

## Unit

## 3

## A PRAYER TO THE TEACHER

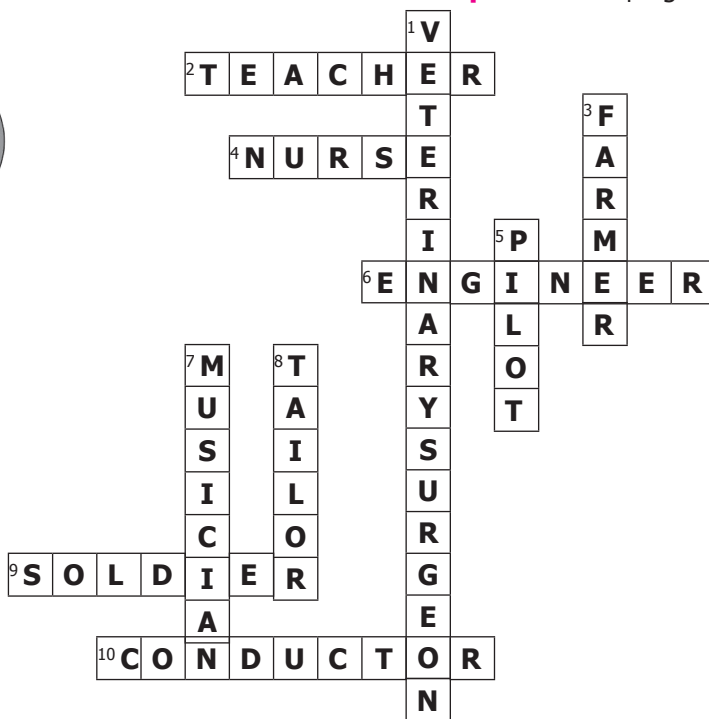
## PROSE

## FIRST TERM

## WARM UP:

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

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Across	Down
2. Teachers students Ans : TEACHER	1. Gives treatment to animals Ans : VETERINARY SURGEON
4. Helps doctors and patients Ans : NURSE	3. Grows crops Ans : FARMER
6. Builds houses according to a plan Ans : ENGINEER	5. flies an aircraft Ans : PILOT
9. Protects the country Ans : SOLDIER	7. Plays a musical instrument Ans : MUSICIAN
10. Gives ticket to passengers Ans : CONDUCTOR	8. Stitches clothes Ans : TAILOR

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

A farmer grows crops and gives rice to the people. The lives of the people depend on the farmers who cultivate the land and produce rice, which is a principal food.

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

When I grow up, I want to become a soldier. The duty of the soldier is to protect the country. I want to protect my country and maintain peace.

**SUMMARY**

This lesson is based on a speech by Subroto Bagchi, founder and CEO of Mind-tree at the International Academy for Creative Teaching, Bangalore.

Addressing the teachers graduating from the Academy, he requests the teachers to teach the students the values and skills for living a meaningful life. He wants the teachers to teach

- a) the value of inclusion
- b) the skill to communicate
- c) how to learn
- d) how to appreciate the interconnected nature of things
- e) the ability to answer and the power to question
- f) the power of humility
- g) the power of silence
- h) to develop a world view of things

With these thoughts, he concluded his speech and prayed that the path of the teachers might be lit up with the power of a thousand suns.

**GLOSSARY**

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<b>syllabi</b>	– plural of syllabus
<b>inclusion</b>	– all people being valued, irrespective of differences
<b>cut throat</b>	– competitive
<b>less privileged</b>	– disadvantaged
<b>animate</b>	– living
<b>fend</b>	– look after
<b>critical</b>	– extremely important
<b>indiscriminate</b>	– without careful judgement
<b>consumerism</b>	– the protection or promotion of the interests of consumers
<b>destruction</b>	– the action of damaging or destroying something
<b>engulf</b>	– eat or swallow the whole
<b>scavenger bird</b>	– anything that feeds on dead animals ( <i>example :crow</i> )
<b>perch</b>	– to rest on / to stay on

**enslaved**  
**commercial**  
**contemplate**  
**bigotry**  
**illuminated**

- make someone a slave
- money minded
- think deeply about something
- intolerance towards others with a different opinion
- light up

### ADDITIONAL

- 1) faculty - department in a university
- 2) administration - activities involved in managing institution
- 3) impact - effect
- 4) proportionately - suitable in size, amount or degree
- 5) indulgence - the act of doing
- 6) prescribe - state officially
- 7) boundaries - limits
- 8) garbage - waste materials
- 9) zone - area
- 10) survival - staying alive
- 11) impress - make a mark on something or somebody
- 12) communicate - express thoughts or feelings
- 13) convey - express
- 14) privileged - having more rights or chances
- 15) animate - alive
- 16) appreciate - understand the true nature of a situation and realize its merit
- 17) fertilizers - chemical substance added to the soil to help plants grow
- 18) pesticides - chemicals used for killing insects
- 19) awesome - impressive
- 20) imbalances - loss of balance
- 21) sill - a narrow shelf at the bottom of a window
- 22) explore - examine
- 23) establish - set up
- 24) accountable - responsible
- 25) emerge - come out of something
- 26) humility - being humble
- 27) exchange - give someone something in return for something
- 28) consume - eat or drink something
- 29) royalties - payment that a writer gets each time his work is sold
- 30) protect - save

