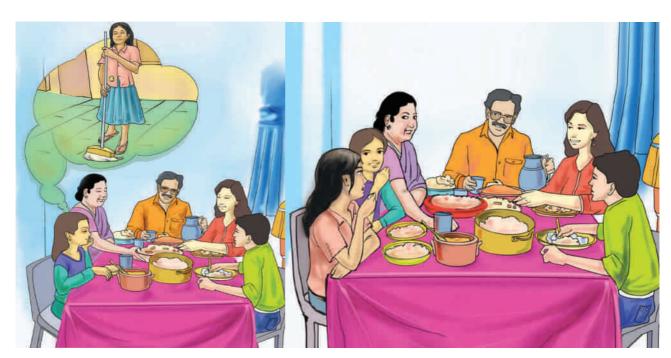
Listen to your teacher delivering the speech.

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

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

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

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







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

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

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

I pray to you to teach me to communicate.

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

each me to communicate with:

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

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

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

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







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



Teach me, not just about the way the waves rise but what causes them to fall. Teach me to appreciate that the trees I fell, the small creatures I kill with **indiscriminate** use of fertilizers and pesticides on the ground, the urban decay I cause with my

consumerism— all add to awesome imbalances in the natural state of things that cause death and **destruction** and can one day, **engulf** me and mine.

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



GLOSSARY	2	
indiscriminate	-	without careful judgement
consumerism	-	the protection or promotion of the interests of consumers
destruction	-	the action of damaging or destroying something
engulf	-	to eat or to swallow
scavenger bird	-	anything that feeds on dead animals (example :crow)
perch	-	to rest on / to stay on

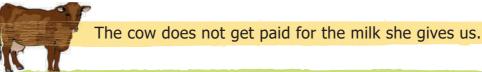


I pray to you to teach me not just the ability to answer, but also the power to question.

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



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

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

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

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

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

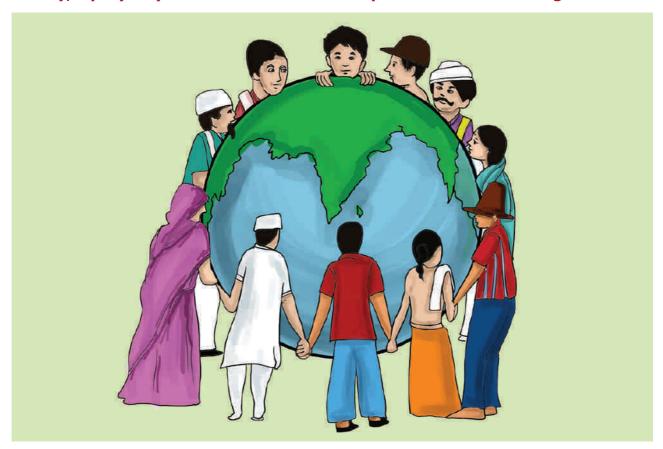
And teach me to raise my voice, teacher, when my silence can hurt another life.

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





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



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

Teach me to appreciate diversity and dialogue.

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

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

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

GLOSSARY (
bigotry	-	intolerance towards others with a different opinion
illuminated	-	light up





D				
Ten core life skills prescribed by WHO are				
	1. Self-awareness	6. Problem Solving		
	2. Empathy	7. Effective communication		
	3. Critical thinking	8. Interpersonal relationship		
		· ·		
	4. Creative thinking	9. Coping with stress		
	5. Decision making	10. Coping with emotion		

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

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



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

 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 toqu	uestions.				
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 -







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



 Raj was upset as he had done 	(well/poorly) in his English test
--	-----------------------------------

2. His grandmother gave him a ______. (pen/pencil)

3. Granny compared _____ (Raj/Ravi) with the pencil.

4. Raj's pain of not doing well in his test was compared with _____ of pencils. (sharpening/writing)

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

SPEAKING



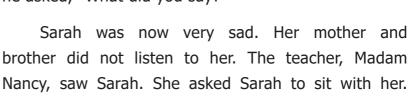
D. Read the story. Divide yourselves into groups of four. Discuss what little Sarah wants to talk about. Take roles and enact the story.

Sarah Wants to Talk

Sarah was feeling sad. She missed her home and her friends. She went to the kitchen. She wanted to talk to her

> mother. Her mother was cooking. Sarah was talking, but her mother was not listening.

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



*Text for listening is in page: 167











She asked, "What is the matter?"

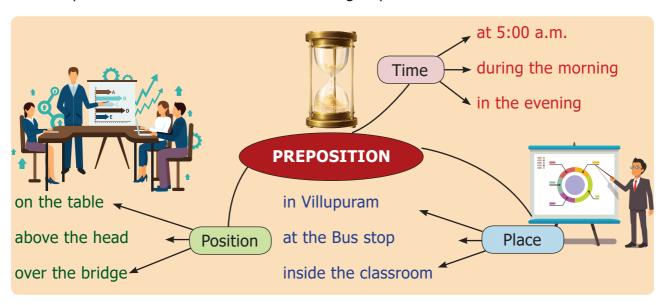
Madam Nancy looked at Sarah and listened carefully to her words. She held her hand. After Sarah talked to Madam Nancy, she felt better.



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.





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



\bigoplus

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	s your mother hor	ne?	
	a) in	b) at	c) on
2. T	here is unity in diversity	the people.	
	a) among	b) between	c) within
3. H	le discussed the problem	his parents.	
	a) with	b) to	c) for
4. L	ithisha was praised	. her father.	
	a) with	b) for	c) by
5. C	an you finish the work	tomorrow?	
	a) by	b) in	c) within
5. H	le has been absent	last week.	
	a) since	b) for	c) by



H. Fill in the blanks using suitable prepositions from the box. Some options

across	with	on	to	by	since	from	about	into	at	during
1. Wh	1. What do you do weekends?									
2. I a	2. I am going to my village Sunday.									
3. I h	aven't m	et my	friend	s	[Decembe	er.			
4. Rui	n		the str	eet an	d get me	e the ribl	bon.			
5. He	5. He told me in detail the incident.									
6. Thi	6. This picture was drawn the girl charcoal.									
7. The	7. The car was travelling a great speed.									
8. The	8. The ball fell the lake.									
9. The	9. There is a bridge the river.									
10. TI	10. The conference will be held 10 a.m 5 p.m.									

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

can be used more than once.

1.	The soldier climbed	a horse and rode away.	
2.	They have been here	a long time.	
3.	Kumaravel has lived in this city	2012.	
4.	The paper was published	an International journal.	
5.	When will you return	home?	
6.	One the four stude	nts wrote the answers correctly.	
7.	This fruit is the Mex	xican capital.	
8.		Nungambakkam. It ise station, the office is	_
9.	The sailors were taken	the forest and made to walk	

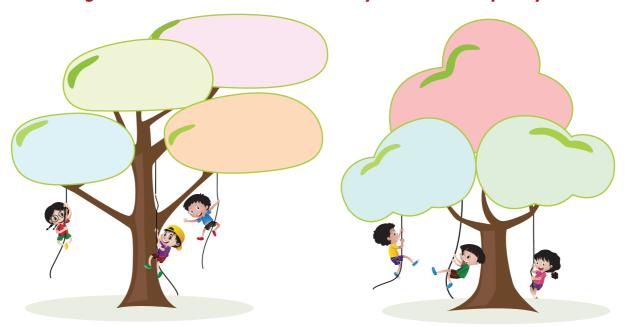


10 miles.





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



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







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

How to write a limerick poem?

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

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

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

Now you can try your own limerick.

K. Fill in the template given for limerick.

There once was a	(8 syllable)
	(8 syllable)
	(5 syllable)
	(5 syllable)
	(8 syllable)







Your Space

Poem

Warm Up

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



the cues given.	PAVSXE
	When you are in a meeting
	Situation: Formal Informal
	Conversation: Formal Informal
	Your own sentences
	With your head master
	Situation: Formal Informal
	Conversation: Formal Informal
	Your own sentences
	With your parents
	Situation: Formal Informal
	Conversation: Formal Informal
	Your own sentences









Speak gently! – It is better far

To rule by love, than fear

Speak gently – let not **harsh** words mar

The good we might do here!

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

Speak gently to the little child!

Its love be sure to gain;

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

Speak gently to the young, for they

Will have enough to bear —

Pass through this life as best they may,

'T is full of anxious care!

















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

Read and Understand

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

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

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

	soft	vain	fear	joy	love	heard	toiled	mild	good	sand	life	harsh
1	1. It is better far to rule by, than											
2	. Teach	it in a	ccents _.		a	nd						
3	. Let n	0	1	tone be								
4	. They	may ha	ave		_ in							
5	. The _		, th	e	, wh	ich it m	ay bring	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!	а
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.

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





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

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



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

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

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

Have you ever bullied anyone? Has anyone bullied you?

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



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







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

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

Is there something you can do to stop bullying?

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

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

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



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

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

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

GLOSSARY (4)		
bullying	-	teasing others
humiliate	-	make others feel ashamed
consequences	-	result or effect
peer pressure	-	influence from members of the same group
dejected	-	sad and depressed
nightmares	-	frightening dreams
empathy	-	understand and share other's feelings
loyalty	-	strong support or being loyal



A. Choose the correct answer.

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





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

B. Answer the following questions.

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

C. Think and answer

Suppose the person bullying is one of your friends,

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

D. Take the Pledge

I am a kid against bullying!

And I will

Speak up

When I see bullying

Reach out

To others who are bullied

Be a friend

Whenever I see bullying





PROJECT

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

Classroom rules

- We all belong to same world
- We don't give up
- We try our best
- We encourage others
- We take turns
- We work as a team
- We learn together
- We smile always

- We love each and every creature
- We forgive others
- We say 'please' to request
- We say 'thank' you for help
- We listen to each other
- We listen to our teacher
- We respect each other
- We respect our school



teacher

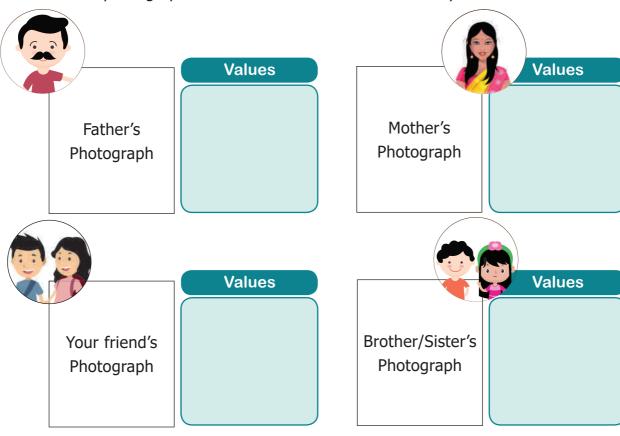
We try our

best





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

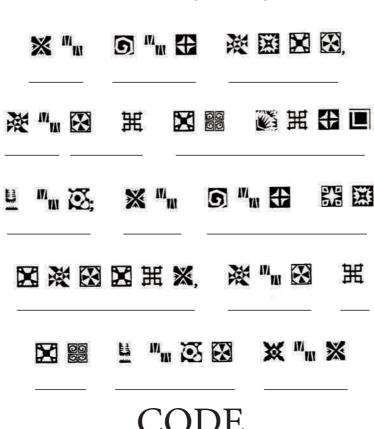


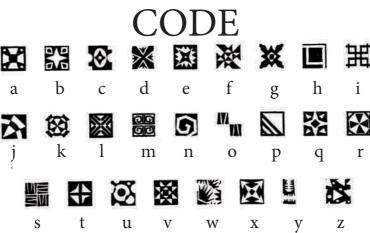






Change the codes into letters with the sign codes given below and tell the sentence to your friend.





(LEARNING LINKS AND REFERENCES)



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





ICT Corner

Grammar Prepositions

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



Steps to Play the Game

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





Website URL

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

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

** Images are indicative only.







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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Printed by offset at:







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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.





- 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.







- 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.



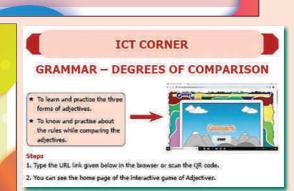


- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their imaginative skill.
- Students can be encouraged to present or display their writings in the class.
- The warm up picture given at the begining of each section 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.





- 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.







Learning Outcomes

- Promotes reading and vocabulary skills.
- Promotes use of higher-level thinking skills.
- Promotes creative writing
- Develops drawing skill
- Encourages to create comic strips
- Helps to visualise things
- 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 source to find meaning of new words while reading and writing.





•

Unit No.	Title	Page No.	Month
-------------	-------	-------------	-------

1

Prose	Adventures of Don Quixote	82	
Poem	The Poem of Adventure	101	October
Supplementary	Alice in Wonderland	106	

2

Prose	The Last Stone Carver	113	_	
Poem	Wandering Singers *	126	November	
Supplementary	Naya – The Home of Chitrakaars	130		







t Book Assessme

Digi Links





Adventures of Don Quixote







My Hand of Imagination

- 1. Trace around your hand on a white paper.
- 2. Make list of your five choices.
- 3. Draw a picture to indicate what would your finger becomes.
- 4. Erase one to finger at a time and draw your choice in it's place.
- 5. Write and share in the class.