- |                  |   |  |
|------------------|---|--|
| 31) view         | – | opinion  |
| 32) racial       | – | happening between people of different races.               |
| 33) intolerance  | – | refusal to accept other's belief                           |
| 34) bounded      | – | closely connected with                                     |
| 35) barbed wires | – | strong wire with sharp points sticking out of it           |
| 36) diversity    | – | containing many different elements                         |
| 37) vocabulary   | – | total number of words you know in a language               |
| 38) conclude     | – | end  |
| 39) convocation  | – | a meeting or ceremony attended by a large number of people |
| 40) path         | – | way  |

### Antonyms

privileged	×	underprivileged	humility	×	boast
animate	×	inanimate	protect	×	endanger
appreciate	×	blame	tolerance	×	intolerance
balance	×	imbalance	unity	×	diversity

### TEXTUAL EXERCISE

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

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

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

- |   |   |   |                                    |
|---|---|---|------------------------------------|
| 1. We should develop the ability to learn from _____. | <input type="checkbox"/> self                     | <input checked="" type="checkbox"/> <b>others</b> | <input type="checkbox"/> books     |
| 2. Teachers help me to learn _____ things .           | <input checked="" type="checkbox"/> <b>new</b>    | <input type="checkbox"/> bad                      | <input type="checkbox"/> difficult |
| 3. Teach me to appreciate _____.                      | <input checked="" type="checkbox"/> <b>nature</b> | <input type="checkbox"/> destruction              | <input type="checkbox"/> small     |
| 4. We should learn to _____ questions.                | <input type="checkbox"/> ask                      | <input checked="" type="checkbox"/> <b>answer</b> | <input type="checkbox"/> discard   |

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

##### 1. What is inclusion? Why is it important?

'Inclusion' relates to pushing away boundaries and including persons and things around. It creates harmony and inner happiness.



**2. What is good or effective communication?**

Good and effective communication is impressing others.

**3. What should we learn from our teachers?**

We should learn from our teachers how to learn to learn.

**4. What kind of learning brings joy to you?**

Learning newer ways to learn brings joy to you.

**5. In what ways are we doing injustice to nature?**

We fell trees. We kill the small creatures by using fertilizers and pesticides thoughtlessly. With consumerism, we cause the urban decay.

**6. What do you need to learn to live a good life in this world?**

We need to learn how all things that truly support life come without payment.

**7. How does the ability to question help us?**

By asking questions, we can explore how to establish a better order of things.

**8. What do you think are the two most important lessons that the speaker mentions?**

The two most important lessons are power of communication and appreciating diversity and dialogue.

**ADDITIONAL EXERCISE**

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

**1. Give an example for the value of 'inclusion'.**

Feeding one's child along with the child of the maid is 'inclusion'.

**2. With whom should we communicate?**

We should communicate with the simplicity of a child, with those who can't speak or hear, with the less-gifted people, and with things animate and inanimate.

**3. How will a person be judged in the modern world?**

A person will be judged on how much value he can create by buying and selling things.

**4. Give the example to show that all things that sustain life on earth come free.**

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

**5. How does the power of silence help us?**

The power of silence can make us contemplate the power within.

**6. Which words should be removed from our vocabulary?**

The word 'foreign' and 'foreigner' should be removed from our vocabulary.

**7. With what prayer does the speaker conclude his convocation address?**

The speaker prays that the path of the teachers may be lit up with the power of a thousand suns.

**IV Answer the following questions in detail.**

[Page 145]

**1. What are the skills / values a teacher should teach their students to live in this competitive world?**

In the competitive world, survival depends on power of communication. So the teacher should teach their students how to impress others. The students should know how to speak and be able to write so that they should be able to convey what they feel. They should also learn newer ways to learn. They will have to have the ability to learn newer and more difficult things.

**2. What kind of a life do you want to lead in this world?**

I want to lead a meaningful life by helping those around me. I want to create harmony and peace by loving my fellow human beings. I would appreciate the interconnected nature of things. I would avoid all that causes imbalance in the natural state of things. I would learn the power of humility and lead a life of selflessness.

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

S.No.	Root word	Prefix / Suffix	New word
1.	form	con	<b>conform</b>
2.	patriot	in	patriotism
3.	diverse	ity	diversity
4.	slaved	ism	enslaved
5.	animate	ness	inanimate
6.	consumer	en	consumerism
7.	naked	ison	nakedness

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

- privileged – under-privileged
- animate – inanimate
- discriminate – indiscriminate
- empty – emptiness
- communicate – communication
- learn – learner

**LISTENING****C. Listen to the story and fill in the blanks by selecting the right option.** [Page 146]

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

**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.** [Page 146]**Sarah Wants to Talk**

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

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

Sarah was now very sad. Her mother and brother did not listen to her. The teacher,

Madam Nancy, saw Sarah. She asked Sarah to sit with her.

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.