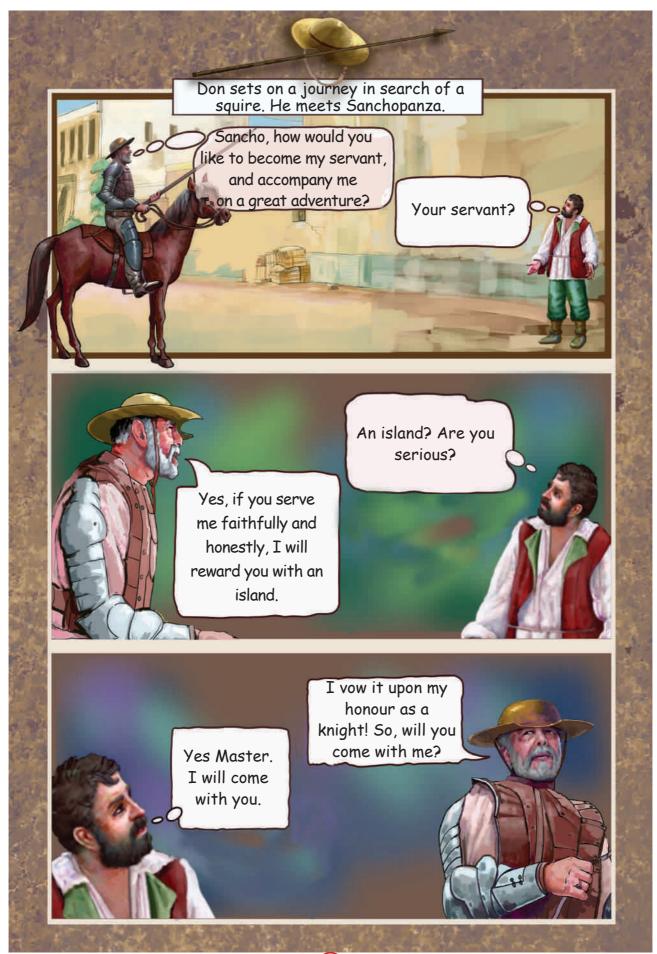


















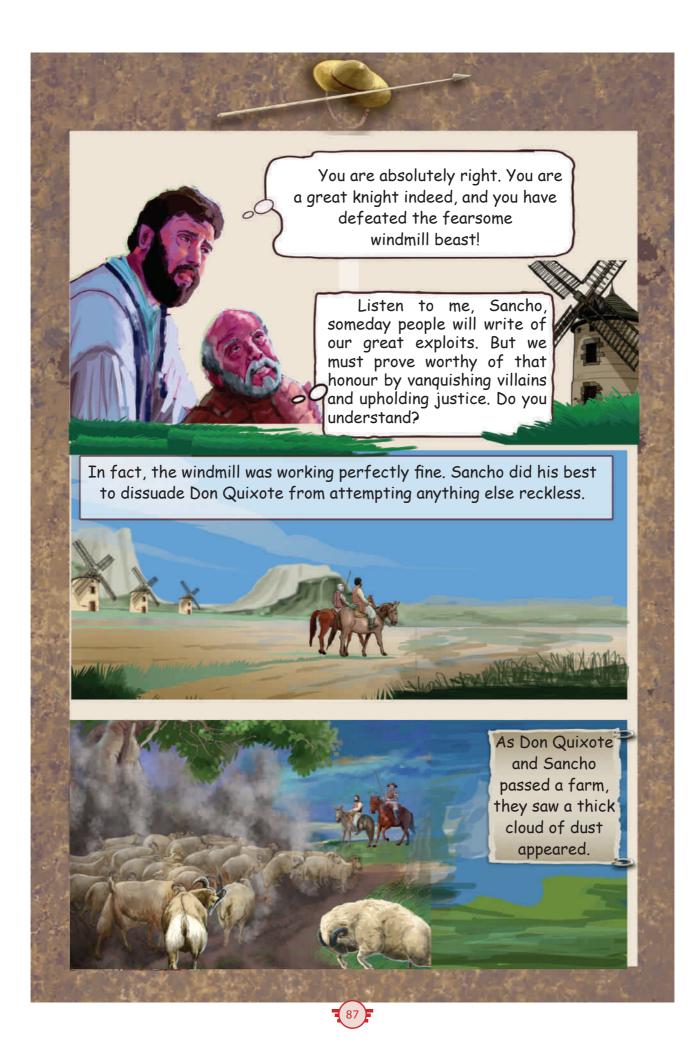












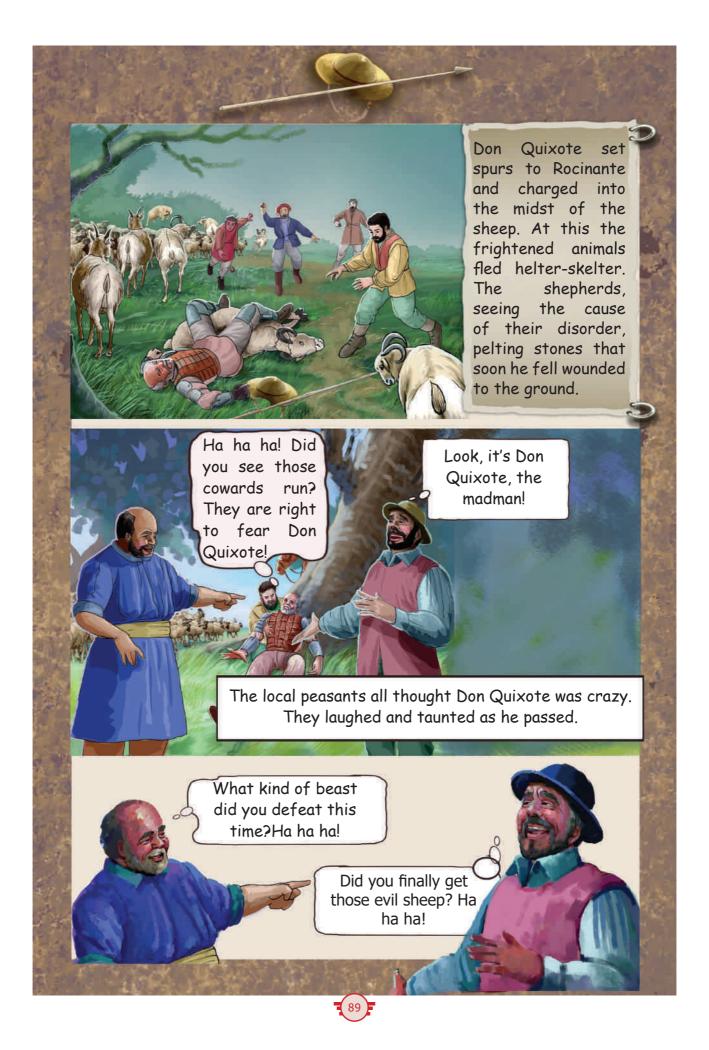
















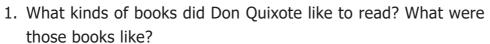




knight	-	a man who served his lord as a min armour.	ounted soldier
incredible	-	unbelievable	■\$\$38 ■
hilarious	-	amusing, entertaining	
ogre	-	monster, giant	
combat	-	fighting between armed forces	X9H6Q4
prodigious	-	impressively great in extent	
steed	-	horse that is ridden	
spur	-	a device with a small spike or a spiked wheel that is worn on a rider's heel and used for urging a horse forward.	



Answer the following questions.





- 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?
- 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.



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	

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

Homonyms are spelled the same way but differ in meaning.

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.

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

4. Write the right answers on the right side.

right - ------

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

well - ------

6. We have march past in March.

march - ------

7. Can you get me a can?

can - -------









8.	8. How long will the <i>live</i> fish <i>live</i> 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				

C. Divide each word by putting a slash (/) symbol between each syllable. On the space provided, write how many syllables each word has. Use a dictionary if you're not sure where to divide the syllables.

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		







D. 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
SPEAKING	

E. Read the conversation 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.

Jack: Don't you know how simple machines make your life easy?

Jimmy: Um... I don't know what simple machines are.

* Text for listening is in page number: 136





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

Jimmy: Oh! wow! How I did not know this!

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

Jimmy: Is the stick over there that the TV is attached to, is that a simple machine too?

Jack : Yes it is, it's a lever. The wheels on the bus are simple machines, they make the bus move.

Jimmy: What about the doors?

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

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

Jack: 'Yes' they are, they move the chair and reduce the friction.

- F. 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?



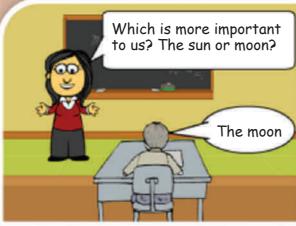


PICTO GRAMMAR





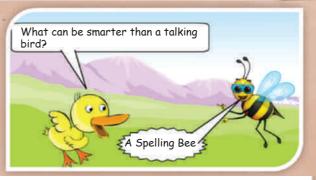






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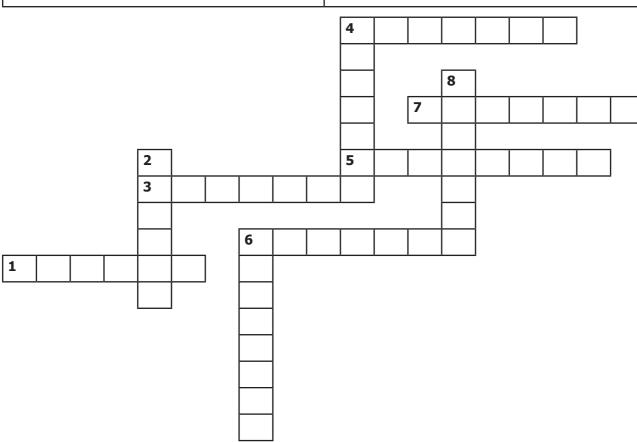






G. Solve the crossword puzzle using superlative adjectives.

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.





H. 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 ...



I. Write a paragraph comparing Don Quixote and Sanchopanza. 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





J. Local Historians

- Ask students to collect stories about their town from older people.
- 03Y5P1

- 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 students 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.

Language Check Point



- □ George is the smartest and intelligent staff of this company.
- \boxtimes It is my the best genre of music.



- ☑ George is the smartest and most intelligent staff of this company.
- ☑ Kayal is smarter and more intelligent than Saral.
- ✓ It is my best genre of music.



- ? When two degrees of adjectives are used, while the first one is superlative the second one also should be superlative.
- ? When both adjectives are in the same degree, adjective having 'more' must come after adjective having 'er'.
- ? If any possessive pronoun or possessive case proceeds the superlative degree, then 'the' cannot be used.







The Poem of Adventure

Poem

















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.

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	-	a long weapon with a wooden shaft and a pointed steel head, formerly used by a horseman in charging.
chivalry	-	the medieval knightly system with its religious, moral, and social code.
abated	-	unpleasant
impressions	-	feelings
exploits	-	adventure
adroit	-	clever or skilful







A. Read the lines and answer the questions.

- 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 imagine 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.









Concrete Poems

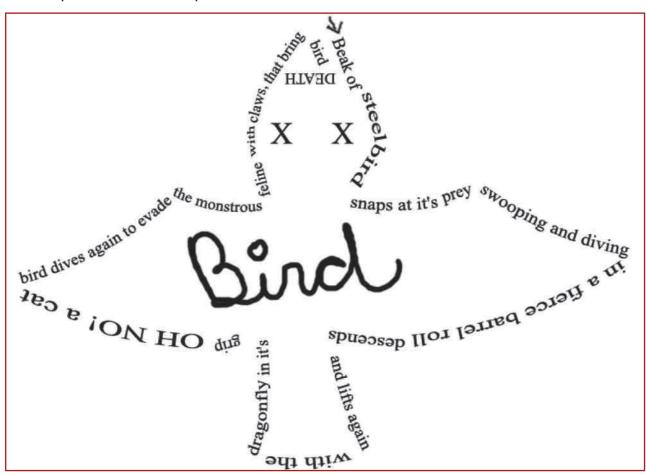
Concrete poems are made up of words that have been placed in such a way that they make the shape of an object and also use words to describe the object.

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.







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 drunk 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.









A. 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.

B. 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?

C. 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.

D. Role play

Put students in pairs to role play a conversation between:

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





E. 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's 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.

F. 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.



G. 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



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



H. 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



- J. 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





ICT CORNER

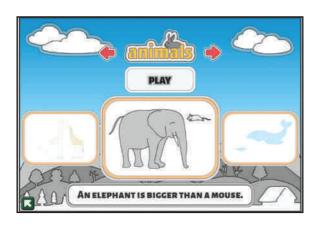
GRAMMAR – DEGREES OF COMPARISON

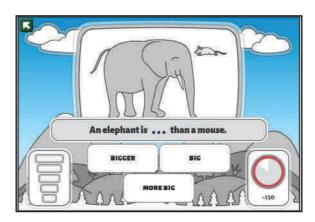
- ★ To learn and practise the three forms of adjectives.
- ★ To know and practise about the rules while comparing the adjectives.



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.







The Last Stone Carver

(









Work in pairs.

Read the instructions given below, draw and name the picture

- 1. Draw a letter A
- 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
7	5







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."

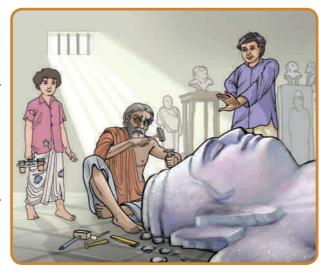
"Father," the young man **grunted** impatiently, "Times have changed. The stone carver's work has changed too. You can't live on sculptures for temples only. You have to mass produce, mass produce like all the others in Agra. Come on, Father! Wake up."





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

congested	-	overcrowded
grunted	-	made a low sound
crouching	-	sitting on heels
determination	-	firmness to do something

Which of the two sentences given below conveys the following meaning?

L. 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.	





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

serene	-	calm
blurred	-	became unclear
blush	-	show shyness

Read the sentences and number them in correct order.

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



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...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





stumbled	-	lost balance	四版 P71
immobilized	-	stopped from moving	
tottered over	-	moved unsteadily way	
startled	-	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	\ A / I		and the second second		LI	I		-1-:12	
/_	vvno	was	working	wirn	rne	hammer	ana	chiser	

Paragraph 4

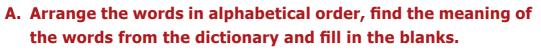
- 2. Who was the young stone carver?
- 3. What was he working on?







Work in pairs.





						_
	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 see the red car outside?	see-something that you do naturally without thinking
Look at the blue bird in the tree.	look-make an effort to see something
I don't have time to watch TV now.	watch-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 the passage again and complete the responses.



Questions		Respon	ses	
Madhubani paintings are from state.	Bihar		Assam	
2. Madhubani paintings were originally done on	canvas		walls	
3. This painting has international recognition.	yes		no	
4. Dilli Haat is a	tourist place		craft bazaar	
5. Madhubani painting can also be a	product		career	

SPEAKING



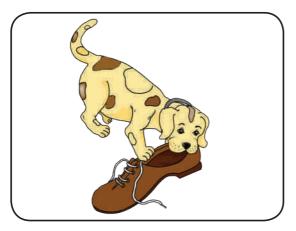
- D. Work in pairs. Find answers to these questions and present it to the class.
 - Do you have art / craft session in your school?
 - ❖ Which session do you like art / craft?
 - What do you do in that session?
 - Do you work individually or in pairs?
 - Can you do an art work or a craft work on your own?
 - What qualities do you gain by doing art or craft?





PICTO GRAMMAR





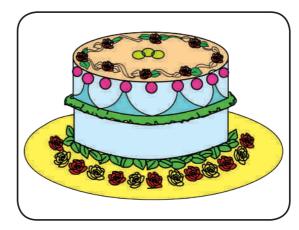
The dog chews the shoe.



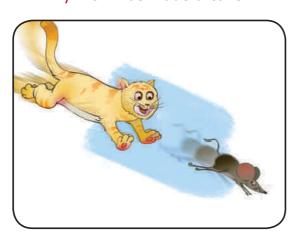
The shoe is chewed by the dog.



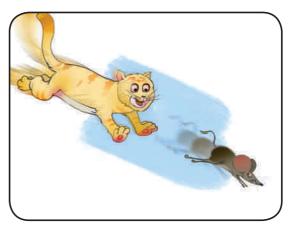
My mom has made a cake.



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.







E. Construct meaningful sentences from the table given below.



1	Silence			used in petrol bunks.
2	2. Cars			maintained in libraries hospitals etc.
(1)	3. Cleanliness	should	ha	avoided as they cause cavities and toothache.
4	Cell phones	should not	be	practised at homes as well as in public places.
5	Junk food			parked in ` No Parking' area.
6	5. Sweet			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

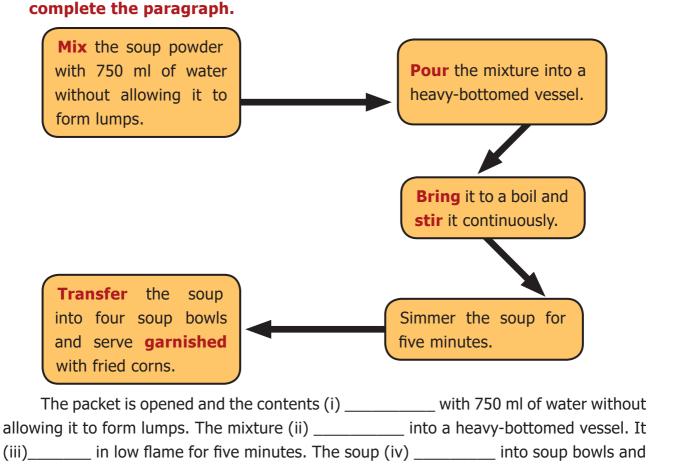
G. Rani's teacher narrates to her students about the production of paper. Read the following narration and fill in the blanks with the verbs using their passive form.

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.

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.
I. This method(invent) in 2nd BCE in China.
5. Papyrus plants(use) by Egyptians to make paper.







WRITING

(v) _____ with fried corns.



- 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 mache dolls, greeting cards, book marks, festoons, garlands, quilling jewellery etc for an Art Mela to be conducted in your 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)







Warm Up

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



u	С	р	k	f	d	х	g	V	е
а	S	Z	а	0	k	u	u	r	m
V	е	е	n	а	q	t	i	ı	r
i	S	n	j	m	g	f	t	m	i
V	b	р	i	а	n	0	а	е	d
i	t	У	r	j	g	٧	r	0	a
0	а	е	а	р	Х	а	u	w	n
I	b	f	I	u	t	е	d	С	g
i	I	g	h	а	t	а	m	а	a
n	a	d	a	S	W	a	r	a	m





















126





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.





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

- A. Read the poem aloud in groups.
- B. Pick out the rhyming pairs from the poem and fill in the table.

nza	3rd stan	2nd stanza	1st stanza

- C. Read these lines and answer the questions given below.
- 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?



Ţ	D

	How are the mer	n in the world re	lated to the singers?	
3. (Our lays are of cition	es whose lustre	is shed,	
	Here 'Lays' mear	ıs		
	a. lying down	b. stories	c. to keep	
4. ⁻	The laughter and b	eauty of womer	long dead;	
	Explain the mear	ning of the above	e line.	



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.

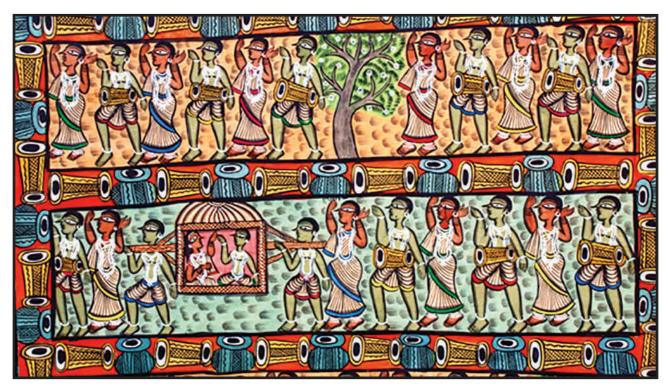
- 1. Are the singers homeless travellers? Why do you think so?
- 2. Do the singers have hopes and dreams? If not, why?
- 3. What are the themes of the singers' songs?