**Sara** : Mom, I want to talk to you.

**Sara's mother** : Sara, I have to finish cooking.

**Sara** : Please spare a few moments. I'll not take much of your time.

**Sara's mother** : Dear, go and study. I'm busy cooking.

**Sara** : [feeling sad, finds for brother]  
Tony, wait a minute.

**Tony** : Sara, what do you want?

**Sara** : Can you spare a few minutes? I feel upset about .....

**Tony** : Please, stop. I have homework to complete.

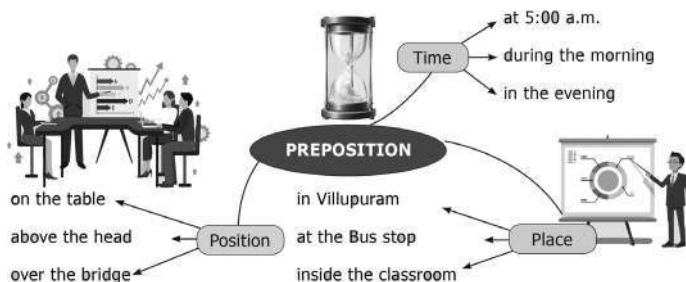
[Sara goes out to see her friend. On the way she comes across her teacher Madam Nancy]

- Nancy** : Sara, where are you going?
- Sara** : Miss, I don't know what..... [sobs]
- Nancy** : [holding her hands tightly]  
Don't weep. What's happened?
- Sara** : Miss, this afternoon, after I had my lunch, I came to know my friend Shanthi was hungry.
- Nancy** : That's okay. You would have asked some of your friends to share with her.
- Sara** : Yes, Miss, I tried but none was ready to help. This has made me upset.
- Nancy** : Don't worry. I will talk to the children about sharing food with others.
- Sara** : Thank you, miss.

### PICTO GRAMMAR

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

Prepositions can be classified into three groups.



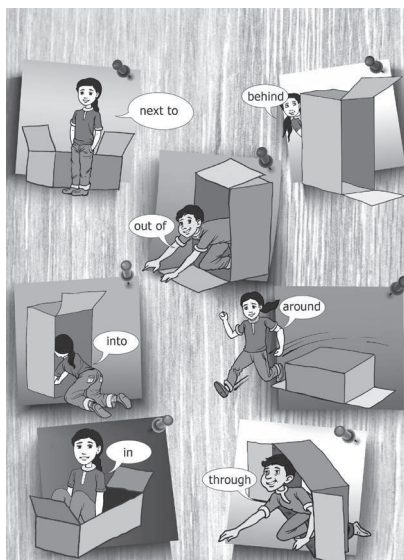
### LANGUAGE CHECK POINT

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





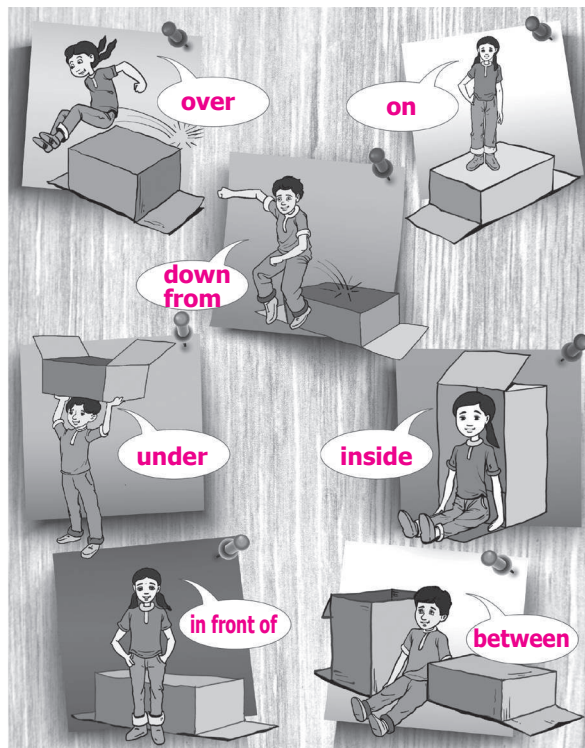
Look at the pictures given below. Read the prepositions and do the actions.



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

[Page 149]

between	down from	under	inside	on	in front of	over
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**USE GRAMMAR****F. Read the following sentences carefully and underline the preposition.**

[Page 150]

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

**G. Complete the following sentences using appropriate prepositions.**

1. Is your mother \_\_\_\_\_ home?  
a) in                                      b) at                                      c) on                                      **Ans : b) at**
2. There is unity in diversity \_\_\_\_\_ the people.  
a) among                                      b) between                                      c) within                                      **Ans : a) among**
3. He discussed the problem \_\_\_\_\_ his parents.  
a) with                                      b) to                                      c) for                                      **Ans : a) with**
4. Lithisha was praised \_\_\_\_\_ her father.  
a) with                                      b) for                                      c) by                                      **Ans : c) by**
5. Can you finish the work \_\_\_\_\_ tomorrow?  
a) by                                      b) in                                      c) within                                      **Ans : c) by**
6. He has been absent \_\_\_\_\_ last week.  
a) since                                      b) for                                      c) by                                      **Ans : a) since**

**ADDITIONAL EXERCISE****Complete the following sentences using appropriate prepositions.**

1. They have been known to me \_\_\_\_\_ 5 years.  
a) since                                      b) at                                      c) for                                      **Ans : c) for**
2. The cat jumped \_\_\_\_\_ the wall  
a) upto                                      b) upon                                      c) within                                      **Ans : b) upon**
3. The guest distributed sweets \_\_\_\_\_ the students.  
a) between                                      b) for                                      c) among                                      **Ans : c) among**
4. There are two dusters \_\_\_\_\_ the table.  
a) up                                      b) on                                      c) for                                      **Ans : b) on**



5. The meeting will be conducted \_\_\_\_\_ the evening.  
a) at                                      b) on                                      c) in                                      **Ans : c) in**
6. \_\_\_\_\_ the morning of Friday, I will go to the railway station.  
a) on                                      b) in                                      c) at                                      **Ans : a) on**
7. \_\_\_\_\_ April 2019, the general elections were held.  
a) in                                      b) on                                      c) at                                      **Ans : a) in**
8. There is a fan \_\_\_\_\_ your head.  
a) on                                      b) above                                      c) down                                      **Ans : b) above**
9. The boys climbed \_\_\_\_\_ the stairs.  
a) at                                      b) on                                      c) up                                      **Ans : c) up**
10. There is a cheque \_\_\_\_\_ the envelope.  
a) inside                                      b) up                                      c) for                                      **Ans : a) inside**

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

[Page 151]

across	with	on	to	by	since	from	about	into	at	during
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1. What do you do \_\_\_\_\_ weekends? **Ans : during**
2. I am going to my village \_\_\_\_\_ Sunday. **Ans : on**
3. I haven't met my friends \_\_\_\_\_ December. **Ans : since**
4. Run \_\_\_\_\_ the street and get me the ribbon. **Ans : across**
5. He told me in detail \_\_\_\_\_ the incident. **Ans : about**
6. This picture was drawn \_\_\_\_\_ the girl \_\_\_\_\_ charcoal. **Ans : by, with**
7. The car was travelling \_\_\_\_\_ a great speed. **Ans : at**
8. The ball fell \_\_\_\_\_ the lake. **Ans : into**
9. There is a bridge \_\_\_\_\_ the river. **Ans : across**
10. The conference will be held \_\_\_\_\_ 10 a.m. \_\_\_\_\_ 5 p.m. **Ans : from, to**

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

1. The soldier climbed \_\_\_\_\_ a horse and rode away. **Ans : upon**
2. They have been here \_\_\_\_\_ a long time. **Ans : for**
3. Kumaravel has lived in this city \_\_\_\_\_ 2012. **Ans : since**
4. The paper was published \_\_\_\_\_ an International journal. **Ans : in**
5. When will you return \_\_\_\_\_ home? **Ans : to**
6. One \_\_\_\_\_ the four students wrote the answers correctly. **Ans : of**
7. This fruit is \_\_\_\_\_ the Mexican capital. **Ans : from**

8. The head office is \_\_\_\_\_ Nungambakkam. It is \_\_\_\_\_ College Road. As you go \_\_\_\_\_ the station, the office is \_\_\_\_\_ the right side.

**Ans : at, on, towards, on**

9. The sailors were taken \_\_\_\_\_ the forest and made to walk \_\_\_\_\_ 10 miles.

**Ans : to, for**

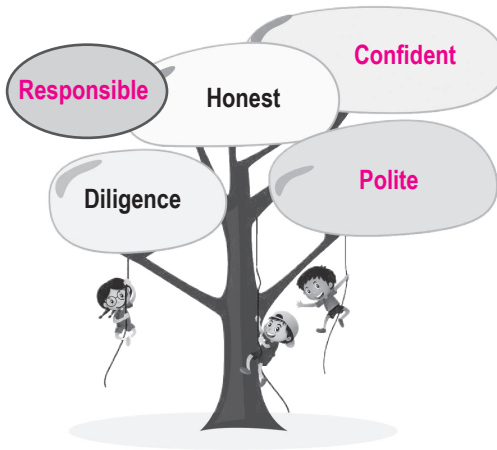
10. The girl standing \_\_\_\_\_ me was sneezing.

**Ans : beside**

## WRITING

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

[Page 152]



**Tree : 1**



**Tree : 2**

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 favourity quality is being **honest**.



Honesty is the best policy. We need not fear if we are honest in our words and deeds. We need not hide and go on telling lies. If we are honest, we can avoid feeling ashamed.

## CREATIVE WRITING

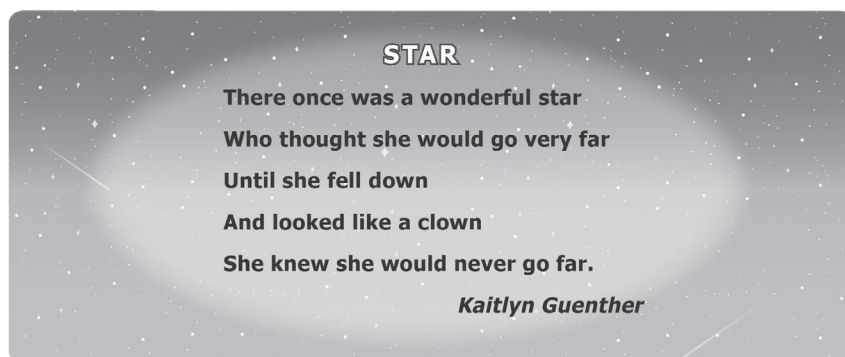
[Page 153]

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:



- ❖ Now you can try your own limerick.