Naya – The Home of Chitrakaars





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 artists 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.



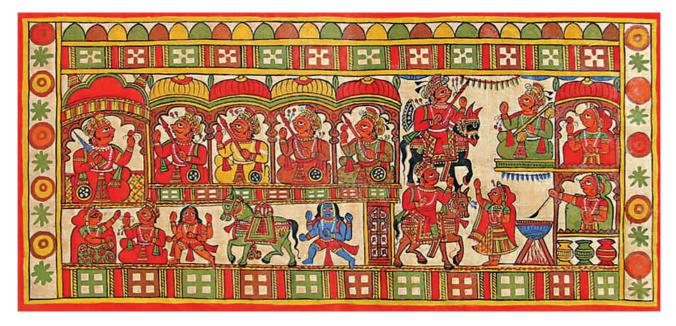
A traditional *pata* was painted on a canvas made of jute fibre. Now, it is made by stitching together sheets of commercial poster paper. The colours come from plants such as marigold, indigo, teak leaves, saffron and turmeric. They also use lamp black. The colours are mixed in coconut shells with the 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 visitors stay 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'sdistrict. not an ordinary village. Around 250 patuas oror artists live the artistes are painters, lyricists, singers and performers all rolled into one. an ancient called Pata Chitra. This is a type of storytelling usin The scrolls had stories painted on them and the artists sang the story as the scroll. This art has been practised since the 13th century.	re. These folk They practise g
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	10532810
C. Fill in the details of the mind map.	
CHARACTERS	R5Y3E8

- 1. The artists of Naya are called_____
- 2. These folk artists include______, _____,___and_____.
- 3. The number of artists_____.

SOLUTION

PROBLEM

This art form faded over a period of time.

IJ

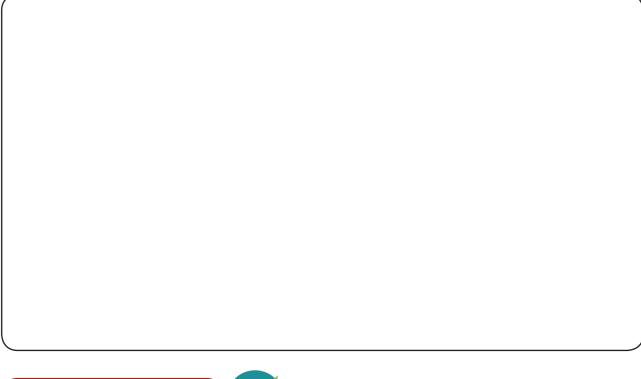
-	s of making a Patta is in m in proper order.	n jumbled form. Read	d the sentences and
The sap of	the wood apple tree acts	as a glue.	
❖ It is made	by stitching multiple shee	ts of poster paper toge	ther.
Finally the	y are stored in rolled up b	undles.	
Plant-base	d colours and lamp black	are mixed in coconut sh	nells.
❖ A Patta is o	created by painting on a c	anvas.	
The comple	eted scrolls are dried in th	e sun.	
 Jute fibre of 	canvas was used in olden	days.	
❖ A thin cott	on cloth is glued to the ba	ick of the painting for lo	ong life.
E. Write a few	sentences about Pot Ma	aya festival.	
G. Design a ce	y entry about your visit rtificate, a badge or a m G TO SELF	edal for sports day.	
❖ 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 th	ne kite.	
Now whe	ere is the bird?		_
	_	134	

(

•



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



e-links :	https: www.indianholi-il-nadu/arts and crafts
e-iinks :	crafts of india - wikipedia.
Book:	The Complete books of Arts and Craft
DOOK:	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

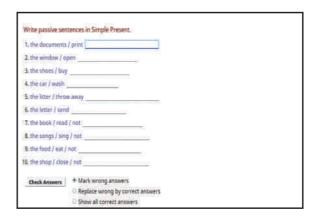
- ★ To learn about the active and passive voice.
- ★ To know and practise the voice exercise in Simple present tense.



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.

Exercises		
Exercises on Passive (Form)		
· Exercise on Passive with Simple P	(#500) ***********************************	
· Exercise on Passive with Sanole P	251 00000	
· Exercise on Passive with Present	Perfect eacoo	
 Exercise on Passive with Future 1 	88600	
Exercises on Passive (Active P	essive)	
· Exercise on Passive with Simole P	CESECT ****	
· Exercise on Fassive with Simple P	ast e-com	
· Exercise on Passive with Present	Partiett *****	
· Exercise on Passive with Future I	>> 000	
 Exercise on Parsive with Auxiliary 	Verbs excod	
· Mixed Exercise on Passive with Pa	nsive eaces	
· Sentences with 2 Objects (Indirec	(Object Personal Passive) ***co (neu)	
 Sentences with 2 Objects (Direct) 	Object) ***== (renu)	
 Personal Passive (verbs of owner) 	tion) = ==o o (meu)	
· Exercise on Passive with Present	Propticashor ****	
 Exercise on Passive with Pass Pro 	mentive *****	
· Exercise on Passive with Past Part	ect ****	
· Exercise on Passive with Future II	*****	
· Exercise on Passive with Condition	nal I ****	



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.







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English



Term 3



PREFACE

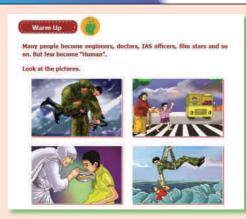
The English textbook for standard VII has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning, both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language, with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





- 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.

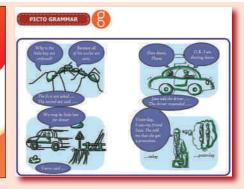


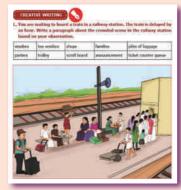
74





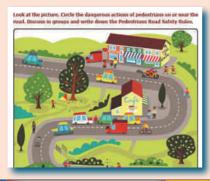
- The illustrations in Picto Grammar will make understanding of grammar easy.
- Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- Language Check Point can highlight points of usage to avoid the common mistakes.



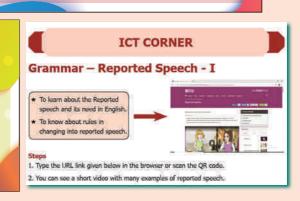


- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their imaginative skill.
- Students can be encouraged to present or display their writings in the class.
- The warm up picture given at the beginning of each section 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.





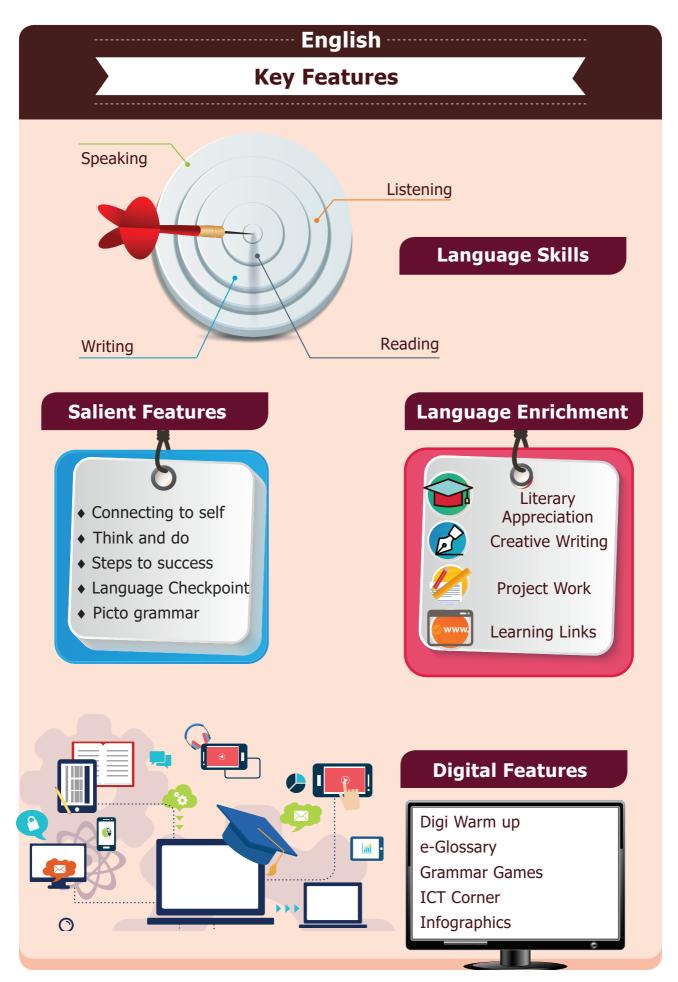
- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success.
- Students can be encouraged to extend their reading activity through learning 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.



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Learning Outcomes

- The learner answers questions orally and in writing on a variety of tests.
- reads poems.
- engages in conversation with family and friends.
- * Responds to different kinds of instructions in varied contexts.
- Asks and responds to questions based on text.
- * Reads textual and non textual materials and comprehends.
- Identifies details character's name, ideas, themes and relates to them.
- Thinks critically and relates them to life.
- * Reads to seek information and write messages.
- Infers the meaning of unfamiliar words by reading them in contexts.
- Writes grammatically correct sentences using determiners.
- Learns new words and understands their contextual meanings.
- Demonstrates knowledge of the story elements in a A Story of Self Sacrifice and Bravery.
- Cites evidence for the explicit and implied meaning of the poem and appreciates the poetic devices used in the poem.
- Differentiate present and past reported speech.
- Develops skill of writing stories.
- Appreciates nature and nurtures it.
- Communicates softly.
- Answers questions orally and in written form.





CONTENT

SI. No.		Topic	Page No.	Month
	Prose	Journey by Train	79	
	Poem	Sea Fever *	93	January
	Supplementary	Sindbad – My First Voyage	97	
Z	Prose	A Story of Self Sacrifice and Bravery	105	
	Poem	Courage	121	February
	Supplementary	Man Overboard	125	
3	Play	Jane Eyre	136	March
			1 1	

^{*} Memoriter

Text Book



Assessment



Digi Links







Journey by Train

Prose





Work in pairs. Choose six items which are essential for a camp. Rank their priority and justify your answer.



















- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____



READING



Listen to the teacher read this section.

Journey by Train

This extract is taken from the classic adventure novel, **Around the World in Eighty Days** by Jules Verne.
An Englishman, Mr. Phileas Fogg, along with his French attendant, Passepartout, attempts to go round the world in eighty days on a wager of \$20,000 (roughly \$1.6 million today) set by his friends at the Reform Club.

Read this extract, where Phileas Fogg travels through some parts of India at a time when the railways were being built in the country.

Some places are spelt differently as the book was written over a century ago.

The train had started punctually.

Among the passengers were a number of

officers, Government officials and merchants. Passepartout rode in the same carriage with Mr.Fogg, and a third passenger occupied a seat opposite to them. This was Sir Francis Cromarty, one of the friends Mr. Fogg made on the ship Mongolia that brought him to Bombay.

An hour after leaving Bombay the train had passed the bridges and the Island of Salcette, and had got into the open country.

During the night the train left the mountains behind, and passed Nassik, and the next day **proceeded** over the flat, well-cultivated country of the Khandesh, with its straggling villages, above which rose the towers of temples. This **fertile territory** is watered by many small rivers and clear streams, mostly tributaries of the Godavari.



Passepartout, on waking and looking out, could not believe that he was actually crossing India in a railway train. The **locomotive**, guided by an English engineer and fed with coal, threw out its smoke upon cotton, coffee, nutmeg, clove, and pepper plantations, while the steam curled in spirals around groups of palm-trees, in the midst of which were seen attractive bungalows, viharas (sort of abandoned monasteries), and marvellous temples decorated by the rich work of Indian architecture. Then they came upon vast areas extending to the **horizon**, with jungles where snakes and tigers lived. These creatures fled at the noise of the train. Then they came to forests where elephants stood **gazing** with sad eyes at the train as it passed.

At half-past twelve the train stopped at Burhampoor. The travellers made a **hasty** breakfast and started off for Assurghur. Now they travelled along the banks of the small river Tapty, which empties into the Gulf of Cambray, near Surat.

Then towards evening the train entered the valleys of the Sutpour Mountains, which separate the Khandesh from Bundelcund. It was three in the morning.

Travelling improves memory and reduces the risk of heart diseases. It makes us more intelligent and happier. This has been proved by scientists.

Give a picturesque view through which the train travels.

GLOSSARY	£±⊪
`'	

F-7-8		
R		
railway engine		
the line at which the earth's surface and the sky appear to meet		
f		

Section II

Take turns and read this section aloud.

The train stopped, at eight o'clock, in the midst of a clearing some fifteen miles beyond Rothal, where there were several bungalows, and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

Phileas Fogg looked at Sir Francis Cromarty for an explanation; but the general could not tell why there was a **halt** in the midst of this forest of dates and **acacias**.

Curious, Passepartout rushed out and speedily returned, crying: 'Monsieur, no more railway!'

'What do you mean?' asked Sir Francis.

'I mean to say that the train isn't going to go any further.'

The general at once stepped out, while Phileas Fogg calmly followed him, and they proceeded together to the conductor.

'Where are we?' asked Sir Francis.

'At the hamlet of Kholby.'

'Do we stop here?'

'Certainly. The railway isn't finished.'

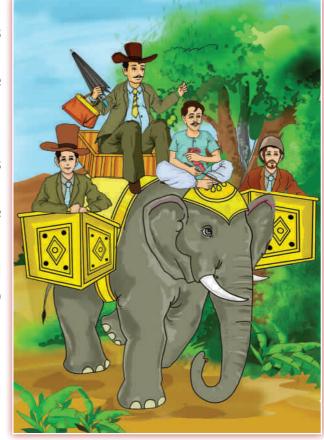
'What! not finished?'

'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

'But the papers announced the opening of the railway throughout.'

'What can I tell you, officer? The papers were mistaken.'

'Yet you sell tickets from Bombay to Calcutta,' **snapped** Sir Francis, who was growing angry.





'No doubt,' replied the conductor; 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'

Sir Francis was **furious**. Passepartout would willingly have knocked the conductor down, and did not dare to look at Mr. Fogg.

'Sir Francis,' said Mr. Fogg quietly, 'we will, if you please, look about for some means of transport to Allahabad.'

'Mr. Fogg, this is a delay greatly to your disadvantage.'

'No, Sir Francis; it was **foreseen**.'

'What! You knew that the way—'

'Not at all; but I knew that some **obstacle** or other would sooner or later arise on my route. Nothing, therefore, is lost.

I have two days, which I have already gained, to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.'

Agra is one of the most visited destinations in India. The main reason is the Taj Mahal. Agra also has other attractions like the Agra Fort, the Sikandra Fort, Akbar's tomb and many other tourist spots.

Discuss and answer.

- 1. Why did the train stop in the middle of the forest?
- 2. Why was Sir Francis angry?



halt	-	stop
acacia	-	a thorny tree
snapped	-	became angry
furious	-	extremely angry
foreseen	-	predicted
obstacle	-	difficulty

Section III

Mr. Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

'I shall go on foot,' said Phileas Fogg.

Passepartout, who had now rejoined his master, made an unhappy face, as he thought of his magnificent Indian shoes. Happily he too had been looking about him, and, after a moment's **hesitation**, said, 'Monsieur, I think I have found a means of **conveyance**.'

'What?'

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

Kiouni—this was the name of the animal—could doubtless travel **rapidly** for a long time, and, in the absence of any other means of transport, Mr. Fogg resolved to hire him.

When therefore Mr. Fogg proposed this to the elephant's owner, he refused **point-blank**. Mr. Fogg **persisted**, offering the excessive sum of ten pounds an hour for the loan of the animal to Allahabad. **Refused**. Twenty pounds? Refused also. Forty pounds? Still refused.

Phileas Fogg, without getting in the least **flurried**, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The owner, perhaps thinking he was going to make a great bargain, still refused.

Mr. Fogg offered first twelve hundred, then fifteen hundred, eighteen hundred, two thousand pounds. Passepartout was fairly white with suspense. At two thousand pounds the man **yielded**.

'Good heavens, what a price for an elephant!' cried Passepartout.

A young man, with an intelligent face, offered his services as a guide, which Mr. Fogg accepted, promising so generous a reward as to greatly increased his zeal. The elephant was led out and equipped.