### K. Fill in the template given for limerick.

*There was once a brilliant boy  
Who happily played with a toy  
Whenever he had time  
Enjoying little lime  
He wanted nothing but intense joy.*

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## Unit

## 3

## YOUR SPACE

## POEM

- David Bates

## WARM UP :

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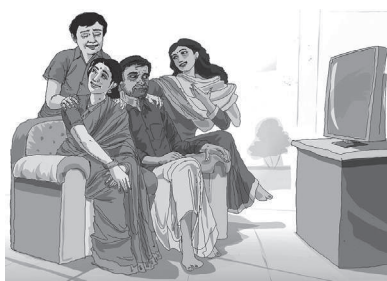
Look at the pictures given below. Fill in the blanks according to the cues given.

**When you are in a meeting**Situation: Formal ☒ Informal ☐Conversation: Formal ☒ Informal ☐

Your own sentences when we are in a meeting, we should be careful about our language as well as manners. Because the situation is formal.

**With your head master**Situation: Formal ☒ Informal ☐Conversation: Formal ☒ Informal ☐

Your own sentences When I talk with my head master, I should speak politely. The situation is formal.

**With your parents**Situation: Formal ☐ Informal ☒Conversation: Formal ☐ Informal ☒

Your own sentences When I talk with my parents, I can be casual in my language because the situation is informal

**SUMMARY**

The poet David Bates lays stress on speaking politely irrespective of the person you come into contact with.

The poet wants us to speak gently because it is far better to rule by love than fear. Because harsh words damage the good things we do. We should speak gently to the child to gain its love. The youth is full of anxious care. So it is better to speak gently to the youth. We



need not be sorrowful about the old people who are filled with worries. But we should speak gently to the aged and thereby they may depart in peace.

We should speak gently to those who commit mistakes. We should win them back because unkindness would have made them do so. We should speak gently to the one who gave his life to change a stubborn man.

Indeed, speaking gently brings joy and does the good.

## GLOSSARY

[Page 154]

<b>harsh</b>	– rough
<b>doth</b>	– does
<b>whisper</b>	– low voice
<b>accents</b>	– emphasise
<b>anxious</b>	– feeling worried or showing worry
<b>grieve</b>	– be sorrowful
<b>depart</b>	– leave/go
<b>endure</b>	– suffer patiently
<b>toiled</b>	– worked hard
<b>vain</b>	– producing no results
<b>stubborn</b>	– one refusing to change one's opinion
<b>strife</b>	– disagreement
<b>eternity</b>	– without end

## ADDITIONAL

1) gently	– in a kind way
2) mar	– spoil
3) vows	– promises
4) bind	– make people feel as if connected
5) flow	– come out
6) affection	– love
7) accents	– way of saying words
8) remain	– continue to be in a particular situation
9) care-worn	– looking worried
10) erring	– doing something wrong
11) perchance	– likely
12) elements	– the weather
13) fierce	– extremely angry

## TEXTUAL EXERCISE

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**A. Answer the following questions in a sentence or two.****1. Why should we speak gently?**

We should speak gently to rule by love rather than by fear.

**2. What do you infer about speaking with others from this poem?**

By speaking gently, we can bring joy to others and do the good things for them.

**3. What are the disadvantages of speaking harshly?**

Speaking harshly will spoil the good we might do. It will create fear instead of love.

**4. Why does the poet tell us to speak gently to young children?**

The poet tells us to speak gently to young children to gain their love.

**5. How should you speak with old people?**

We should speak with old people gently and kindly to make them forget their worries and tiredness.

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

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

1. It is far better to rule by \_\_\_\_\_, than \_\_\_\_\_.

Ans : love, fear

2. Teach it in accents \_\_\_\_\_ and \_\_\_\_\_.

Ans : soft, mild

3. Let no \_\_\_\_\_ tone be \_\_\_\_\_.

Ans : harsh, heard

4. They may have \_\_\_\_\_ in \_\_\_\_\_.

Ans : toiled, vain

5. The \_\_\_\_\_, the \_\_\_\_\_, which it may bring.

Ans : good, joy

6. The \_\_\_\_\_, of \_\_\_\_\_ are nearly run.

Ans : sands, life

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

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1.	far	<u>mar</u>	<u>bar</u>
2.	fear	<u>here</u>	<u>mere</u>
3.	low	<u>flow</u>	<u>glow</u>
4.	kind	<u>bind</u>	<u>mind</u>
5.	remain	<u>gain</u>	<u>vain</u>
6.	they	<u>may</u>	<u>gay</u>

**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!	<b>a</b>
Its love be sure to gain	<b>b</b>
Teach it in accents soft and mild	<b>a</b>
It may not long remain	<b>b</b>

So the rhyme scheme is **abab**.

**Exercise :**

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

Lines from the poem	Rhyme scheme (a/b/c/d)
Speak gently, kindly, to the poor;	<b>a</b>
Let no harsh tone be heard;	<b>b</b>
They have enough they must endure	<b>a</b>
Without an unkind word!	<b>b</b>

**The rhyme scheme is abba.**

**ADDITIONAL EXERCISE**

**Read the following extract and answer the questions given below.**

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

- a) **To whom should we use soft and mild accents?**  
We should use soft and mild accents for the children.
- b) **Why should we use soft and mild accents?**  
We should use soft and mild accents to gain the children's love.

2. *Speak gently to the young, for they  
Will have enough to bear*

a) **How should we speak to the young?**

We should speak to the young gently.

b) **Why should we speak to the young gently?**

We should speak to the young gently because they are full of anxious care.

3. *The sands of life are nearly run  
Let such in peace depart.*

a) **What does the poet mean by the phrase 'the sands of life'?**

The phrase, 'the sands of life' refers to the life span of the aged.

b) **Who should we let depart in peace?**

We should let the aged depart in peace.

4. *Perchance unkindness made them so;  
Oh win them back again!*

a) **Whom should we win back again?**

We should win back again those who have committed errors.

b) **What did 'unkindness' make?**

Unkindness made some people work hard in vain.

5. *Speak gently! - 'tis a little thing  
Dropped in the heart's deep well;*

a) **What does 'a little thing' refer to?**

The phrase, 'a little thing' refers to speaking gently.

b) **Pick out the alliterated word.**

dropped, deep.

\*\*\*\*\*

## Unit

## 3

## SUPPLEMENTARY

## TAKING THE BULLY BY THE HORNS

FIRST TERM

## SUMMARY

## Introduction:

The lesson is about bullying that some children experience in their school.

## Making fun:

Meena, Anu and Ajay are in class seven. Ajay is always making fun of Anu's height. Meena sometimes laughs with Ajay. Anu feels hurt but she keeps mum.

## The reasons for bullying:

When someone deliberately makes fun of another or forces them to do certain things, it is called bullying. Actually the children who bully others have a low opinion about themselves. So they put another person down to make up their deficiency. Bullying need not be violent. Even refusing to include a particular child in their games is an act of bullying. Ragging is another word for bullying. Sometimes peer pressure leads to bullying. The bullied children feel dejected and lonely.

## Steps to prevent bullying:

Bullies often target others' appearance, clothes, abilities or family. Sometimes a bullied child can end up bullying someone else to feel better. It is advisable to speak to the peers about not supporting a bully. You can show your support for the bullied person. You can include them in your games and speak to them more. The key word to stopping bullying is empathy. If you notice bullying, report it to your teacher or an elderly person. Contribute to a safer and more peaceful world.

## GLOSSARY

[Page 162]

**bullying**

– humiliate

**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

5-in-1

**ADDITIONAL EXERCISE**

- |                      |   |  |
|----------------------|---|--|
| 1) nick names        | – | informal, humorous name for a person               |
| 2) constantly        | – | continuously                                       |
| 3) patting           | – | touch gently with your hands.                      |
| 4) mocking           | – | making fun of                                      |
| 5) purposely         | – | deliberately                                       |
| 6) tease             | – | laugh at somebody and make                         |
| 7) upset             | – | feel unhappy jokes about them                      |
| 8) tend              | – | to be likely to do                                 |
| 9) respond           | – | rely or react                                      |
| 10) verbally abusing | – | using words in a harmful manner                    |
| 11) ragging          | – | teasing  |
| 12) avoid            | – | shun   |
| 13) praising         | – | admiring   |
| 14) isolated         | – | separated  |
| 15) show-off         | – | a person who tries to impress others               |
| 16) comments         | – | remarks  |
| 17) become withdrawn | – | extremely quiet and shy                            |
| 18) in appropriate   | – | unsuitable   |
| 19) onlooker         | – | one who watches an event                           |
| 20) distinguish      | – | differentiate                                      |
| 21) intervention     | – | becoming involved and trying to change a situation |
| 22) contribute       | – | help   |

**TEXTUAL EXERCISE****A. Choose the correct answer.**

[Page 162]

**1. What is bullying?**

- When you and a friend get into a fight
- When someone accidentally bumps into you on the playground
- 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
- Rolling a ball to knock over pins

**Ans : c)****2. What should you do if you are being bullied?**

- Speak up
- Tell an adult
- Know that you have the right to be safe
- All of the above

**Ans : d)**

**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

**Ans : c)****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

**Ans : d)****B. Answer the following questions.****1. What could be the reasons for bullying?**

Those who bully don't like or feel ashamed about their deficiency. They want to feel better about who they are.

**2. Why do some children bully others?**

Some children bully others to hide their short comings. They think they will fit in with the crowd if they show up another's difference.

**3. What does Ajay enjoy about bullying?**

Ajay enjoys the attention he is getting from others who laugh instead of telling him to stop.

**4. What is empathy?**

Empathy is the ability to experience the feeling a person in a situation.

**5. How does bullying affect one?**

The children who are bullied could become withdrawn. They could stop talking with people around them or they could show extreme anger all of a sudden.

**C. Think and answer.**

- 1. Suppose the person bullying is one of your friends,
- 2. Would you keep quiet?
- 3. At what point would you do something?
- 4. What would you do?

**Ans. :**

I would not keep quiet. In the very beginning itself, I would tell him that he is hindering the progress of the student whom he is bullying. I would caution and advise him that it is not good on his part. Actually, it is an offence punishable with law.