The man, who was a skilled elephant driver, covered the elephant's back with a sort of saddle-cloth, and attached to each of its sides some uncomfortable **howdahs**. Phileas Fogg paid the elephant owner with some banknotes which he extracted from the famous **carpet-bag**, an action that made poor Passepartout lose his breath.

While Sir Francis and Mr. Fogg took the howdahs on either side, Passepartout got onto the saddle-cloth between them. The driver **perched** himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the short cuts.

Jules Verne

Discuss and answer.

- 1. Which mode of transport did Fogg choose?
- 2. Did he hire Kiouni? Why?
- 3. Why was the elephant owner happy with the deal?

GLOSSARY



hesitation	-	unwillingness	
conveyance		transportation	自然發展
rapidly	-	quickly	C1F4J8
persisted	-	continued	
refused	-	not willing	
point-blank	-	bluntly	
flurried	-	worried	
yielded	-	accepted	
howdahs	-	a seat for riding on the back of an	elephant
carpet-bag	-	a travelling bag made of the thick was used for carpet	woven fabric
perched	-	positioned	





A. Fill in the table.

Problems Faced By Mr. Fogg And His Team	Solution
The train stopped in the middle of the forest.	
They couldn't hire the elephant.	
They were in need of an elephant driver.	

B. Answer the questions briefly.

- 1. Who inhabited the jungles that the train passed through?
- 2. What was the reaction of the inhabitants?
- 3. What did Mr. Fogg mean by, 'it was foreseen'?
- 4. Describe the elephant driver in your own words.

C. Think and Answer.

1. What qualities of Mr. Phileas Fogg are highlighted in this extract? Support your answer with suitable examples.



D. Fill in the blanks with correct travel words.

	schedule	reach	book	ook railway pack		board		
	To make travel convenient, we must tickets well in advance. Then we have							
to our things and our trip. We have to reach the								
9	station in time	and	_the train in o	rder to	our des	tination.		

E. Match the phrasal verbs with their meanings.

Section - A	Section - B		
Phrasal verbs	Meanings		
1. set out	- to go somewhere for a short break or holiday		
2. pick up	- to begin a journey		
3. get away	- to enter a bus, a train or a plane		
4. see off	- to leave a bus, a train or a plane		
5. get into	- to go to the station to say good bye to someone		
6. get off	- to get someone from a place		

F. DICTIONARY TASK

Refer to a dictionary. Find the meaning of the following words and write them down.

1. journey	
2. picnic	
	-
4. tour	
5. vacation	
6 excursion	_

(Language Check Point)



Don't say	Say	Note			
Did you come in	Did you come by	Always use the preposition 'by' to indicate			
train?	train?	travel by a vehicle.			
I came to office by	I came to office on	We can say 'by $\mbox{\rm car}'$ 'by $\mbox{\rm bus}'$.But we cannot			
walk.	foot.	say 'by walk' as walk is not a means of			
		transport used to travel. We walk on our			
		feet.			
The ship has a team	The ship has a	The group of people who work in a ship is			
of twenty five sailors.	crew of twenty five	called 'crew'.			
	sailors.				

LISTENING	((((7)))

EXECUTE
190
回数数级
C3S2Z2

G. Listen to the teacher reading the Weather forecast and complete the report.

Name of the Cyclone is	It may affect the places	and	
Heavy rains are expected on	and	.It is	away from
Nagapatinam.			



SPEAKING



H. Your family has decided to go on a tour during the vacation. You are calling a travel agency and seeking information regarding package, places of visit, cost etc. Work in pairs and role play as a receptionist and a customer.

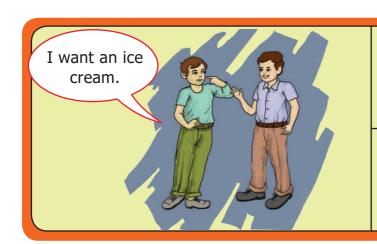


Reported Speech

The actual words spoken by a person is Direct speech. They are enclosed within quotation marks.

When we report this later, making changes to the words the speaker originally said, it is Reported Speech. (Indirect Speech)

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DIRECT SPEECH: Ram said to Rakesh, "I want an ice cream."

INDIRECT SPEECH: Ram told Rakesh that he wanted an ice cream.

DIRECT SPEECH: My uncle said to me, "I am coming to Chennai tomorrow."

INDIRECT SPEECH: My uncle told me that he was coming to Chennai the next day.

I am coming to Chennai tomorrow.



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DIRECT SPEECH: Monica said, "I want to become a doctor."

INDIRECT SPEECH: Monica said that she wanted to become a doctor.

DIRECT SPEECH: The librarian said, "The comic books are kept on the second shelf."

INDIRECT SPEECH: The librarian said that the comic books were kept on the second shelf.



DIRECT SPEECH: Sidharthan said, "The monument is beautiful."

INDIRECT SPEECH: Sidharthan said that the monument was beautiful.







I. Rewrite the story in the past tense.





The boy chases a cat. The cat climbs up the tree and purrs from the branch of the tree. The cat jumps to another tree. The boy who is chasing the cat notices a snake under the tree. He leaves his attempt to catch the cat and he runs home screaming for help.

J. Look at the picture and complete the following.











σ
 IJ

	Nila told Miruthula		·	Miruthula	said	that	the
idly	•	Nila		was	delici	ous	too.
She a	lso said that they had added Kashmiri	chilli. Mir	ruthula said				
very	much.						



An itinerary

An itinerary is a detailed plan of a journey. It includes dates, time, stops, activity and mode of transport.

K. Your friend is coming to your city / town to spend a week with you. He / she wants to visit some tourist places, and enjoy the special food items of the place. Prepare a two day itinerary for the visit.

Day	Timing	Stopover	Activity	Mode of Transport
Day 1 Sunday	8.00 am	Market	Go shopping for	Auto
			clothes/curios	
Day 2 Monday				

CREATIVE WRITING

L. You are waiting to board a train in a railway station. The train is delayed by an hour. Write a paragraph about the crowded scene in the railway station based on your observation.

vendors	tea vendors	shops	families	piles of luggage
porters	trolley	scroll board	announcement	ticket counter queue







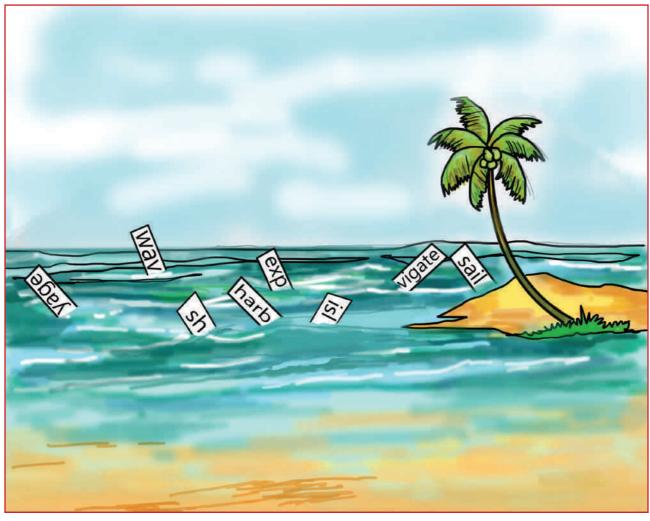
Sea Fever

Poem

Warm Up

Rescue the sinking words!





1		
J	L .	

(



I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.
I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;

And all I ask is a windy day with the white clouds flying,

And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,

To the gull's way and the whale's way where the wind's like a whetted knife;

And all I ask is a merry yarn from a laughing fellow-rover,

And quiet sleep and a sweet dream when the long trick's over.

John Masefield

John Masefield (1878–1967) was an English Poet and writer. He was appointed poet laureate of the United Kingdom in 1930.



GLOSSARY

Star to steer	-	the north star is the pole star which tells the sailor where North is and thus they can steer the ship correctly	
flung	-	threw	
spume	-	sea foam	
vagrant	-	wandering	
whetted	-	sharpened	
yarn	-	A long or rambling story especially one that is impossible	
flurried	-	worried	
rover	-	wanderer	
trick	-	a period of stay on the ship after the voyage	



A. Read the poem aloud in pairs.

B. Choose the best answer.

- 1. The title of the poem 'Sea Fever' means _____
 - a) flu fever
 - b) the poet's deep wish to be at sea
 - c) the poet's fear of the sea
- 2. The poet asks for ______.
 - a) a fishing net
 - b) a big boat
 - c) a tall ship
- 3. The poet wants to lead a life at sea like ______.
 - a) the gulls and whales
 - b) the penguins and sharks
 - c) the pelicans and dolphins

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C. Read the lines and answer the questions.

- 1. I must go down to the sea again, to the lonely sea and the sky Where does the poet want to go?
- 2. And the wheel's kick and the winds song and the white sail's shaking What according to the poet are the pleasures of sailing?
- 3. And all I ask is a windy day with the white clouds flying Why does the poet ask for a windy day?
- 4. And all I ask is a merry yarn from a laughing fellow rover.

 What kind of human company does the poet want?
- 5. And quiet sleep and a sweet dream when the long trick's over What does the poet want to do after his voyage is over?

D. Poem Appreciation.

- 3. Write the poetic device which is used in the line below.

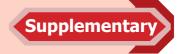
 And a grey mist on the sea's face.
- 4. What poetic device is used for the comparison in the below line? where the wind's like a whetted knife.
- E. The poem has many visual and sound images. Complete the table with examples from the poem. The first one has been done for you.

Visual images	Sound images	
Wheel's kick	Wind's song	

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Sindbad – My First Voyage



Sindbad the Sailor is a fictional mariner and the hero of a story-cycle of Middle Eastern origin. He is described as a man from Baghdad during the early Abbasid Caliphate (8th and 9th centuries CE). In the course of seven voyages throughout the seas east of Africa and south of Asia, he has fantastic adventures in magical realms, encountering monsters and witnessing supernatural **phenomena**.



In this extract, the rich Sindbad describes his first voyage to the poor Sindbad (porter).

My father was a rich merchant. When he died, I was still young. He left behind a big wealth. However, I was an inexperienced thoughtless youth and spent all his wealth foolishly.

I returned to my senses only after the loss of all the wealth. I decided to sail for the Persian Gulf with some goods. Our group sailed from one country to another, selling the goods. One day, when we were on board, we saw a beautiful small green island. Just to have some fun, we all got down on that green patch. We were hungry and so we decided to cook some food



there. As soon as we lit the fire for cooking, we got a jerk. The island was **trembling**. It was no island. It was the back of a huge animal, which got disturbed when the fire was lit on his back. We were **terrified** when we realized this. Everyone jumped into the sea to save his life. Most of them boarded the ship. But a few were not so fortunate. Before they could climb up, the captain started the ship hurriedly leaving behind a few sailors who were still struggling in the sea for their life. I was one among those strugglers. Fortunately, I caught hold of a big piece of wood floating nearby and held on to it.





I was being **tossed** by the powerful sea waves but I held on to the wood and kept floating for a long time. At last, I was thrown on an island. I was very tired and extremely hungry. But on the island, there was nothing to eat except a few herbs. Due to the continuous struggle in the seawater, my limbs became stiff and refused to move. I somehow managed to crawl to get a few herbs. I ate them and **quenched** my thirst from a spring on the island.

As I walked further in this strange land, I met a man. The man asked me where I had come from and who I was. I **poured out** my misfortune to him. The man felt pity when he heard my sad story. He took me inside a cave. There were a number of men present.

They were all slaves of the king of the island. Those men were kind. They served me good food and drink and treated me well.

Later on, they produced me in front of the king, Mihrjan, who was the ruler of the island. I narrated my tale of suffering and hardship to the king. The king was a noble and kind person. He sympathized with me and appointed me as an officer on the spot.

Soon, I became friendly with the people on the island. There were a number of other small islands nearby. These islands were under King Mihrjan, too. During my stay, I **witnessed** a number of remarkable sights. The seawater around the islands contained huge and terrible fishes. A few were hundred times bigger than the largest ship. Once I saw a fish that had a head like a bull. I witnessed many unimaginable wonders.

Ships from different parts of the world visited this small island kingdom's port regularly. Every day I would ask the visiting sailors about my city Baghdad, but no one knew about my city. I longed to go back home.

One day, when I was standing on the port, I saw a ship approaching the port. It was the same ship, which had sailed further after leaving me behind, struggling in the



sea. When the captain of the ship saw me, he was greatly surprised to find me alive. He and the other crew members hugged me with happiness. The captain handed over my goods to me, which had been left on the ship.

Among my goods, I chose a few valuable items and presented those to the kind king. In return, the king also gave me expensive presents. The ship stayed on the island for a few days. Meanwhile, I did good business and earned a lot of money.

When it was time to leave, I went to meet the king. I thanked the king for his kindnesses and all the favours he had done to me. The king again gave me many valuable farewell gifts. Finally I returned to my city Baghdad as a rich man.

Sindbad completed the tale of his first voyage. The poor porter Sindbad was listening to the amazing tale of Sindbad with all wonder. Sindbad the sailor then bade good bye to the poor porter and asked him to come the next day to hear the tale of his new voyage. But before leaving, he presented Sindbad a purse full of gold coins. The unexpected riches overjoyed Sindbad the porter. He thanked his rich host and went home.

GLOSSARY



phenomena	-	events
trembling	-	shaking
terrified	-	frightened
tossed	-	thrown about
quenched	-	satisfied by drinking
poured out	-	expressed freely
hardship	-	severe suffering
witnessed	-	observed



A. Match the following.

Column A	Column B
green island	in the cave
Mihrjan	huge fish
Sindbad the Sailor	the king
Sindbad the Porter	voyager
slaves	poor listener

•

B. Choose the correct options from the ones.

 Sindbad decided to sail to the some goods. 	(Persian Gulf /Mexican Gulf) with
He was being tossed by power (island/peninsula)	rful waves and was thrown on an /a
3. The men in the cave were all_	(ministers/slaves) of the king
4. The king was a	(noble and kind/mean and cruel) person.
5. The king gave many valuable	(gifts/rewards) to Sindbad.

C. Read the passage and answer the questions given below.

One day, when I was standing on the port, I saw a ship approaching the port. It was the same ship, which had sailed further after leaving me behind, struggling in the sea. When the captain of the ship saw me, he was greatly surprised to find me alive. He and the other crew members hugged me with happiness. The captain handed over my goods to me, which had been left on the ship.

- 1. Where was he standing?
- 2. What did he see?
- 3. Whom did he meet on the ship and why was the person surprised?
- 4. What did he get back from the captain?

D. Rearrange the following sentences in the correct order.

- 1. I longed to go back home.
- 2. I narrated my tale of sufferings and hardships to the king.
- 3. Our group sailed from one country to another, selling goods.
- 4. I saw the same ship approaching the port.
- 5. My father was a rich merchant.
- 6. I was being tossed by the frequent powerful waves.
- 7. Sindbad completed the tale of his voyage.
- 8. He presented the purse full of gold coins.



E. Work in pairs and write the answers.

- 1. Describe the island that the ship's crew found.
- 2. Did Sindbad the porter enjoy his meeting with Sindbad the sailor? Why?



F. Brochure Making

Your school is organising an educational trip. Work in a team and prepare a brochure for the trip. Include places to see, essential things to be brought, and the activities one can do on the trip.



- Write in short paragraphs with headings.
- Use bullet points.
- Use different font size or colour to highlight.
- Use catchy slogans.
- Use pictures, drawings and graphs.

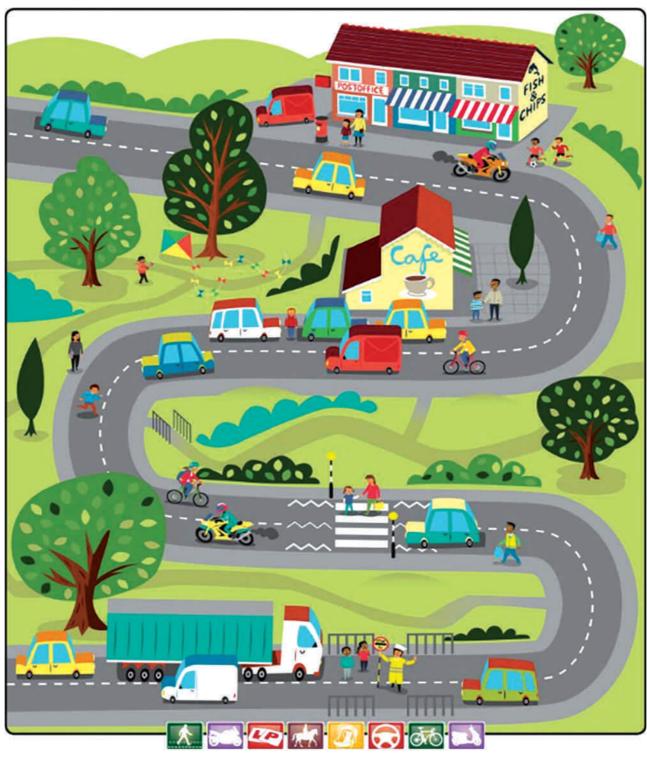


G. Road Safety

Road safety rules make our driving a better experience. As a responsible citizen we ought to obey traffic rules and pay attention to the road signs.