**D. Take the Pledge**

|Page 163|

*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**

|Page 164|

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

**Ans :**

## CONNECTING TO SELF

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



Father's  
Photograph

### Values

**Diligence,  
Responsible,  
Caring and  
Loving**



Mother's  
Photograph

### Values

**Unselfishness  
Patience,  
Perseverance,  
loving and  
caring**



Your friend's  
Photograph

### Values

**Helpful,  
Sincere,  
Honest,  
Self-confident**



Brother/Sister's  
Photograph

### Values

**Tolerance  
Supportive  
god-fearing**

## ADDITIONAL EXERCISE

Choose the best option and fill in the blank.

- \_\_\_\_\_ is shortest in their class.  
a) Meena                      b) Anju                      c) Ajay                      d) Arun
- One who deliberately makes fun of another or forces them to do unwanted things is called a \_\_\_\_\_.  
a) bull                      b) rag                      c) bully                      d) raseal
- Ajay continues to bully Anu because it gives him \_\_\_\_\_.  
a) a feeling of control                      b) a feeling of inferiority  
c) a sense of satisfaction                      d) a sense of duty
- \_\_\_\_\_ is another word for bullying.  
a) Violence                      b) Ragging                      c) Abusing                      d) Beating
- Our peers are people like ourselves usually by age or \_\_\_\_\_.  
a) common interest                      b) social status  
c) equal rank                      d) experience
- Children who are bullied can lose their confidence, feel lonely and \_\_\_\_\_.  
a) disappointed                      b) diffident                      c) isolated                      d) calm
- The best way to stop bullying is to \_\_\_\_\_.  
a) accept it                      b) inform the police  
c) inform a responsible adult                      d) discontinue studies

8. The keyword to stop bullying is \_\_\_\_\_.  
 a) sympathy      b) violence      c) empathy      d) punishment
9. By acting promptly and preventing bullying, you can contribute to a \_\_\_\_\_ world.  
 a) non-violence      b) useful      c) safer      d) confident
10. 'Taking the Bully by the Horns' means \_\_\_\_\_.  
 a) catching the horns of a bull      b) facing a difficult situation directly  
 c) chasing the bully with courage      d) meeting the challenge blindly

### Answers

1. b	2. c	3. a	4. b	5. a	6. c	7. c	8. c	9. c	10. b
------	------	------	------	------	------	------	------	------	-------

### STEP TO SUCCESS

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

|Page 165|

    
 do not fear



     
 for i am with

     
 you do not be

    
 afraid for i

    
 am your god

### CODE

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





## Unit Test – 3

Time : 45 mins.

Marks : 20

## SECTION – A [Prose]

I. Choose the most suitable **Synonym** of the word given below :

2×1=2

- |            |              |            |                |
|------------|--------------|------------|----------------|
| a) impact  | i) agreement | ii) effect | iii) condition |
| b) explore | i) examine   | ii) visit  | iii) travel    |

II. Choose the most suitable **antonym** of the word given below :

2×1=2

- |               |                 |           |               |
|---------------|-----------------|-----------|---------------|
| a) diversity  | i) separateness | ii) unity | iii) humility |
| b) appreciate | i) praise       | ii) value | iii) blame    |

## III. Answer any two questions in one or two sentences :

2×2=4

- What is 'inclusion'? Why is it important?
- What should we learn from our teachers?
- How does the ability to question help us?

## SECTION – B [Poetry]

## IV. Read the following lines and answer the questions below :

2

i) *Speak gently to the young, for they  
Will have enough to bear.*

- How should we speak to the young?
- Why should we speak to the young gently?

## SECTION – C [Supplementary Reader]

## V. Choose the best option and fill in the blanks :

3×1=3

- The keyword to stop bullying is \_\_\_\_\_.  
i) sympathy      ii) punishment      iii) empathy      iv) violence
- Our peers are people like ourselves usually by age or \_\_\_\_\_.  
i) common interest      ii) social status      iii) experience      iv) equal rank
- \_\_\_\_\_ is another word for bullying.  
i) Abusing      ii) Scolding      iii) Beating      iv) Ragging

## SECTION – D [Grammar]

## VI. Complete the following by choosing appropriate preposition :

5×1=5

- |  |        |           |           |
|--|--------|-----------|-----------|
| a) Is your mother _____ home?                  | i) in  | ii) at    | iii) on   |
| b) The article was published _____ a magazine. | i) at  | ii) in    | iii) with |
| c) This fruit is _____ Kashmir.                | i) in  | ii) for   | iii) from |
| d) I haven't met my friends _____ November.    | i) for | ii) since | iii) from |
| e) He told me in detail _____ the incident.    | i) in  | ii) about | iii) on   |

## VII. Write down the values which you learn from your friend and your teacher:

- your friend
- your teacher

2×1=2

\* \* \* \* \*

## SUMMATIVE ASSESSMENT

## ENGLISH

Time : 2.30 hrs.