Look at the picture. Circle the dangerous actions of pedestrians on or near the road. Discuss in groups and write down the Pedestrians Road Safety Rules.



1.			

3.			

^{4.}____

^{5.}_____





H. A set of words are given below. Categorize it under the appropriate columns.

crew	compartment	engine driver	helmsman	porter
TTE	anchor	captain	platform	visa
pilot	passport	deck	air hostess	cockpit

Airport	Railway station	Harbour

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ICT CORNER

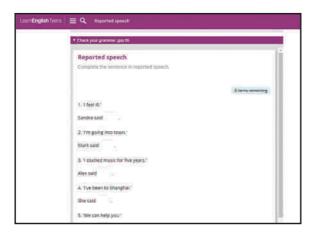
Grammar – Reported Speech - I

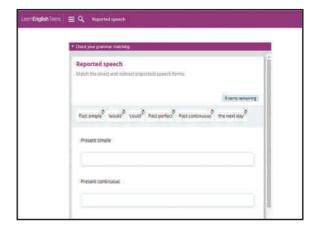
- To learn about the Reported speech and its need in English.
- To know about rules in changing into reported speech.



Steps

- 1. Type the URL link given below in the browser or scan the QR code.
- 2. You can see a short video with many examples of reported speech.
- 3. After watching the video, read the conversation given below which explains the rules in changing a speech into reported speech.
- 4. Click the check your grammar link and practice with the exercises.
- 5. Complete all the exercises to check your knowledge as well as to strengthen your learning in Reported speech.





Website URL

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

http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech

** Images are indicative only.







A Story of Self Sacrifice and Bravery











Look at the pictures.









Discuss and Answer	Think and Answer
1. What makes a person a hero?	1. Can you think of a situation in which taking a small action would make a big difference?
2. Does every hero have to fight or risk their life?	2. What about everyday heroes who do small but important acts?
3. How do heroes make a difference?	3. Are these people really heroes?



READING



Listen to your teacher read this section. Discuss with your partner and answer the questions.

Pan Am Flight 73

It was the morning of September 5, 1986. The aircraft, Pan Am Flight 73 with 360 passengers on board, had just arrived from Mumbai and was ready to depart from Jinnah International Airport in Karachi for its destination — the United States. Unfortunately, the flight was **hijacked** by four heavily armed terrorists while it was parked at Karachi airport.

The passengers on the plane hailed from different countries — there were

Indians, Germans, Americans, and Pakistanis, among others. The terrorists were more intent on targeting the Americans. When Neerja was told to collect the passports of the passengers, Neerja managed to hide their passports and discard them down the rubbish chute. With her help at least 39 American passengers were saved out of 41. The hijackers wanted to fly to Israel and crash the plane against a building. On being confronted with this unexpected calamity, Neerja immediately sprang into action. She attempted first and foremost, to alert the pilots in the cockpit of the hijacked plane so that they could save themselves. When the terrorists saw that, they **assaulted** her. She then passed on the warning in a code, which alerted the pilots. As per the mandate, they made an escape through the alternate exit so that the terrorists were at a loss of pilots who could be forced to fly the plane to the terrorists' desired location.

"I will die, but not run away"— this is what a young Neerja told her mother when they had discussed the sensitive situation of a hypothetical hijack. Her brother Aneesh Bhanot recalls how one day her mother had picked this topic and told Neerja that she must save herself in case a hijack ever took place on a Pan Am flight — the airlines that Neerja was working for. To this, Neerja had asked her mother to never think this way again, for she was determined to not be a coward in such a situation; and she lived up to her word.

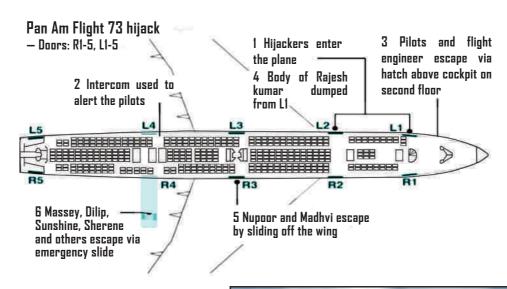
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The nightmare on the aircraft continued for long. The **frustration** and helplessness of the terrorists grew every hour and their patience was running out. Seventeen hours into the hijack, the plane ran out of power. The terrorists lost their cool and opened fire on the passengers. Armed with grenades, plastic explosive belts, and pistols, the terrorists





raised hell on board. Taking advantage of the chaos and the terrorists' senselessness, Neerja leapt into action at this point of time. She shed all her hesitation and fears and worked her way around **evacuating** as many passengers as she could. She could have run away for she knew the escape routes well, but she didn't. She waited selflessly in the face of death to help the ones around her.



As she was about to exit herself, she noticed three children who were left in the flight. They needed her help in escaping. As the brave-heart rescued the kids, she was hit by the bullets fired by one of the terrorists. The wounds **inflicted** were fatal, and Neerja



eventually succumbed to them. By a cruel twist of fate, this heroic young girl passed away.

Discuss and Answer.

- 1. How did Neerja save the Americans?
- 2. Why did Neerja alert the pilots?
- 3. What happened when the terrorists lost their patience?

GLOSSARY

hijacked	-	illegally seized control of an aircraft, ship, etc	
calamity	-	a sudden event causing great damage or distress	K5N8C1
assaulted	-	attacked violently	
frustration	-	the feeling of annoyance when one's actions are prevent progressing or succeeding	ented from
inflicted	-	caused something unpleasant to be suffered by	



Read this section with your partner and then discuss and answer the questions.

Neerja Bhanot - Life

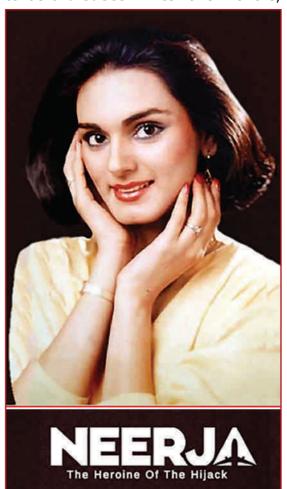
Neerja Bhanot was born on 7 September 1963, in Chandigarh, Punjab, India, to Rama Bhanot and Harish Bhanot, a Mumbai-based journalist. She was the couple's third child, a much longed-for daughter after two sons, Akhil and Aneesh.

Neerja attended Chandigarh's Sacred Heart School till she was in the 6th standard, after which her family moved to Mumbai. There she attended Bombay Scottish School and went on to graduate from St. Xavier's College.

Even though Neerja's career had taken off, her family decided to get her married to a man in Sharjah, UAE. By March 1985, Neerja was married. This is where her life took a turn for the worse. The marriage proved to be a **disaster**. After two months,

she left her husband at the age of 22, due to **pressurizing** dowry demands. But this woman refused to surrender to the society because she was born with the spirit to fight. Despite a sour marriage, she started her career in modelling and made appearances in various advertisements like Binaca toothpaste etc.

She then applied for a flight attendant's job with Pan Am, the principal and largest international air carrier in the United States at that time. Only 80 of the 10,000 applicants were picked, and Neerja was one of them. She was sent to Miami get trained for 6—8 weeks, and within a year, based on **performance** and peer review, she was sent to London to get trained to be s purser – the senior most cabin manager. Pursers worked as managers on flights, handling passenger complaints, making required announcements and handling security. She was soon made a senior flight purser with the airways — a big career **achievement** for a young woman of 22.





Discuss and Answer

- 1. Name the schools and colleges Neerja studied in.
- 2. Why was Neerja sent to London?
- 3. What is the duty of a purser?



disaster	-	a sudden misfortune, catastrophe	M3C9W3
pressurizing	-	persuading or forcing someone into doing so	mething
performance	-	doing something to a specified standard	
achievement	-	attainment, success	

Section III

Read this section on your own and discuss in groups and answer the questions.

Awards, Achievements and Legacy

"Her loyalties to the passengers of the aircraft in distress will forever be a lasting tribute to the finest qualities of the human spirit."— Ashok Chakra citation

Neerja's act of bravery was acknowledged and rewarded by the Indian, Pakistan and American governments. She was awarded the Ashok Chakra, India's highest honour for bravery in peacetime and she became the youngest **civilian** to receive it. A postage stamp was also issued in her honour in 2004.





In 2005, her brother went to Washington DC to receive the 'Justice for Crimes Award' awarded **posthumously** to her as part of the 'Annual Crime Rights Week'. She also received the Tamgha-e-Insaniyat award.

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Her parents set up the Neerja Bhanot Pan Am Trust with insurance money and funds from Pan Am for using the brand Pan Am in the title. The trust presents two awards every year, one to honour a flight **crew** member, worldwide, who acts beyond the call of duty and another to an Indian woman who overcomes social **injustice** and helps other women in similar social distress. The award includes a sum of INR 1,50,000, a trophy and a citation.

One of the children who this brave flight purser saved during a hijacking incident in 1986 is now a captain of a major airline.

Some people shine even after death and she was among them. Even the streets of Mumbai couldn't forget her. A square in Mumbai's Ghatkopar (East) suburb was named after her by the Mumbai Municipal Corporation.

Discuss and Answer.

- 1. Why was Neerja awarded the Ashok Chakra?
- 2. How was Neerja honoured by various governments?
- 3. What are the selection criteria for the Neerja Bhanot Pan Am Award?

GLOSSARY

civilian	-	a person not in the armed services or police force
posthumously	-	after the death of the person
crew	-	a group of people who work on a ship, aircraft or train
injustice	-	lack of justice, unfairness

The "black box" is made up of two separate pieces of equipment: the flight data recorder (FDR) and a cockpit voice recorder (CVR). They are compulsory on any commercial flight or corporate jet, and are usually kept in the tail of an aircraft, where they are more likely to survive a crash. FDRs record things like airspeed, altitude, vertical acceleration and fuel flow. Early versions used wire



string to encode the data; these days they use solid-state memory boards. Solid-state recorders in large aircraft can track more than 700 parameters.

What Others Say

"Neerja was a very sensitive, deeply affectionate and an extremely decent person who believed in sharing with her people all her joys but not the jolts. She had well defined principles and there was little room for compromise in that area."

Harish Bhanot, Neerja's Father

Eliza Lewis, another classmate spoke about how Neerja was always brave. "If she had not done anything wrong, she would never cower when the teachers got angry. She would speak her mind, tell them the truth," she said about Neeria

Dr Kishore Murthy, a passenger on the flight said, "She was at the entrance of the aircraft when the terrorists boarded. She could have escaped like the pilots did, but she didn't do it. That shows her guts and inner strength. She was truly a great leader."

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Vrinda Kirloskar, Neerja's classmate from Bombay Scottish, told The Indian Express, "She was a loyal friend. Even if we had a disagreement, she would always be the first one to reach out."

Rukshana Eisa, Neerja's roommate during the Pan Am training said, "This was not a job meant for dumb blondes. We worked hard."

Think and Answer

- 1. According to Neerja's father, Neerja had well defined principles and there was little room for compromise in that area. Do you have any principles where you don't want to compromise?
- 2. Virinda told the Indian Express that Neerja was a loyal friend. Are you always loyal to your friend?
- 3. Neerja would speak her mind, tell them the truth, according to one of her classmates Eliza. Do you always have the courage to stand for truth?





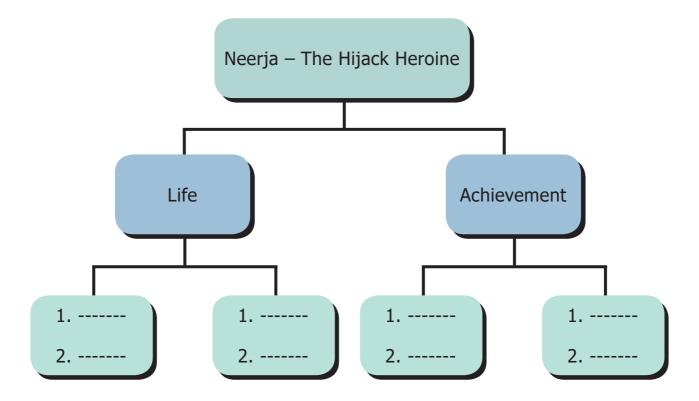
A. Fill in the blanks.

- 1. The terrorists asked Neerja to collect the passports of the passengers because ------
- 2. Neerja passed on the warning in a code to the pilots because she ------
- 3. Neerja leapt into action when she ------
- 4. Neerja had a sour marriage due to -----.
- 5. Neerja was sent to London based on -----.

B. Think and Write

- 1. "I will die; but not run away." Justify the saying of Neerja.
- 2. Why did the governments of India, America and Pakistan honour Neerja?
- 3. If you are a flight attendant how will you deal with the hijackers?

C. Read the "Story of Self Sacrifice and Bravery" once again and complete the flow chart.



D. Write a summary based on the flow chart.





Airline Vocabulary

E. Fill in the blanks with appropriate airline vocabulary given in the box.

cockpit	touch down	call light	gate	turbulence
bumpy	take off	landing	boarding pass	run way

1. You must present the	at the gate.
2. It might be a	ride because we are flying through a storm.
3. If you need anything jus	st press the
4. The captain and the co-	pilot sit in the
5 3B is dow	n this hall and to your right.
6. We will be	in Chennai in approximately ten minutes.
7. The plane almost missed	I the because it was such a bad storm.
8. We are next in line to	on this run way.
9. That was a very smooth	·
10. This sho	uld only last a few minutes.

Phrasal Verb

F. Match the phrasal verbs in column A with their meaning in Column B.

A	В
fight or flight	escaping as rapidly as possible
put to flight	among the best of a particular group
take flight	to defend oneself or to run away
flight of fancy	to cause someone to flee
have a nice flight	to flee or run away
in full flight	an imaginative but unrealistic idea
top-flight	enjoy your flight

G. Find out the anagrams. Use each pair of phrases as clues.

An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. **Eg.** Seat – east, alert – alter

- 1. The past tense of leap Something to serve food on
- 2. A place to grow flowers

 Something to be careful of
- Another word for under A part of your arm
- 4. Try to hear
 Another word for quiet
- 5. Another word for giftA large snake or a dragon
- 6. Minutes and hours A thing on a list
- 7. An organ that pumps blood The planet we live on
- 8. Something used to water plants A thing you put on your foot

LISTENING



H. Listen to the announcements and answer the questions.

Announcement 1

- 1. What is the number of the flight?
- 2. What are the things to be kept ready?
- 3. When will the regular boarding begin?

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Announcement 2

- 1. For whom is the final boarding call?
- 2. Where should the passengers proceed?
- 3. Where is the flight to?

Announcement 3

- 1. When will the flight be in the air?
- 2. What are things that should be turned off?
- 3. What is prohibited during the flight?





I. Read the story board and take roles as pilot and flight attendants to enact the scene.

Inflight Passenger Announcements







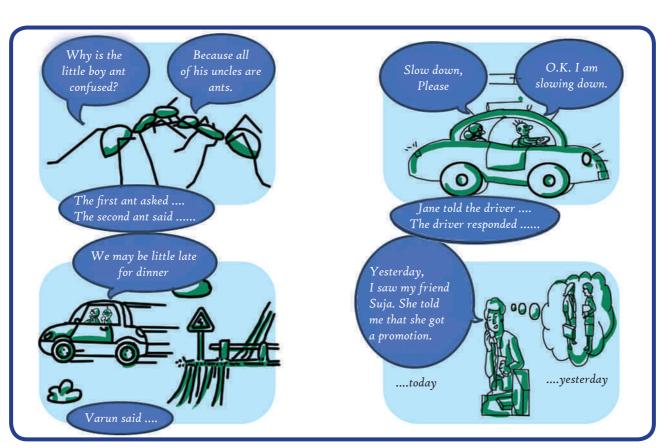






- J. Imagine that you are going to interview one of the survivors of the Pan Am Hijack. Discuss with your partner and write down the conversation. Then one of you play the role of the interviewer and other the survivor. You can use the sample questions given below.
 - 1. Do you have any information regarding the suspects of the hijack?
 - 2. Which countries did the hijackers belong?
 - 3. What are the details of the hijacked flight?
 - 4. How many passengers were aboard?
 - 5. What happened in the last few minutes of the hijack drama?
 - 6. Do you have information regarding the victims?
 - 7. Was there any recorded communication to/from the plane during the hijacking?
 - 8. How many terrorists were there?
 - 9. How did you feel when you were in the flight?
 - 10. Can you recall Neerja's role in safeguarding the passengers?
- K. Read the story board and take roles as pilot and flight attendants to enact the scene.







Direct Speech

The exact words someone said. We use quotation marks, She said, "I meet my friend."

Five Changes

Pronouns

Expression of time and place

Verb tenses

Word order for questions

Reporting verbs

Say or Tell

Say something

She said that she met her friend.

Tell-someone- something

She told us that she met her friend.

Reported Speech

Someone tells us what someone else said.

We don't use quotation marks.

She said that she met her friend.

Tense Changes

Simple Present : Simple Past

Present Continuous: Past Continuous

Present Perfect: Past Perfect

Present Perfect

Continuous : Past Perfect Continuous

Simple Past: Past Perfect

Past Continuous : Past Perfect Continuous

Past Perfect: No Change

Will, Shall, Can: Would, Should, Could

Have to / must : Had to

Would, Should: Would/Should have+ P.P.

Infinitive: To be + P.P

Imperative (do it): Infinitive (to do it)

USE GRAMMAR



S3Q9M

L. Discuss with your partner and punctuate the following.

- 1. the woman said to the student please help me cross the street
- 2. sarathy said oh how thrilling it was
- 3. the teacher said to the students where do you want to go
- 4. i am tired mohana said to her aunt
- 5. shankar said to his teacher madam i had prepared my project assignment but i forgot to bring it

M. Complete the sentences in reported speech.

Example: I admire you. She said that she admired me.

- 1. "It is too late." I said that it too late.
- 2. "I met you yesterday." Sam told me that he had met me.....

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3. "I cannot come." Mala said that

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4. "I will pay tomorrow." He said that he would pay
5. "The Himalayas are the highest mountain ranges." He knew that the Himalayas the highest mountain ranges.
6. "I may lend you some money." Balu promisedsome money.
7. "I have been watching a film." He said that a film.
8. "I have not done it today." I explained that I had not done it
9. "I was with him last week." Jimmy told that with him the previous week.
10. "I will finish this picture tomorrow." Jothi said that picture the next day.
N. Read the following dialogue and report it.
Betty : What are you doing here, Kitty? I haven't seen you since June.
Kitty : I've just come back from my holiday in Darjeeling.
Betty : Did you enjoy it?
Kitty : Yes, I enjoyed I love Darjeeling. The landscape is amazing.
Betty : Did you go to the Lloyd's Botanical Garden?
Kitty : Yes. It was my first trip. I can show you some pictures. Are you doing any thing tomorrow?
Betty : I must arrange a couple of things. But I am free tonight.
Kitty : You might come to my place. What time shall we meet?
Betty: I'll be there at eight. Is it all right?
Betty asked Kitty
back from her holiday in Darjeeling. Betty asked if
first trip and that she some pictures. And then she asked her if she Betty explained that
she a couple of things. But she added that she free that night. Kitty suggested that she place and asked
her at what time Betty said she there at

eight. And finally, she asked all right.



Tell	Say	Usage
My friend told me that he was making dosa.	•	When we use say, we use 'to' before the object – if there is an object.
If	Whether	Usage
I don't know if Nancy wants tea or coffee.	I don't know whether Nancy wants tea or coffee.	When you use whether — you are only offering two choices — the two things you say, tea or coffee. But when you use if there is another possibility. As well as the two choices, there is a third.
Command	Order	Usage
	•	An order is a direction to do something with an implied threat attached to it. A command is a direction to do something with no threats attached.

WRITING

O. Read the story of Neerja Bhanot. Make notes based on the table and complete it.

Name	
Father's Name & Occupation	
Mother's Name & Occupation	
Born on	
Nationality	
State	
City	
Education	School:
	College:



Career	
Personal Life	
Siblings	
Achievements	
Awards	
Legacy	
Died on	
Place of Death	

CREATIVE WRITING



P. "Heroes are ordinary people who do extraordinary things." Write an anecdote on the extraordinary deed of Jaiswal K.P. who helped in the recent Kerala Flood. Use the tips given in the box.

An anecdote is a brief, revealing account of an individual person or an incident. Consider these questions to write an anecdote.

♦ Who was involved in the story?	♦ What happened?
♦ When did it happen? Is this relevant?	♦ Where did it happen? How is it relevant?









Courage







Look at the Face in chart. Discuss in small groups and tell how to face those situations.









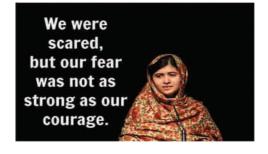


Courage isn't a brilliant dash,
A daring deed in a moment's flash;
It isn't an **instantaneous** thing
Born of despair with a sudden spring
It isn't a creature of **flickered** hope
Or the final tug at a slipping rope;
But it's something deep in the soul of man
That is working always to serve some plan.

Courage isn't the last resort
In the work of life or the game of sport;
It isn't a thing that a man can call
At some future time when he's apt to fall;
If he hasn't it now, he will have it not
When the strain is great and the pace is hot.
For who would **strive** for a distant goal
Must always have courage within his soul.

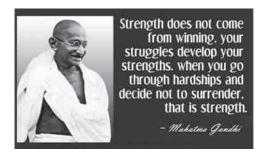
Courage isn't a dazzling light
That flashes and passes away from sight;
It's a slow, unwavering, **ingrained** trait
With the patience to work and the strength to wait.
It's part of a man when his skies are blue,
It's part of him when he has work to do.
The brave man never is freed of it.
He has it when there is no need of it.

Courage was never designed for show;
It isn't a thing that can come and go;
It's written in victory and defeat
And every trial a man may meet.
It's part of his hours, his days and his years,
Back of his smiles and behind his tears.
Courage is more than a daring deed:
It's the breath of life and a strong man's creed.









Edgar Albert Guest

Note on the Poet: Edgar Albert Guest (1881–1959) was a prolific England-born American poet who was popular in the first half of the 20th century and became known as the People's Poet. His poems often had an inspirational and optimistic view of everyday life.





instantaneous	-	happening or done immediately
flickered	-	shone unsteadily
strive	-	make great effort
ingrained	-	firmly established and hard to change





A. Answer the following questions.

- 1. Can courage be developed suddenly? Why?
- 2. When should we have courage?
- 3. Give an example for dazzling light.
- 4. Can a courageous man be defeated? Why?
- 5. What is the 'breath of life'?
- 6. What are the characteristics of a courageous man?

B. Read the following lines and answer the questions.

- It isn't an instantaneous thing
 Born of despair with a sudden spring
- a. What does 'it' refer to?
- b. What does 'born of despair mean'?
- 2. It's a slow, unwavering, ingrained trait
 With the patience to work and the strength to wait.
- a. What is an 'ingrained trait'?
- b. Why does a courageous man need patience?
- 3. It's part of his hours, his days and his years, Back of his smiles and behind his tears.
- a. What does 'tears' mean?

Literary Appreciation

Rhyme Scheme: A rhyme scheme is the pattern of rhymes at the end of each line of a poem or song. It is usually referred to by using letters to indicate which lines rhyme; lines designated with the same letter rhyme with each other.



- 1. Pick out the alliterated words.
- 2. Pick out the rhyming words.
- 3. Write the rhyme scheme of the poem.

C. Work in pairs and answer the following.



Bio - Poem

A Bio - Poem is an essay about oneself in the form of poetry.

Line 1 : Your name.

Line 2 : Four adjectives that describe you.

Line 3 : Son of / daughter of ... brother of / sister of...

Line 4 : Lover of three people, things or idea.

Line 5 : Who feels (three sensations or emotion)

Line 6 : Who needs (three things)

Line 7: Who gives (three things)

Line 8 : Who fears (three things)

Line 9 : Who would like to see (three persons or places)

Line 10: Who lives ...

Line 11: Your last name.

Anne

Friendly, kind, smart and obedient
Daughter of Sam and Diana, sister of Jack
Lover of pets, sports and reading
Who feels cheerful, comfortable and excited
Who needs education, peace and friends
Who gives smiles, support and courage
Who fears spiders, the dark and stray dogs
Who would like to see Mt. Everest
Lives in Cape

Sara

D. Work in small groups. Pick out the adjectives and nouns that suit you using a dictionary. Read the steps given. Arrange adjectives and nouns like the given sample to construct your Bio-Poem. Present in the class.

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E. Collect all the poems. Compile an Anthology of BioPoems of Class VII.





Man Overboard

Supplementary

I stood on the deck of S.S. Rajula. As she slowly moved out of Madras harbour, I waved to my grandparents till I could see them no more. I was thrilled to be on board a ship. It was a new experience for me.



"Are you travelling alone?" asked the person standing next to me.

"Yes, Uncle, I'm going back to my parents in Singapore," I replied.

"What's your name?" he asked.

"Vasantha," I replied.

I spent the day exploring the ship. It looked just like a big house. There were furnished rooms, a swimming pool, a room for indoor games, and a library. Yet, there was plenty of room to move around.

The next morning the passengers were seated in the dining hall, having breakfast. The loudspeaker spluttered noisily and then the captain's voice came loud and clear. "Friends we have just received a message that a storm is brewing in the Indian Ocean. I request all of you to keep calm. Do not panic. Those who are inclined to seasickness may please stay in their cabins. Thank you."







There was panic everywhere. An old lady prayed aloud, "Oh God! Have mercy on us. My only son is waiting for me in Singapore."

A gentleman consoled her, "Don't worry, Madam, it's only a warning. We may not be affected at all."

Another lady, who was sitting beside me, looked very ill. "Not rough weather! I'm already seasick. A rough sea will be the end of me!"

I could not understand why all the elders were so upset. I remembered the several sea adventures I had read about. Excitedly, I turned to the elderly gentleman sitting next to me. "Uncle, won't it be thrilling to face a storm on board a steamer? Have you ever been on a ship during a storm?"

"It can be quite unpleasant, you know," he replied rather severely. "I remember a time when the ship on which I was travelling ran off course. We were wandering on the ocean for a couple of days."

I remembered my class teacher, an English woman, telling us in class one day, "When I crossed the English Channel on my way to Singapore, there was a big storm near Gibraltar. The ship rocked to and fro. Everything in the cabins rolled up and down. Even the heavy pianos in the lounge went crashing against the walls.

This made my imagination run wild. Turning to Uncle again, I said, "Wouldn't it be fun if the storm broke when we have lunch? Then the tables, with all the food on them, would run away from us. And the chairs, with us sitting on them, would be a merry-goround."

Everyone round the table stared at me in horror. I thought to myself, 'Oh, these adults, they've no sense of adventure. How dull they are!'

The storm didn't break, but in the evening a strong wind started blowing. The ship rocked to and fro, rocking and rolling to the music of the wind. Huge waves were dashing against it. Even though the deck was slippery, I was running around. That's when I noticed Uncle leaning over the railings. I ran up to him, thinking he too, was enjoying the experience. "Good morning, Uncle, isn't it lovely?" I asked him.

But he wasn't well at all. He was retching over the rails and looked rather blue about the mouth. I felt sorry for him. "Can I be of any help? Shall I call the doctor?' I asked him.

He couldn't reply, but only held up his hand. As another bout of retching shook him he leaned over the railings. At the same time a huge wave lashed the ship. It lurched violently and the man tumbled over the railings into the wild sea. For a second I stood



rooted to the spot. Then I ran like someone possessed, shouting, "Help! Help! Man overboard! Save him!" I must have made a lot of noise. I heard footsteps hurrying even that early in the morning.

Tears streaming down my face and shouting incoherently, I ran full pelt into an officer.



"What's the matter? Why are you making so much noise?" he asked in a stern voice. I was surprised to see it was the captain.

"Oh Sir!" I blurted out in relief. "A man fell into the sea. Please save him."

"Where?" he asked, immediately on the alert. "There," I said pointing a finger.

He did not wait for more details but ran at once to a room full of officers. "Man overboard," he cried. "Stop ship. Drop anchor. Quick!" His instructions were immediately obeyed. The captain then raced to the upper deck. I kept trailing behind him. "Lower the life-boats and crew into the sea towards the helm," he said. "There is a man overboard." Here again the men quickly obeyed him.

People started crowding the deck. "What's happening?" somebody asked me.

Word soon went round. Everyone was tense. Only an occasional, "There he is!" could be heard.

Someone asked, "Who is he?"

Another replied, "Don't know."



Meanwhile two life-boats moved towards the man. I stood close to the captain. In his anxiety, he gripped my shoulder tightly and I winced.

"You're hurting me Sir," I protested.

"I am sorry, my dear. The sea is very rough today. I hope my men can reach him in time. My ship has never lost a passenger before," he said crossing himself. He was watching the rescue operations through a pair of binoculars that hung round his neck.

The boat was too far for me to see what was happening. I tugged at the Captain's sleeve. "What are they doing, Sir? Have they rescued the man?" I asked him.

"They've caught him by the arms and are pulling him towards the boat." He was giving me a running commentary. "Oh what bad luck! A sudden current has swept the man away dragging two of the sailors with him." He sounded nervous. Just then he noticed the passengers crowding against the railings. "Keep away from those railings!" he shouted. "We don't want another accident." The ship had dropped anchor but was heaving up and down.



I borrowed the captain's binoculars. Now I could see the rescue operation clearly. The crew in the rescue boats threw a strong rope to the two sailors in the sea and shouted, "Catch". Both of them were good swimmers and soon had caught hold of the rope. Then, with powerful strokes, they swam towards Uncle. One of them caught hold of him, while the other tied the rope round his waist. With Uncle between them and the rope secure, the sailors swam back to the life-boats. The rescue team in the boats leaned over and heaved the three men into it. In a jiffy the boats were heading back to the ship.



"Thank God!" muttered the captain making the sign of the cross again, "They've managed to save him." He turned to the passengers thronging the railings. "Please do not crowd round the man when he is brought up. He will need immediate medical care." Then he saw the ship's doctor standing with a couple of nurses. A stretcher was also being brought close to the railings.

"Doctor! Is everything ready for the patient?" the captain asked.

"Aye, aye, Captain," nodded the doctor.

The captain moved away to restore order on the ship. I edged close to the doctor and asked, "What will you do to him, doctor? Will he be all right?"

"Aye, I think so. All the water will have to be pumped out of him. He'll have to be given artificial respiration and kept warm."

"How do you pump the water out?" I asked. "We put him on his stomach and massage him until he brings it all up," he replied.

As soon as the rescue team reached the ship, Uncle was placed on the stretcher and rushed to the hospital room. The captain then came to me and said, "Run along now and play with your friends. I'm busy, but will send for you when I'm through. I might even have a surprise for you."

When he turned away, I quietly sneaked into the hospital room to see what they were doing to the patient. Two nurses were scurrying to and fro with trays full of medicines and syringes. Another was rushing off with Uncle's wet clothes. I stopped her and asked if Uncle was conscious. "Not yet," she replied, "but he's better now. He should regain consciousness in a little while."

The ship was still rolling, so I couldn't play any games. I went and sat in a cosy chair in the lounge and started reading a story book. I was feeling drowsy and must have dozed off. The next thing I knew was somebody saying, "Wake up, child. You're Vasantha, aren't you? The Captain wants to see you in his cabin."

I looked up to see a sailor standing before me. It took me a minute to recollect the rescue operation and the captain telling me, "I'll call you afterwards."

I followed the officer eagerly. He left me outside the captain's door, saying, "Go right inside."

I knocked and entered. The captain was standing in the middle of the room. When he saw me, he came forward and literally swept me off my feet. He was still smiling when he put me down.

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"You will have plenty to tell your friends, eh? Now close your eyes."



I did so. Seconds later, I heard him say, "See what I've got for you."

On opening my eyes, I saw a big brown box. On it was written:

"WITH THE BEST COMPLIMENTS OF CAPT. LINDSAY."

I took the box and eagerly opened it. "Oh, what a lovely ship!" I exclaimed. "Does this really belong to me? Can I keep it?"

Lying snugly on a velvet backing was a most beautiful model of the ship. On it was inscribed "B.I.S.N. & Co. S.S. RAJULA." I placed the box carefully on the table. Then I threw my hands round the captain and hugged and kissed him.