Marks : 60

## SECTION – A

## I. Choose the correct synonym for the word given below :

3×1=3

- |                |             |              |                |             |
|----------------|-------------|--------------|----------------|-------------|
| a) tattered    | i) smart    | ii) torn     | iii) difficult | iv) various |
| b) stiffness   | i) firmness | ii) weakness | iii) strength  | iv) loss    |
| c) communicate | i) write    | ii) speak    | iii) converse  | iv) express |

## II. Choose the correct antonym for the word given below :

3×1=3

- |             |              |                |                |              |
|-------------|--------------|----------------|----------------|--------------|
| a) balance  | i) calculate | ii) imbalance  | iii) steady    | iv) steady   |
| b) lightly  | i) joyfully  | ii) sadly      | iii) seriously | iv) strongly |
| c) precious | i) valuable  | ii) invaluable | iii) valueless | iv) pretty   |

## III. Read the following statements and say True or False :

3×1=3

- Tom's first groan woke up Sid from his sound sleep.
- Spaulding dug a tunnel from the cellar shop to the jewellery shop.
- Empathy is the ability to experience the feelings of a person in a situation.

## IV. Choose the best option :

3×1=3

- Aunt Polly pulled Tom's tooth out with \_\_\_\_\_.  
i) her fingers      ii) a pair of pliers      iii) a piece of thread
- Watson is a \_\_\_\_\_.  
i) pawnbroker      ii) doctor      iii) detective
- The best way to stop bullying is to \_\_\_\_\_.  
i) accept it      ii) inform the police      iii) inform a responsible adult

## SECTION – B

## V. Answer any three of the following in one or two sentences each :

3×2=6

- Hamid's friends enjoyed the ride in the merry-go-round. But Hamid didn't go on it. Why?
- What did the grandfather say about the ghosts of the two children killed by lightning?
- What is good and effective communication?
- In what ways are we doing injustice to nature?

## VI. Quote from memory:

5

Beginning with : Learned over and ..... and ending with : ..... the world of men.

## VII. Read the following lines and answer the questions below :

5×1=5

- The reply from him was negative  
Not a thing was found 'online'.*  
i) From whom did the reply come?



- ii) What was not found online?
- b) *Stood thronging the faint moonbeams on the dark stair  
That goes down to the empty hall.*
- i) Who stood thronging on the stair?
- ii) Why was the hall empty?
- c) *Perchance unkindness made them so;  
Oh win them back again!*
- i) Whom should we win back again?

**SECTION – C****VIII. Add a suitable prefix or suffix and make new words :**

4×1=4

(im, ment, hood, un, ship, in)

- a) child                      b) patient                      c) happy                      d) friend

**IX. Unscramble the sound-describing words :**

4×1=4

- a) murebl                      b) lowh                      c) mobo                      d) cohe

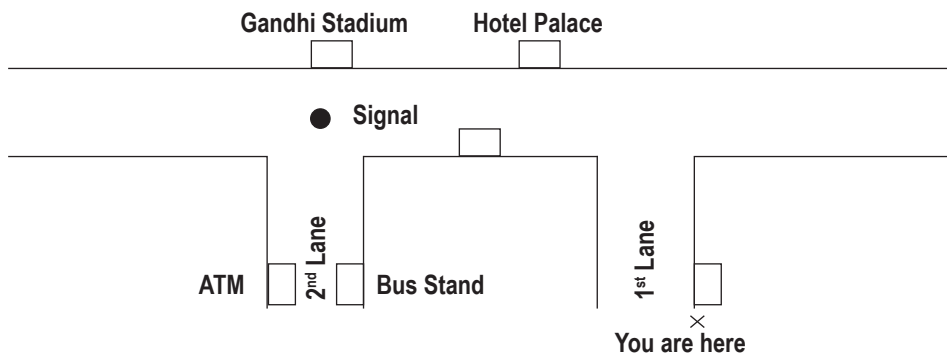
**X. Choose the suitable preposition :**

5×1=5

- |  |          |             |             |
|--|----------|-------------|-------------|
| a) Can you finish the work _____ tomorrow?       | i) by    | ii) in      | c) within   |
| b) There is unity in diversity _____ the people. | i) among | ii) between | iii) within |
| c) Lalitha was praised _____ her father.         | i) with  | ii) for     | iii) by     |
| d) The match will be held _____ the evening.     | i) at    | ii) on      | iii) in     |
| e) The girls climbed _____ the stairs.           | i) at    | ii) up      | iii) in     |

**SECTION – D****XI. Answer the following :**

- a) Mr. Morthy, your father's friend visited your father. But your father went out. Write a message to your father about his friend's visit, telling him that he would come back by 5 p.m. -3-
- b) Write a letter to your friend about the most frightening experience that you had last week. -5-
- c) A stranger wants you to guide him to the nearest ATM centre. Give directions to your friend in about 50 words. -5-



## SECTION – E

**XII. Give a relationship term for the clues given:**

3×1=3

- a) siblings \_\_\_\_\_.
- b) a chip of the old block \_\_\_\_\_.
- c) two pears in a pod \_\_\_\_\_.

**XII. Give a relationship term for the clues given:**

3×1=3

- a) X and Y are parents to Z. But Z is not the son of X. What is Z to X?
- b) Nalini's brother is the father of Balaji. Then how is Balaji related to Nalini.

\* \* \* \* \*

**MEMORITER****The Listeners***- Walter de la Mare*

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,  
 Harkening in an air stirred and shaken  
 By the lonely Traveller's call.

\* \* \* \* \*