He patted my cheek and smiled as he saw me lift the box and walk happily out of his room. I proudly showed my present to everyone I met. "See what the Captain has given me. Isn't it lovely?"

"Yes, indeed," was the unanimous verdict.

I was the happiest person on board that day.

Vasantha Murthi



A. Complete the following statements.

- 1. Everyone in the ship started to pray because ------.
- 2. Vasantha's imagination run wild because ------.
- 3. Vasantha made a lot of noise because ------.
- 4. Vasantha could not see the rescue operation because ------
- 5. The captain presented a gift to Vasantha because ------

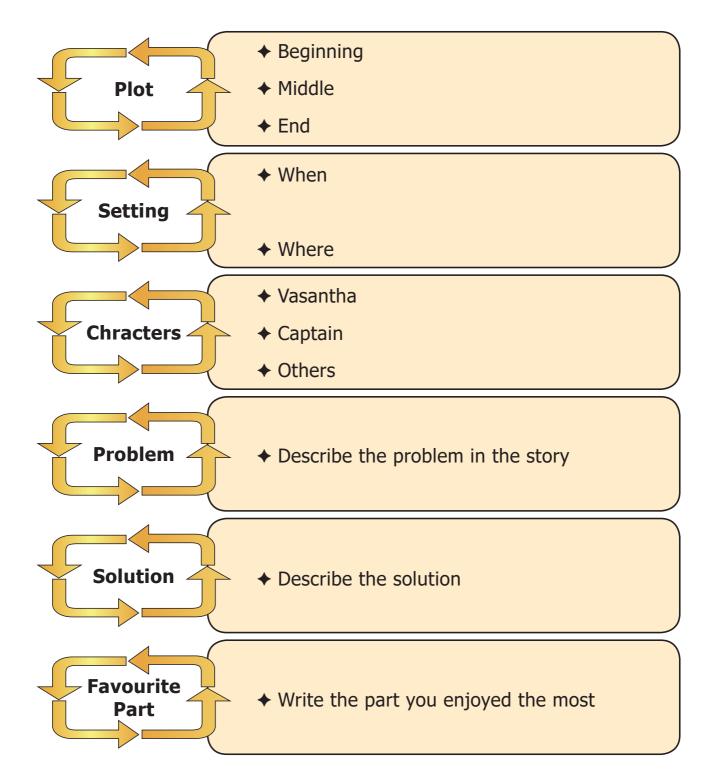
B. Identify the speaker / character.

- 1. Don't worry, Madam, it's only a warning.
- 2. A man fell into the sea. Please save him.
- 3. Stop ship. Drop anchor. Quick!
- 4. He'll have to be given artificial respiration and kept warm.
- 5. Wake up, child.



C. Book Talk!

Read the story once again and fill in the boxes.



(





D. Read the incidents. Work in small groups to role play the situations in which they showed their presence of mind. Each group should perform the skit for the rest of the class. Share similar situations in the class.

MUMBAI: A brave 10-year-old girl applied her school lessons and saved 16 lives even as the fire at Crystal Towers in the Parel area of Central Mumbai killed four and injured another 16 people on Wednesday.

Zen Sadavarte, who is a class 3 student, was sleeping when her mother spotted the smoke at around 8 am. Zen was trapped on the 12th floor of the 16 storied-building where the fire had started. However, without getting deterred Zen showed presence of mind and applied the safety tips taught to her in school to save the lives of her family members and neighbours.

Upon spotting fire, as everybody rushed out for safety, an asthmatic girl was feeling breathless. Upon hearing her mother cry, Zen quickly took pieces of cloth from her house, wet them and urged her family and neighbours to cover their noses with them and breathe through it.

Source: Indian Express, dt. August 23, 2018

PUDHUCHERY: When at first C. Vijaykumar saw his son, V.N.C. Revin, running towards the security guard at the Jipmer auditorium, he did not know what had happened.

The two were walking in the institute's campus last November when the incident occurred. On catching up, Mr. Vijaykumar understood that his son had spotted an electrical equipment sparking due to short circuit, and had gone up to the guard to inform him. Young Revin took his father's phone and immediately dialled 101 to alert the fire brigade.

With his presence of mind, the boy was able to avert a major fire accident, and for this, he was awarded a bravery award by Chief Minister N. Rangasamy at the Independence Day celebrations last week.

Source: The Hindu, dt. August 23, 2015





E. Look at the picture. Browse the internet with the help of your teacher to get information about the little brave hearts of India.

Search for similar brave hearts in your locality.

Download the nomination form for National Bravery Award. Read the instructions and fill the nomination for NBA.

Brave Hearts of India



STEP TO SUCCESS



- F. In each question below, there is a sentence in which some parts have been jumbled up. Rearrange these parts which are labelled P, Q, R and S to produce the correct sentence. Choose the proper sequence.
- 1. When he

P: did not know

Q: he was nervous and

R: heard the hue and cry at midnight

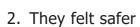
S: what to do

a. RQPS

b. QSPR

c. SQPR

d. PQRS



P: to watch the mountain

Q : of more than five miles

R: as they settled down

S: from a distance

a. RPSQ

b. RSQP

c. PQSR

d. PRSQ

3. If you need help

P: promptly and politely

Q : ask for attendants

R: to help our customers

S: who have instructions

a. SQPR

b. QPSR

c. QSRP

d. SQRP

4. He knew that

P: and then to save himself

Q: was to save all the lives

R: entrusted to his care

S: the duty of a captain

a. PQRS

b. SQRP

c. SPRQ

d. QSRP

5. With her body

P: dragging her unwilling feet

Q: weak and infirm

R: doubled with age

S : she persisted in her mission

a. PQRS

b. QPRS

c. RQPS

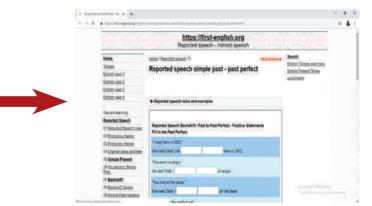
d. SRPQ



ICT CORNER

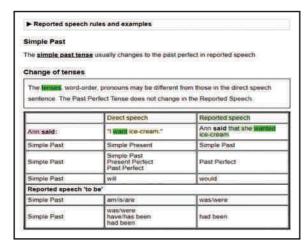
Grammar – Reported Speech - II

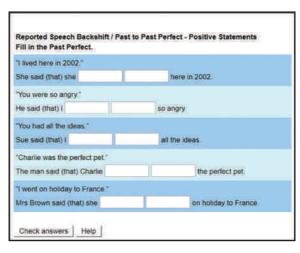
- To learn about the Reported speech in Past tense with examples.
- To check their knowledge in Simple past tense conversion into reported speech.



Steps

- 1. Type the URL link given below in the browser or scan the QR code.
- 2. Click Reported speech rules and examples and revise the rules of speech in converting a sentence in simple past tense.
- 3. You can see the interactive exercises in the conversion of simple past tense reported speech.
- 4. Complete all the questions to check your knowledge as well as to strengthen your learning in Reported speech.





Website URL

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

https://first-english.org/english_learning/reported_ speech/50_reported_speech_simple_past_past_perfect.htm

B346_7_ENGLISH_LANC

^{**} Images are indicatives only.





Jane Eyre







Every child has a right to education, a life free from poverty and protection from abuse.



Look at the picture



Discuss in pairs and answer

- 1. What are the basic human rights?
- 2. What is education?
- 3. Why do we need education?

Think and Answer

- 1. How would life be on this planet if some of the human rights are excluded?
- 2. Are there any rights you would still like to add to the human rights list?



[Jane Eyre is ten years old. Both her parents are dead. She lives with her aunt, Mrs. Reed, and three cousins, Eliza, John and Georgiana. Bessie is the servant maid.]

Bessie : Miss. Jane, keep out of mischiefs today. Mrs. Reed is in a frightful

mood at breakfast this morning.

Jane : Oh, she never takes notice of me anymore. I think she hides in the

sitting room if she hears me coming down the stairs.

Bessie : I am speaking of Miss. Georgiana and Eliza. No quarrelling with those

two or you will have the whole house in **uproar**.

Jane : Oh, it's not me who starts it. I'll hide myself in the library with Uncle

Reed's book.

[Jane sits on the floor and looks through a picture book. John, Georgiana and Eliza come.]

John : Here she is.

Jane : What do you want?

John: How dare to ask me, what do you want? Come here when I call you.

Eliza : What are you reading now?

Jane : Bewicks's History of British Birds.

John : Show me.

Eliza : It's one of father's books. You know, not one of these books

belongs to you.

John : Bring it to me here.

[Jane rises and cautiously goes to John.]

John: You have no business to take our books. You are a **dependant**. You

have no money. Your father left you none. You ought to beg not to live here with gentlemen's children like us. Go, stand by the door there, out

of the way of the mirror and the windows.

[Jane moves a few steps away, John throws the book at her. John runs towards Jane and grasps her hair and shoulder. He hits her with something. One or two drops of blood from her head trickle down her neck. Eliza **screams**. Bessie and Mrs. Reed come.]

Bessie : Dear! What fury to fly at Master. John like this!

Mrs. Reed : Frightful child! Take her away in the red room and lock her in there!

Bessie : But, Mrs. Reed...



: The red room! Do as I say.

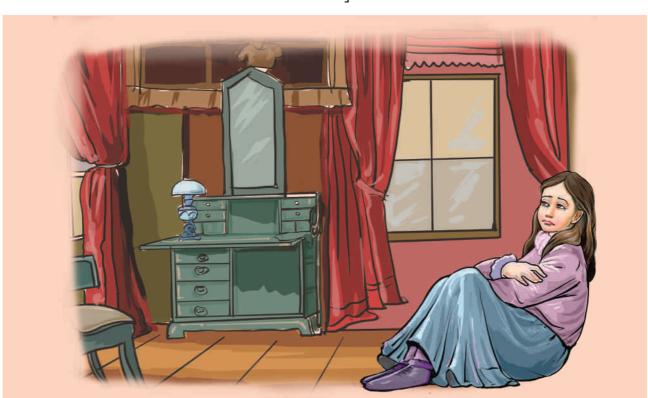
Bessie : Didn't I say.

Mrs. Reed

Jane : He threw the book at me.

Bessie : Come quickly. What shocking behaviour for a young girl!

[Bessie brings Jane to the red room and leaves her there. Jane **collapses** to the floor and cries. She hears some noise and screams.]



Jane : Bessie! Let me out. Please, let me out. Help me, Bessie. [Mrs. Reed and

Bessie appear out in the hall.]

Mrs. Reed : What is the horrible child up to now?

Bessie : Miss. Jane, are you alright?

Jane : Let me out. Please, Bessie.

Bessie : Are you hurt? What is the matter?

Jane : I heard something. Please unlock the door.

Mrs. Reed : Stop this screaming. I will not be taken in by your tricks, Jane. I shall

let you out in the morning.

[Jane is left in the room. When she wakes up, Bessie is sitting next to her. Jane is confused.]

Jane : Where...? Bessie...?



Bessie : It's Bessie, Jane. You have been asleep ever so long. It's nearly dinner

time.

Jane : Am I ill? I feel so ill.

Bessie : Doctor has been and gone. He says, it's fever.

Jane : Am I going to die?

Bessie : No, child. You will be alright within a week. You fell sick in the red room

with crying, I suppose.

Jane : It was not crying, Bessie. I heard some noise. I saw something.

Bessie : Don't upset yourself again. Now you need to rest.

Jane : It was Uncle Reed.

Bessie : Shhhhh... No more talking. Close your eyes. I will stay with you.

Jane : I shall never forget it. [Jane falls asleep]

Bessie : Poor child. I do believe it.

[After this incident, Mrs. Reed writes a letter to Mr. Brocklehurst who is running a school, Lowood. He visits Gateshead. Jane is sent to Lowood with him.]

At Lowood

[The driver wakes up Jane. She is let off at the gates of Lowood. She meets Miss. Miller and Miss. Temple.]

Miss. Miller : Jane Eyre?

Jane : Yes madam.

Miss. Miller: This way. [They cross the stage where Miss. Temple is waiting.]

[Jane enters a dark stone building. All are quiet. She neither sees or hears any other student.]

Miss. Temple: This child is very young to be sent alone. She had better be put to bed

soon. She looks tired. Are you tired?

Jane : A little madam.

Miss. Temple: And hungry too, no doubt. Let her have some supper before she goes

to bed, Miss. Miller.[To Jane] Is this the first time you have left your

parents to come to school, my little girl?

Jane : My parents are dead.

Miss. Temple: Oh, I see. Can you read and write?

Jane : Yes madam.



Jane : A little.

Miss. Temple: [Touches her cheeks gently] I hope you shall be a good girl, Jane Eyre.

 \bigcirc

Jane : Yes madam.

[Miss. Miller and Jane exit. The next day, Miss. Miller and Jane enter a wide long room. There are many girls of age ten to twenty. All are uniformly dressed. The room is noisy.]

Miss. Miller: Silence. [The girls quieten immediately.] Go to the wash. [When the

girls get there, they hesitate.] What is the matter? Time to wash.

Girl : Miss. Miller.

Miss. Miller : What is it?

Girl : The water is **frozen** again.

Miss. Miller: Very well, monitors. Remove the basins.

[Miss. Temple enters.]

Miss Miller: The new girl. Where shall I put her Miss. Temple?

Miss. Temple: Perhaps the fourth form.

Miss. Miller: But she is so little.

Miss. Temple: She can read and write. I think she will do well there.

Miss. Miller : Yes, Miss. Temple.

[Jane is put in form four. After lunch, Miss. Miller asks the girls to go to the garden. Miss. Miller and Miss. Temple exit and Helen enters, sits and reads a book.]

Jane : Is your book interesting?

Helen : I like it. [Hands it to her.] You may look at it.

Jane : [Jane looks at the book.] I think it is too difficult for me. [Returns it.]

Helen: You read one of your age.

Jane : My name is Jane Eyre. What is your name?

Helen: Helen Burns.

Jane : Can you tell me, what the writing on the stone over the door means?

What is Lowood Institution?

Helen: This house where you have come to live.

Jane : And why do they call it institution? Is it anyway different from

other schools?





Helen: It is partly a **charity** school. You and I, and all the rest of us are charity

children. I suppose you are an orphan. Aren't either your father or your

mother dead?

Jane : Both died before I can remember.

Helen: Well, all the girls here have lost either one or both parents. This is

called an institution for educating orphans.

Jane : Are you happy here?

Helen: You ask rather too many questions. I have given you answers enough

for the present. Now I want to read. [Jane leaves Helen.]

[Spring has started. Semi-starvation and neglected colds had **predisposed** most of the students to receive infection. Forty five out of the eighty girls lay ill at one time. Helen is also ill. Jane goes to meet Helen in Miss. Temple's room.]

Jane : Helen, are you awake?

Helen : [Face is pale but **composed**.] Why have you come here, Jane? It is

past 11 O' clock.

Jane : I have come to see you Helen. I have heard you are ill and I cannot

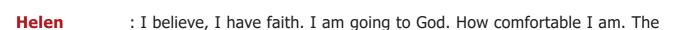
sleep until I speak to you.

Helen: You have come to bid me good-bye. You are just in time probably.

Jane : Are you going home?

Helen: Yes, to my long home – last home.

Jane : No! No! Helen! But where are you going Helen? Do you know?



cough has tired me. I feel as if I could sleep.

Jane : Good night, Helen.

Helen: Good night, Jane.

[Helen dies that night. The school improves. Jane spends eight years in the school, six years as pupil and two years as teacher. Jane wants liberty and becomes half desperate. She advertises in 'The Herald' for situations. A week later, she has received a letter from Mrs. Fairfax, Thornfield. Jane leaves Lowood and goes to Thornfield.]

At Thornfield

Mrs. Fairfax : How do you do, my dear? I am afraid you have had a tedious ride. You

must be cold. Come to the fire. Do sit down.

Jane : Thank you madam. Don't trouble yourself much.

Mrs. Fairfax : Oh, it's no trouble. You have brought your luggage with you, haven't

you, my dear?

Jane : Yes madam. Shall I have the pleasure of seeing Miss. Fairfax tonight?

Mrs. Fairfax: Miss. Fairfax. Oh, you mean Miss. Adela! Adela is the name of your

future pupil.

Jane : Indeed. Then she is not your daughter?

Mrs. Fairfax : No, I have no family. She is Mr. Rochester's ward. But I will not keep

you sitting up late tonight. Come, I will show you your bedroom.

[Jane takes rest and sleeps well at night. She wakes up early in the morning and goes out for a walk.]

Mrs. Fairfax: What? Out already? You are an early riser. How do you like Thornfield?

Jane : I like it very much.

Mrs. Fairfax : Yes. It's a pretty place.

[Miss. Adela comes running up the **lawn** followed by her attendant Miss. Varens.]

Mrs. Fairfax: Here she comes. Good morning Miss. Varens.

Miss. Varens: Good morning, Mrs. Fairfax.

Mrs. Fairfax : [To Adela]Come and speak to the lady who is going to teach you in

future.

Miss. Adela : Good morning, Miss. Jane.

Jane : Good morning. Come here. [Adela crosses to her.]You are beautiful.

Tomorrow we will begin our lessons and learning.



Jane : Yes. We will take walks through the fields that surround Thornfield and

we will learn about nature, animals and the flowers. We will study all we can that isn't in books and all we can that is. And we will paint.

Miss. Adela : Paint, Miss. Jane?

Jane : Yes, paint. I believe that art is the window of the soul. Do you like to

draw, Miss. Adela?



Miss. Adela: Yes Miss. Jane. I do it all the time. I can sing and dance also. Shall I?

Miss. Fairfax: Adela, you have many weeks and many months to entertain Miss. Jane.

Now you go to your room.

Jane: Yes, I will look forward to the entertainment eagerly. [Miss. Varens and

Adela leave.]

[Jane starts teaching Adela and leads a new life in Thornfield.]

Charlotte Bronte

Discuss and Answer

- 1. Why does Jane want to go to school or learn anything in the first place?
- 2. Why does education become such an important issue for her as a child?
- 3. What does Jane's education at Lowood prepare her to do?





mischeifs	-	annoying behaviours
uproar	-	a situation in which people shout and make a lot of noise
dependent	-	a person who requires support
screams	-	loud and high cry
collapses	-	falls or becomes unconscious
frozen	-	absolutely still
charity	-	a foundation created to promote the public good
predisposed	-	influenced people to a particular behaviour
composed	-	calm and in control of feeling
tedious	-	tiresome
lawn	-	an area of ground covered in grass

Chew on This

Try on an opinion or two and start a debate

In Jane's childhood, education takes the place of every single one of her emotional and physical needs—food, shelter, family, and friendship. Because Jane initially learns to understand the world in terms of a teacher—student relationship, all her friendships have some master—pupil tinge to them.



Semantic Map

A. Read the list of words. Write down all the words related to those words. Create a "map" using a graphic organizer and discuss it in groups. One is done for you.

library	building	garden	student	
teacher	advertisement	animal	art	
	libr	ary		
bo	ok	ne	ws L2J4R7	
story	novel	news paper	magazine	
fact moral	$\left(\begin{array}{c} comic \end{array}\right) \left(\begin{array}{c} tragic \end{array}\right)$	Tamil English	weekly monthly	



Vocabulary Frame

B. Look at the list of words. Read the instructions and make Vocabulary Frames.

(

notice	hide	quarrelling	quickly
tired	tired wide		threw

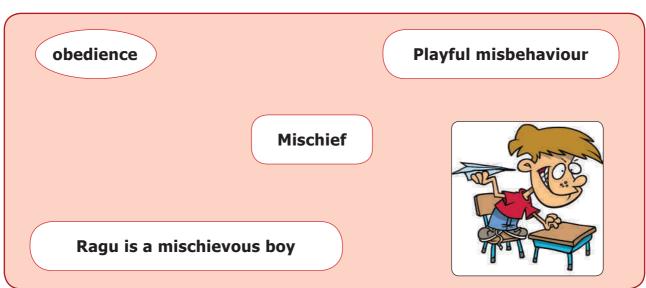
Top Right Corner : Write the word's definition.

Top Left Corner : Write the word's opposite.

Lower Left Corner : Write a sentence that uses the definition of the word.

Lower Right Corner: Draw a graphic to help you visualize the concept.

In the Centre : Write the word.



Syllable

C. Fill in the table with monosyllabic, disyllabic and trisyllabic words from the play 'Jane Eyre'.

Monosyllabic Words	Disyllabic Words	Trisyllabic Words
ten	servant	dependant





- D. Listen to the conversation between a father and daughter and say whether following statements are true or false.
 - 1. Dad hasn't been to this fishing spot since last year.
 - 2. Dad used to go fishing with his father.
 - 3. Dad has talked a lot about this fishing spot in the past.
 - 4. The daughter also loves to fish.
 - 5. Dad says his daughter MUST fish.
 - 6. The daughter is going to cook the fish.
 - 7. Dad's fishing place hasn't changed since he was a boy.





E. Imagine that below are some of the paintings of Jane Eyre. Discuss with your partner and describe the paintings.









Role play

F. Put students into groups of three and let them act as Jane.

Student A: You are Jane. You live with the Reeds. Tell the other students about your life there.

Student B: You are Jane. You have been at Lowood School for a few months. Tell the other students about your life there.

Student C: You are Jane. You are eighteen. You are going to work at Thornfield Hall as a teacher. Tell the other students about your hopes for your life.

After this, decide who is the unhappiest of the three 'Janes'.



G. Read the story and fill in the grid by ticking each character's qualities.

Discuss in pairs to rate the characteristic and give marks from 1 to 10 depending on the grade of each quality.

Justify your views in one or two sentences.

Characteristics	Jane Eyre	Mrs. Reed	Bessie	Helen Burns	Miss. Temple
arrogant					
bitter					
caring					
courageous					
cruel					
emotional					
friendly					
kind					
sensitive					
rich					
poor					
patient					
self-disciplined					
unjust					







H. Arrange the jumbled sentences and write a paragraph. Use appropriate conjunctions.

Jane Eyre is an orphan.

She lives with her aunt Mrs. Reed.

Mrs. Reed does not like Jane because Jane is not her daughter.

Jane's uncle Mr. Reed likes Jane, but he dies.

He makes Mrs. Reed promise to take care of Jane, but instead she sends Jane away.

Jane is ten years old, she is sent to Lowood school.

Jane graduates and stays there to teach.

She leaves for Thornfield, where she is a governess.

She is very happy there.

I. Read scene I. Discuss with your partner what Mrs Reed might write about Jane in her letter to the owner of a school. Now complete her letter to Mr. Brocklehurst.

Gateshead Hall, Gateshead Northumberland
Mr Brocklehurst
Lowood Institution
Lowood
Durham
Dear Sir,
I understand that you have a school for
Yours sincerely,





Determiners

J. Read the passage. Choose between a little, a lot of, a few, few, fewer, many and much to fill in the gap.

DON'T CALL US, WE'LL CALL YOU!

Two years ago, I moved to a new neighbourhood. There seemed to be very -----people in this area without telephones, so I expected to get a new phone quickly. I applied for one as soon as I moved into my new house. 'We aren't supplying --------- new phones in your area', an engineer told me. '----- people want new phones at the moment and the company is employing ----- engineers than last year so as to save money. A new phone won't cost you ----- money, but it will take ----- time. We can't do anything for you before December. 'You need ----- patience if you're waiting for a new phone and you need ------ friends whose phones you can use as well. Fortunately, I had both. December came and went, but there was no sign of a phone. I went to the company's local office to protest. 'They told me I'd have a phone by December,' I protested. 'Which year?' the assistant asked.

Perfect Tenses

K. Read the Time Line of Harish. Write sentences using the present perfect tense.

- ❖ 1971 Harish is born in Maduari.
- ❖ 1976 Harish and his family move to Chennai.
- ❖ 1993 Harish finishes college and starts working for Indian Oil.
- ❖ 1996 Harish is promoted as a manager at Indian Oil.
- ❖ 1997 Harish meets Amina.
- ❖ 2000 Harish and Amina get married.
- ❖ 2001 They have a child

* 200	of - They have a child.
1.	
2.	
3.	
4.	
5.	







L. Read the following passage and fill in the blanks with the correct form of the verb.

Where had I gone? What had I done?

What had I seen?

I ----- (see) such beautiful sights before I visited Paris in 2012. I -----(save) money for five years before I booked my trip to Paris. I was very excited! Before my trip to Paris, I ------ never ------(be) out of India.

When I went to Paris, I spent many days touring the city. The city was big. Sometimes I got lost and asked for directions. I asked for directions in French. That was easy because I -----(study) French for two years before I visited Paris.

By the time I left Paris, I ------ (tour) many beautiful places. The Eiffel Tower, the Notre Dame Cathedral, and the Luxembourg Gardens were just a few of the places I saw. Before I visited Paris, I ------ only -----(see) those places on television.

Prepositions

M. Look at the picture and write eight sentences using prepositions. Where is the rabbit?



1.	
2.	
3.	
4.	
5.	
6.	
7.	 ·
8.	



Comparative and Superlative Survey

- N. Answer the questions below. Write your answers in the second column of the table.
 - a. How old are you?
 - b. How tall are you?
 - c. What bicycle do you have?
 - d. How many languages do you speak?
 - e. At what time do you usually wake up?
 - f. How far is your home from school?

	You			
Age				
Height				
Bicycle				
Number of Languages				
Wake Up Time				
Distance to School				

O. Work in groups of six. Write the other students' names at the top of the table. Interview each student using the above questions and complete the table with their answers.

When you have all the answers, use the results to write three comparative and three superlative sentences about the students in your group.

Examples:

I am the oldest in my group.

My bicycle is more colourful than Jane's bicycle.

ı	
2.	
3.	
ł.	
-	
).	

Passive Voice

P. Read the following article about the amazing similarities between the assassination of John F. Kennedy and Abraham Lincoln; then underline the passive forms.

Abraham Lincoln was elected to Congress in 1846. Voters elected John F. Kennedy to Congress in 1946.

Lincoln was elected president in 1860. Voters elected Kennedy president in 1960.

Both men were particularly concerned with civil rights.

Both wives lost their children while living in the White House.

Lincoln was shot on a Friday. Someone shot Kennedy on a Friday.

Lincoln was shot in the head. The gunman shot Kennedy in the head.

Lincoln's secretary was called Kennedy. Kennedy's secretary was called Lincoln.

Lincoln was assassinated by a Southerner. A Southerner assassinated Kennedy.

Lincoln was succeeded by a Southerner named Johnson. A Southerner named Johnson succeeded Kennedy.

Andrew Johnson, who succeeded Lincoln, was born in 1808.

Lyndon Johnson, who succeeded Kennedy, was born in 1908.

John Wilkes Booth, who assassinated Lincoln, was born in 1839. Lee Harvey Oswald, who assassinated Kennedy, was born in 1939.

Both assassins were known by their three names and both names are composed of fifteen letters.

Lincoln was shot at a theatre named "Ford". The gunman shot Kennedy in a car called a "Lincoln" that the company Ford made.

Booth ran from the theatre and was caught in a warehouse. Oswald ran from a warehouse and the police caught him in a theatre.

Booth was assassinated before his trial. Someone assassinated Oswald before his trial.

Change the following into direct speech.

- 1. Jane told Bessie that she would hide herself in the library with Uncle Reed's book.
- 2. John ordered Jane to come there when he called her.
- 3. Eliza asked Jane what she was doing then.
- 4. Mrs. Reed told Bessie to take her away to the red room and lock her in there.
- 5. Miss. Temple asked Jane whether she could read and write.
- 6. Miss. Miller asked Miss. Temple where she should put Jane.
- 7. Jane asked Helen why they called it an institution.
- 8. Helen asked Jane why she had come there.
- 9. Jane asked Mrs. Fairfax whether she would have the pleasure of seeing Miss. Fairfax that night.
- 10. Miss. Adela told Jane that she could sing and dance also.





R. Case Study

- In Charlotte Bronte's day, many orphans were sent to institutions like Lowood.
- Conduct research to find out what options exist today for children without parents.
- Refer books and Internet resources as well as children's services department in India.
- Then, prepare two or three case studies or profiles, using made-up names, that present typical situations.





S. Look at the story board. Read the captions given under each frame. Fill the bubbles and complete the story board.

- Create your own story board for the scene 'At Thornfield'.
- Make a power point presentation using the story board.







Jane and Mrs. Reed are in the red room arguing. This event leads to Mrs. Reed sending Jane to Lowood.

Jane leaves the Reeds in Gateshead and is sent to Lowood. At this time, Jane isn't aware that Lowood is a school for orphans.

Jane is on her way to Lowood.







Jane arrives at Lowod.

Jane meets Helen at Lowood shortly after she arrives.

Jane is in class at Lowood.



Listening Passages

Unit 1

(The deep depression over the Bay of Bengal became cyclone 'Gaja' on Sunday. North Tamil Nadu and Puducherry are likely to get good rains on November 14 and 15, Indian Meteorological Department officials said. The cyclone'Gaja' lay 840 km east of Chennai and 880 km east of Nagapatinam. It is likely to become a severe storm in the next 24 hours.)

Unit 2

Announcement 1

Pre-boarding Announcement

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes. Thank you.

Announcement 2

Final Boarding Announcement

This is the final boarding call for passengers Alex and Ruskin Collins booked on flight 372A to New Delhi. Please proceed to gate 3 immediately. The final checks are being completed and the captain will order for the doors of the aircraft to close in approximately five minutes. I repeat. This is the final boarding call for Alex and Ruskin. Thank you.

Announcement 3

Pre-flight Announcement

Ladies and gentlemen, welcome onboard Flight 4B7 with service from Chennai to San Francisco. We are currently third in line for take-off and are expected to be in the air in approximately seven minutes. We ask that you please fasten your seat belts and secure all baggage underneath your seat or in the overhead compartments. We also ask that your seats and table trays are in the upright position for take-off. Please turn off all personal electronic devices, including laptops and cell phones. Smoking is prohibited for the duration of the flight. Thank you for choosing Indian Airlines. Enjoy your flight.



Unit 3

Dad

: This is going to be a great camping trip. I haven't been to this mountain since I was a young boy. Oh, I remember how peaceful it was and how great everything smelled. And the fishing was fantastic! My brother and I used to catch huge fish and fry them over the fire.

Daughter: Yeah, Dad, we've heard this story since we were babies. We know- peaceful scenery, good smell, fish, everything. I'm glad we're finally going to go so you can relive your old memories. You aren't going to make me fish with you though, are you?

: Of course you are going to fish. You'll love it! Putting the worm on the hook... standing out in the cold water... waiting until the fish take a bite. Hmm... on second thought, maybe you won't like it so much. Why don't you just cook the fish for tonight's dinner?

Daughter: I guess I could do that. Anyway, when are we going to be there? I feel like we've been driving for hours.

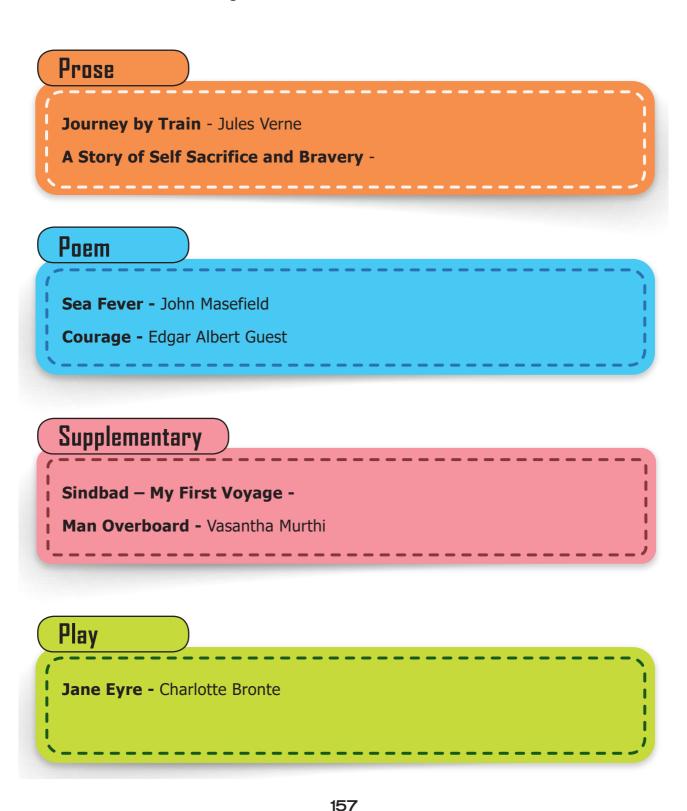
Dad : It's just around this corner. You'll really love it. Hey, wait a minute! What's this shopping centre doing in my old fishing spot?







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06-08-2020 15:51:47



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This book has been printed on 80 GSM Elegant Maplitho paper.

Printed by offset at:



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7th Std English_Term 3.indd 160 06-08-2020 15:51:47